

# BOSTON COLLEGE

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WILLIAM F. CONNELL SCHOOL OF NURSING



## PhD STUDENT HANDBOOK

2014-2015

## **IMPORTANT CONTACTS**

|  |              |
|--|--------------|
| BC Info  | 617-552-4636 |
| BC CSON Graduate Office ( <a href="mailto:Csongrad@bc.edu">Csongrad@bc.edu</a> ) | 617-552-4928 |
| BC CSON Fax  | 617-552-2121 |
| Kennedy Resource Center/Simulation Lab   | 617-552-8806 |

### DEANS

|   |              |
|---|--------------|
| Dr. Susan Gennaro, Dean                                 | 617-552-4251 |
| Dr. Kathy Hutchinson, Associate Dean, Graduate Programs | 617-552-2613 |
| Dr. Barbara Wolfe, Associate Dean, Research             | 617-552-1804 |
| Dr. Sean Clarke, Associate Dean, Undergraduate Programs | 617-552-3232 |
| Anne Severo, Associate Dean, Finance and Administration | 617-552-8531 |

### CONTACTS FOR SPECIAL PROGRAMS

|   |              |
|---|--------------|
| Direct Master's Entry (MSE): Dr. Kathy Hutchinson | 617-552-4928 |
| MS/MBA: Dr. Kathy Hutchinson                      | 617-552-4928 |
| CRNA / Nurse Anesthesia: Dr. Susan Emery          | 617-552-6844 |
| RN/MS: Dr. Kathy Hutchinson                       | 617-552-4928 |
| PhD & MS/PhD: Dr. Kathy Hutchinson                | 617-552-4928 |
| Clinical Placement Specialist: Janet Stout        | 617-552-2833 |

### STUDENT SERVICES

|                                       |              |
|---------------------------------------|--------------|
| Julianna González, Associate Director | 617-552-4541 |
|---------------------------------------|--------------|

### UNIVERSITY SERVICES

|   |              |
|---|--------------|
| Counseling                                  | 617-552-3310 |
| Financial Aid (Graduate)                    | 617-552-3300 |
| Graduate Student Center (Murray)            | 617-552-1854 |
| Help Center (Computer Problems)             | 617-552-4357 |
| O'Neill Library                             | 617-552-4455 |
| Nursing Reference Librarian: Wanda Anderson | 617-552-4457 |
| Registrar/Student Services                  | 617-552-3300 |
| Student Accounts                            | 617-552-3300 |

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# GENERAL INFORMATION FOR ALL GRADUATE STUDENTS

## Introduction

The first section of the graduate handbook contains information applicable to all graduate programs. This is followed by the section that specifically addresses curricula and policies that are relevant to students in the PhD program. Additional program information is also available on the Boston College web site at [www.bc.edu/nursing](http://www.bc.edu/nursing). The graduate associate dean and graduate program office staff are also available to answer graduate students' questions.

## HISTORY OF THE SCHOOL OF NURSING

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, Archbishop of Boston, a program was offered in February 1947 leading to the degree of Bachelor of Science in nursing for registered nurses. In September 1947, a basic collegiate program of five years leading to the degree of Bachelor of Science was introduced for high school graduates. Beginning in September 1950, a four calendar-year basic collegiate program was initiated, and in 1957 this was shortened to four academic years. In the spring of 1960 the School of Nursing moved from downtown Boston to the Chestnut Hill campus and occupied its own building, the gift of His Eminence Richard Cardinal Cushing. In 2001-2002, the school received a generous gift from the late William F. Connell and the school is now known as the William F. Connell School of Nursing.

## HISTORY OF GRADUATE PROGRAMS IN NURSING

Boston College began offering graduate courses in 1952. In the spring of 1956, nursing sought to bring its program into conformity with the standards of the profession, and proposed a master's degree in nursing with a minor in education. Boston College began awarding the Master of Science degree in nursing in 1958. The PhD program, approved by the board of trustees in September 1986, began in fall 1988. Ten students were admitted in the program's initial year; the program expanded to 30 students at the end of three years. In the 1993-94 academic year, there was a general reorganization of graduate arts and sciences and the schools of nursing and education assumed administration of the graduate programs in their respective areas. This organizational change strengthened the already vigorous and vital graduate programs in the School of Nursing.

## BOSTON COLLEGE SCHOOL OF NURSING MISSION STATEMENT

The mission of Boston College William F. Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice. The Connell School of Nursing educates

students as reflective life-long learners who use knowledge in service to others. The faculty develops and disseminates knowledge for the advancement of professional nursing practice and the improvement of health and healthcare for a diverse global society.

The graduate of the baccalaureate program is prepared as a generalist who promotes, maintains and restores the health of individuals, families and communities/populations across the lifespan through evidence based practice. The graduate of the master's program is prepared as an advanced practice nurse with knowledge and skill to advance the discipline and to improve healthcare through leadership, mentorship and evidence based practice. The graduate of the doctoral program is prepared to engage in and contribute to theoretically driven research and scholarship that address significant problems in nursing and healthcare and to influence policy. (rev 4/14)

### BOSTON COLLEGE SCHOOL OF NURSING PHILOSOPHY

Nursing is the art and science of human caring. The recipients of nursing care are individuals, families, aggregates of people, and communities/populations who are sick and well; culturally and linguistically diverse; within all socioeconomic strata; and at all stages in the life cycle. The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. Nursing focuses on the life processes and patterns of the individual in the context of the family and the community and also the health needs of the population. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing education prepares students for the appropriate level of knowledge and skills by building on the liberal arts and sciences. Nursing curricula are logically ordered to provide core knowledge and the application of that knowledge. The preparation for holistic nursing care requires a holistic approach in education, and education is most effective when it involves active participation by the learner. Students are supported in developing clinical skills as well as the ability to think and act ethically. Students are active participants in shaping the learning environment within the School of Nursing.

The Boston College William F. Connell School of Nursing instills the values of service to others, truth through scholarly inquiry, and justice through promoting equal access to care for all people. Service, scholarship, and justice in caring include all people in the global community, particularly the underserved. The faculty believe that promoting the physical, psychological, and spiritual aspects of health are essential to understanding the human dimension of holistic nursing care. Nurses engage in partnerships with individuals and groups to promote and optimize wellness. The nurse respects the uniqueness of the person and the individual's right to choose and actively participate in decisions about health care. Nursing promotes self-determination by empowering clients and advocating for those who cannot do so independently. (rev 4/14)

## **Organizational Structure of the William F. Connell School of Nursing**

The **Dean** of the School of Nursing is responsible for the overall administration of the school.

Susan Gennaro, RN, PhD, FAAN  
Dean

Office: Cushing 203  
Telephone: 617-552-4251

The **Associate Deans** are responsible for the academic, research and financial administration.

M. Katherine Hutchinson, PhD, RN, FAAN  
Associate Dean for Graduate Programs

Office: Cushing 202 M  
Telephone: 617-552-2613

Sean Clarke, PhD, RN, FAAN  
Associate Dean for Undergraduate Programs

Office: Cushing 202 G  
Telephone: 617-552-3232

Barbara Wolfe, PhD, RN, CS, FAAN  
Associate Dean for Research

Office: Cushing 433 A  
Telephone: 617-552-1804

Anne Severo  
Associate Dean for Finance & Administration

Office: Cushing 203  
Telephone: 617-552-8531

The **Program Directors** are responsible for the direct oversight of their respective APRN programs.

### Graduate Clinical Specialty Program Directors

Rosemary Byrne, RN, MSN, FNP-BC  
Family NP Program

Office: Cushing 419  
Telephone: 617-552-1834

Susan Emery, PhD, CRNA  
CRNA Nurse Anesthetist Program

Office: Cushing 326  
Telephone: 617-552-6844

Jane Flanagan, PhD, RN, ANP-BC  
Adult-Gerontology Primary Care NP Program

Office: Cushing 334H  
Telephone: 617-552-8949

Holly Fontenot, PhD, RNC, MS  
Women's Health NP Program

Office: Cushing 306  
Telephone: 617-552-1846

Sherri St. Pierre, MS, APRN, PNP-BC  
Pediatric Primary Care NP Program

Office: Cushing 336L  
Telephone: 617-552-8008

Pamela Terreri, MS, RN/PC  
Family Psychiatric-Mental Health NP Program

Office: Cushing 334D  
Telephone: 617-552-6442

**Faculty** may be full-time or part-time. Most full-time faculty teach in more than one level of the program. Faculty schedules for each semester are posted on their office doors and with the receptionist in Cushing 203. Each faculty member has a designated assistant. Faculty may be contacted via phone and voice mail, e-mail, or through their assistants. **Teachers of Record (TOR)** are faculty who are responsible for coordinating faculty and student activities within a course. Their areas of responsibility include the course syllabus, compiling exams, and computing grades.

## COMMUNICATIONS

There are a variety of mechanisms for enhancing timely and effective communication within the School of Nursing. Each faculty member and staff member has voice mail and e-mail. Each faculty or staff person at BC can be reached via e-mail. Email addresses may be obtained by searching the directory on Agora (<https://portal.bc.edu/portal/page/portal/Public/PublicDirectorySearch>).

The graduate office uses BC email for all communications. Upon admission, every student receives a BC email address. Students must activate their BC email address in order to receive important announcements. All students are responsible for checking their BC email routinely. Visit <http://g.bc.edu> to log in to your BC email account. You can arrange to forward your BC email to another email account by visiting [www.bc.edu/offices/help/comm-collab/email.html](http://www.bc.edu/offices/help/comm-collab/email.html).

Matriculated students also have mail folders in the student lounge located in 207A Cushing Hall. Students are responsible for checking their mail folders routinely.

## Resources

Information about activities and resources for graduate students across the university is located at the Graduate Student Life website: <http://www.bc.edu/offices/gsc/>

## FINANCIAL AID

### ACADEMIC AWARDS

Stipends and scholarships are available to aid promising graduate students in the pursuit of their studies, including: University fellowships (PhD students only), teaching assistantships, research assistantships, tuition remission, scholarships, and federal traineeships (depending on federal funding). A limited number of School of Nursing scholarships are available. Students should check emails for other scholarships that may become available. Graduate students may not receive university financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously without the dean's approval. Graduate students must be in good academic standing and not on probation to receive stipends, awards, TA or RA positions or fellowships. Graduate students may not receive tuition remission, CSON scholarship or fellowship funds to pay for courses or comprehensive examinations that are being repeated.

See the CSON website ([http://www.bc.edu/content/bc/schools/son/admissions/financial\\_aid.html](http://www.bc.edu/content/bc/schools/son/admissions/financial_aid.html)) for additional information about external sources of scholarships and financial aid.

### PHD FELLOWSHIPS

With generous funding from the university, CSON is able to offer university fellowships to its most well qualified PhD students upon admission. University fellowships usually include tuition (approximately 20 credits per year), partially – fully subsidized health insurance, and a stipend. University fellowship stipends are comparable to NIH pre-doctoral stipend levels (approximately \$23,000 per year in 2014-2015). Diversity fellowships are also available from the university for highly qualified PhD students from under-represented groups. University fellowships may be renewed twice (for a total of up to 3 years of funding), provided fellows remain in good academic standing, demonstrate significant progress toward the degree, demonstrate scholarly productivity and meet the expectations of the fellowship experience and mentor. Fellows are expected to be full-time students, commit to work approximately 16 hrs. per week on a faculty member's research project and limit outside employment to a maximum of one day per week during the semester. Fellows are also expected to attend scholarly workshops and conferences at CSON and elsewhere (approximately 2 – 4 hrs. per week). Please see pages 21 - 22 for more information.

Students who are on academic probation and/or do not pass the comprehensive examination are not eligible to receive fellowship or other funding. Fellowship funds may not be used towards tuition for courses or comprehensive examination credits that are being repeated. PhD fellows who obtain outside funding through NRSA awards, RWJF or similar, may be eligible to retain a portion of their university fellowship stipend as a supplement to any outside funding. PhD students are encouraged to discuss fellowship and funding policies with the graduate associate dean ([Kathy.hutchinson@bc.edu](mailto:Kathy.hutchinson@bc.edu)); the associate dean for research ([Barbara.wolfe@bc.edu](mailto:Barbara.wolfe@bc.edu)) is an additional resource for exploring NIH external funding opportunities, such as NIH NRSA awards. Additional information on NRSA awards and other external funding is provided on pages 22-23.

### FELLOWSHIPS FOR MS/PHD STUDENTS

Well qualified students accepted into the MS/PhD program who are awarded fellowships for the PhD portion of their program may be able to re-distribute part of the tuition award to the MS component of their program. Any such redistribution is dependent upon the availability of funds and at the discretion of the graduate associate dean and the graduate program office. A maximum of one year of PhD fellowship tuition may be split across the MS portion of the MS/PhD program of study as partial tuition remission. Students are responsible for the balance of the tuition. Stipends may only be taken while a student is an active PhD fellow in good standing. Students should contact the graduate office for further information.

### TUITION SCHOLARSHIPS FOR PART-TIME PHD STUDENTS

Partial tuition scholarships may be available for outstanding part-time students. A maximum of one or two such scholarships may be available in a given year. Students should contact the graduate associate dean for further information.

### TEACHING ASSISTANTSHIPS (TA)

Teaching assistants are graduate students enrolled in the School of Nursing. The graduate school has a limited number of teaching assistantships available each semester. The teaching assistant (TA), in addition to her or his program of studies, is usually responsible for either 7 1/2 or 15 hours per week of teaching/instructional activities in the undergraduate or graduate program performed under the supervision of the course faculty and/or teacher of record. TAs are compensated with a stipend. Students who wish to be considered for a TA position complete and submit a TA application to the graduate office

by May 31<sup>st</sup> for the next year. TAs are usually assigned to a specific course and/or faculty member; per diem TA positions may also be available. These positions provide flexible help on an as-needed basis to assist in the clinical skills lab, proctor exams, prepare course materials, etc. Both full-time and part-time graduate students in good standing are eligible to apply for TA positions.

#### RESEARCH ASSISTANTSHIPS (RA)

Research assistantships may be available through faculty grants or through the graduate office. The nature and number of hours involved are determined by the faculty member holding the grant. Assistantships provide limited tuition remission or a stipend that varies among projects. Students who wish to be considered for these positions should check bulletin boards and emails for announcements and indicate their interest in the graduate office if an opportunity arises. Full-time and part-time graduate students are eligible for RA positions.

#### TUITION REMISSION (TR)

The graduate program office provides partial tuition remission awards on the basis of merit, need or service learning activities. Students should contact MaryBeth Crowley ([marybeth.crowley@bc.edu](mailto:marybeth.crowley@bc.edu)) in the graduate office for more information or to apply for TR.

#### SPECIAL SCHOLARSHIPS FOR DIRECT MASTER'S ENTRY (MSE) PROGRAM STUDENTS

Through generous grant funding from the Robert Wood Johnson Foundation / New Careers in Nursing Program and the Helene Fuld Health Trust, the Connell School of Nursing is able to offer \$5,000 - \$10,000 tuition scholarships to the most qualified students who are accepted and enrolled in the Accelerated Direct Master's Entry Program. Students should contact MaryBeth Crowley in the graduate office for more information ([marybeth.crowley@bc.edu](mailto:marybeth.crowley@bc.edu)).

#### PROCEDURES FOR FINANCIAL AID RECIPIENTS

An aid recipient who relinquishes an assistantship or a tuition scholarship must report this matter in writing to the graduate associate dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is unsatisfactory. They may also be discontinued for unprofessional conduct or conduct injurious to the reputation of the University.

#### OTHER SOURCES OF FINANCIAL AID

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. Students receiving loans are expected to meet their ethical, legal and professional responsibilities in repayment of these loans. In addition the School of Nursing provides information about outside scholarships available to master's students on its web page at [www.bc.edu/schools/son/admissions/financial\\_aid.html](http://www.bc.edu/schools/son/admissions/financial_aid.html). Another useful web site for scholarship information is [www.discovernursing.com](http://www.discovernursing.com). Information about university-wide teaching or graduate assistantships is available through the Murray Graduate Center web site [www.bc.edu/gsc](http://www.bc.edu/gsc).

## UNIVERSITY RESOURCES

### THE LIBRARIES

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 2 million volumes, and approximately 21,000 serial titles are currently received. Special collections for nursing are housed in the Mary Pekariski Nursing Archives in Burns Library and include: nursing ethics, nursing history, and the recently acquired collections of the North American Nursing Diagnosis Association (NANDA) and the American Association of Nursing Attorneys.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions. Through membership in New England Library Information Network (NELINET), there is online access to publishing, cataloging, and interlibrary loan location from the OCLC, Inc. database, which contains over 36 million records from the Library of Congress and from more than 25,000 contributing institutions worldwide.

Boston College Libraries is a member of the Association of Research Libraries (ARL). Boston College was among the first schools in the country to offer an online public computer catalog of its collections. The libraries' computerized system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions' procedures. Students may browse the catalog using video display terminals in all the libraries, and may access the catalog via computer from their homes or offices at [www.bc.edu/libraries](http://www.bc.edu/libraries). In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the library computerized system. Access to an increasing number of full-text journals is also available online.

Information on use of the libraries is contained in the Guide to the Boston College Libraries, on the Boston College website, and other brochures available in the libraries. There is a reference librarian assigned to each discipline. Wanda Anderson (617-552-4457) is the reference librarian for nursing. Students should arrange for orientation to the library resources through the many library offerings provided. The Campus Technology Resource Center (CTRC) in O'Neill Library (250) provides computers for student use. Visit <http://www.bc.edu/offices/its/ctrc.html> for more information.

### GRADUATE STUDENT CENTER

The John Courtney Murray, S.J. Graduate Center is a facility established to meet the needs of graduate students. It is located across Beacon Street at 292 Hammond Street. The graduate center provides opportunities to gather for discussion, reflection, presentations, meals, and social functions. It offers a computer lab with PCs and Macs, study rooms with network stations, network activated jacks and wireless network connections for laptop computers, dining facilities, and an administrative staff to act as advocates for all graduate students. The Murray Graduate Center also serves as a coordinating center for graduate student groups such as the Graduate Student Association, Graduate International Student Association, and the Graduate AHANA Student Association. To reserve space for graduate events or for more information please see the graduate center web site ([www.bc.edu/gsc](http://www.bc.edu/gsc)) or call 617-552-1851.

### STUDENT LOUNGES

Students are free to use student lounges in any Boston College buildings. Students may wish to book study rooms in O'Neill Library or in the Murray Graduate Student Center for small group study.

The Kennedy Resource Center (KRC) in the School of Nursing, Cushing Hall Room 426, houses audiovisual programs and computer-assisted instruction.

The simulation laboratory in Cushing 407/408 is a state-of-the art facility in which students may learn and practice a variety of nursing skills. This may be used by students as part of their coursework or may be booked by an individual student for additional practice.

The nursing student lounge is located in Cushing 207A and is available for use by all undergraduate and graduate students. The lounge houses a printer, refrigerator and coffee machine, as well as student mail folders. The Ph.D. student lounge (Cushing 424) is accessible only to Ph.D. students using an entry code.

### WIRELESS NETWORK

The wireless network at Boston College provides laptop computer users with the flexibility to access the network from many points on campus including libraries, classrooms, dining halls, and even outdoor common areas. The School of Nursing is equipped with a wireless network.

### CONNORS FAMILY LEARNING CENTER - O'NEILL LIBRARY

The Connors Learning Center is responsible for providing free tutoring to the student body at large, support services to students with learning disabilities or attention deficit disorder, and instructional support for graduate students and faculty. They can assist students who need help in improving their writing skills. Please contact 617-552-8055.

### ONLINE WRITING LAB (OWL)

This resource provides assistance for brief questions about writing as well as materials and resources related to writing. There are also longer and more interactive presentations on writing and research skills. See web site at: <http://owl.english.purdue.edu/>.

### AHANA STUDENT PROGRAMS

The goal of this office is to promote the optimal academic achievement of African-American, Hispanic, Asian and Native-American (AHANA) students at Boston College, especially those identified as being at potential academic disadvantage. The services available include tutorial assistance, academic advisement, individual and group counseling tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. Contact the Graduate AHANA Association's Murray Graduate Center at 617-552-1663.

### CAREER CENTER

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

The career center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies, an on-campus-recruiting program, current job listings and a credentials service. Graduate students are encouraged to visit the career center at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications. The career center is open on Tuesday and Wednesday evenings until 7:30 p.m. during the academic year for the convenience of graduate students and alumni.

#### CHAPLAINS

The Chaplains' Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Chaplains from a variety of faiths are available. Offices are located in McElroy Commons, Room 215, 617-552-3475.

#### UNIVERSITY COUNSELING SERVICES (UCS)

University Counseling Services provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact the UCS office at 617-552-3100 or visit the office in Gasson Hall 001 during regular office hours of Monday through Friday 8:45AM-4:45PM.

#### OFFICE OF THE VICE PRESIDENT OF STUDENT AFFAIRS

The Office of the Vice President of Student Affairs (VPSA) coordinates the planning, implementation and evaluation of programs and services for graduate student development. This includes overseeing students' clubs and organizations, programming, the Graduate Student Association, alcohol and drug education, off-campus and commuting student affairs, and international student services. The dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, and the judicial process. Graduate students can reach the Director for Graduate Life, R. Darrell Peterson, at the John Courtney Murray Graduate Center, 292 Hammond Street, 617-552-1855.

#### SERVICES FOR STUDENTS WITH DISABILITIES

Students with disabilities applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admissions Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding services for students with disabilities contact Paulette Durrett, Assistant Dean for Students with Disabilities, at Maloney Hall, Room 212, 617-552-3943. For more information regarding services for students with learning disabilities contact Dr. Kathleen Duggan, Associate Director, Learning Services, Academic Development Center, 200, O'Neill Library, 617-552-8093.

**Any student who wishes to request reasonable accommodations due to a documented disability must notify the faculty within the first two (2) weeks of a course.**

### GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves students in the Graduate Schools of Arts and Sciences, Nursing, Social Work, the Lynch Graduate School of Education and the Carroll Graduate School of Management.

The GSA exists to provide academic support to students in the form of conference grants and special group funding, to host social, cultural and academic programs for graduates, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University community. The GSA nominates graduate students to serve on a variety of committees, including the University Academic Council, the University Committee on Alcohol and Drug Abuse, the Graduate Educational Policy Committee, and the new student center committee.

The GSA is funded by the activity fee charged to every graduate student at registration and is governed by the GSA Student Council, composed of student representation from each academic department. The council and staff work together to strengthen the collective voice of graduate students. The GSA publishes an annual Graduate Students Achievement Profile online, that lists all graduate students who have published or presented papers, won awards, or otherwise been acknowledged for their work.

The GSA has its offices in the John Courtney Murray, S.J. Graduate Center located at 292 Hammond Street across Beacon Street from McElroy Commons. Its amenities include study rooms, a computer lab, DVD lending library, kitchen, deck and patio space, and complimentary coffee and tea. Throughout the year, the center hosts programs organized by the Office of Graduate Student Life and graduate student groups. Contact [gsa@bc.edu](mailto:gsa@bc.edu) for more information.

### GRADUATE NURSES ASSOCIATION (GNA)

The GNA meets regularly in the CSON to provide a forum for concerns and interests of graduate students. Periodically it sponsors coffee hours or luncheons so that graduate students can interact with each other and with faculty on an informal basis. The GNA also is involved in a variety of projects to help support groups in the community. The GNA office is located in Cushing 334 and can be reached at [bcgradnurses@gmail.com](mailto:bcgradnurses@gmail.com). The Graduate Nurses Association (GNA) has membership in the GSA and two members of the GNA are appointed to represent graduate nursing students at meetings and activities.

### HEALTH SERVICES

The goal of University Health Services is to provide confidential health care and educational programs to safeguard the physical well-being and mental health of the student body. It is located on the ground floor of Cushing Hall on the Chestnut Hill Campus (phone number is 617-552-3225). The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, physical therapy, allergy, and immunization clinics. The in-patient infirmary is open 24 hours a day when school is in session.

The health/infirmary fee for medical care on campus is not a substitute for a health insurance policy. Massachusetts law requires that all university students registered for 75 percent of a full-time course load be covered by an accident and sickness insurance policy so that protection may be assured in case of hospitalization or other costly outside medical services. Insurance information is available at University Health Services Office in Cushing Hall or online at [www.bc.edu/offices/uhs](http://www.bc.edu/offices/uhs).

## **Academic Policies & Procedures**

### ACADEMIC AND PROFESSIONAL INTEGRITY

Students are expected to have high standards of integrity in both the academic and clinical settings. CSON adheres to the Boston College policies surrounding academic integrity. This policy is outlined in the Boston College catalog. The catalog may be accessed online at <http://www.bc.edu/publications/gcatalog/policy.shtml>.

Expected ethical behavior in clinical situations is based on the American Nurses' Association Code of Ethics for Nurses (ANA, 2001, 2010). Students are expected to protect patients' confidentiality at all times, and to be honest in any documentation regarding the patient's condition and their own assessments and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients. Unprofessional conduct is considered serious and may result in dismissal from the school.

### RESEARCH INTEGRITY AND RESPONSIBLE CONDUCT OF SCIENCE

Scientific integrity, the conscious adherence to a set of ethical principles, is the hallmark of all scholarly disciplines, including nursing. Boston College is guided by the ethical principles regarding all research involving human subjects. Graduate students in the School of Nursing who plan to conduct research with humans or material of human origins must submit their research proposals to the Boston College Institutional Review Board (BCIRB) for review and approval prior to carrying out the project. See the web site [www.bc.edu/research/rcip/human/](http://www.bc.edu/research/rcip/human/).

### THE CONSORTIUM

Graduate students in the School of Nursing may cross register for one course each semester at Boston University, Brandeis, and Tufts. Cross registration materials are available in Lyons Hall/Student Services. Prior approval by the host institution is necessary. The student should consult with the appropriate BC consortium liaison at the host school about cross registration. Before registering for courses in the consortium, students are required to seek approval from their academic advisor and the associate dean for graduate programs. Cross registration is not available during the summer sessions.

The Graduate Consortium in Women's Studies is an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from six member schools: Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts. Graduate students enrolled in degree programs at Boston College may with the permission of their department apply to participate in this program. Registration forms will be mailed from the Consortium to accepted students. For more information go to <http://mit.edu/gcws>.

### COURTEOUS CELL PHONE USE

Out of respect for faculty and fellow students, please turn off your cell phones in class. If you need to be available in case of personal or professional emergencies, please adhere to the following guidelines:

- Put your phone on a vibrate setting
- Sit near the door
- If you receive a call, immediately exit the classroom and answer the call well out of earshot of classrooms and offices.

### CLASS ATTENDANCE

Students are expected to attend classes regularly and on-time. Students who are absent from class will be evaluated by the faculty as to their ability to meet course objectives. Students are expected to notify faculty prior to a scheduled class session if they will be absent or tardy.

In some instances, a student misses too many classes to satisfactorily complete the course. In such cases the student should discuss withdrawing from the course with the professor and academic advisor. All withdrawal requests must be approved and signed by the graduate associate dean. A student who is absent from class is responsible for the class content as well as for knowledge of any announcements that may have been given. In the case of an anticipated prolonged absence for illness / injury, the student obtains a leave of absence (LOA) form from the graduate office; graduate office staff will notify the student's course faculty of the LOA.

If classes are cancelled due to a severe snowstorm, power failure, or some other emergency, notification will be broadcast on radio and television between 6:30 and 8:30 a.m. Stations announcing this information are WBZ (1030 AM), WRKO (680 AM), and WBMX (98.5 FM) on radio, as well as Channel 4 (WBZ-TV) and Channel 5 (WCVB-TV) on television. Notification is also available by calling 617-552-4636. Students who miss classes or clinical experience for religious reasons should discuss this with the faculty member in advance so alternative arrangements can be made.

### STUDENT ABSENCES FOR RELIGIOUS REASONS

Any student who is unable, because of her/his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement that may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University or the faculty.

### EXAMS AND QUIZZES

Students are responsible for taking all tests, quizzes, and examinations when they are given and have no inherent right as students to be given a make-up examination. Therefore, students should pay special attention to the announced dates and double check the time, date, and place of the final examination. If students anticipate missing an exam, they should contact the professor in advance and ask if she or he will discuss options. Any arrangements must be worked out between the faculty member and the student.

## LOST WORK

It is the student's responsibility to see that the faculty member receives the work submitted. Students should always make a copy of a paper or project before submitting it, especially if mailing it or leaving it at a department office. If a student does not receive the graded work back on time or if there is any doubt as to whether it has been received, it is prudent to check with the faculty member immediately.

## GRADING

In each graduate course in which she or he registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, or F. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The minimum acceptable passing grade for a graduate course is a B- (80). Graduate students will undergo academic review if they have earned a grade less than B- (80) in a course. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No credit is granted for a course in which a student receives a grade of F.

The following scale is used in graduate courses in the William F. Connell School of Nursing:

|    |          |
|----|----------|
| A  | 94-100 % |
| A- | 90-93    |
| B+ | 87-89    |
| B  | 84-86    |
| B- | 80-83    |
| C  | 74-79    |
| F  | Below 74 |

## INCOMPLETE GRADES

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I"(incomplete). A student must successfully complete prerequisite courses (and all of the requirements within those courses) before enrolling in the subsequent course. All of the course requirements for an incomplete course must be completed, and the "I" grade resolved, within four months. After the four months, the "I" will permanently convert to an "F" grade. Any exception must be approved by the associate dean for graduate programs. All courses must be successfully completed and all incomplete course grades must be resolved in order for students to be eligible to sit for master's or doctoral comprehensive examinations.

## LATE PAPERS/RESEARCH PROJECTS AND EXAMINATIONS

Students are responsible for submitting all work for a course to the faculty member by the specified deadline and taking examinations at their scheduled time and location (except as arranged in advance for specific learning needs). Professors are not obliged to accept any work beyond the deadline or to grant extensions. Any requests for extensions must be made prior to the original due date. All arrangements for submission of the work must be negotiated directly between the faculty member and the student. Students who anticipate a conflict with a scheduled examination should notify the teacher of record as

soon as possible prior to the scheduled exam. Faculty members are not obliged to provide early or late exams. Make-up examinations will be given at the discretion of the faculty and only under extreme circumstances. Students who do not show up for a scheduled examination without prior notification to the teacher of record will receive a grade of “0” for the exam.

#### ACADEMIC EVALUATION DISPUTES

Students have the right to know the components of a course on which the final grade will be based, to be graded fairly in relation to the other students in the course, and to understand why a particular grade was given. The faculty member has the right to determine which course components will be graded and the weight that will be given to each, the right to determine the grading scale to be employed, and has a responsibility to grade students consistently on that scale. She/he is also expected to provide a syllabus for each course, specifying dates for assignments and examinations, and the weight given to each course component in determining the final grade, as well as objectives for the course. If a student feels, in light of the above, that a grade is unfair, the student should first make an appointment to see the professor, bring a copy of the paper or exam in question, and request that she or he explain why and how the grade was determined. If, after discussing the grade with the faculty member, the student still feels the grade is unfair, the student may appeal to the chairperson of the department in which the course is offered. If this discussion does not produce a satisfactory resolution, the student may file a formal appeal. The graduate associate dean can provide the student with further information about this appeal process.

#### ACADEMIC STANDING

All graduate students (master’s and Ph.D.) in the William F. Connell School of Nursing are expected to maintain a GPA  $\geq$  3.0 in order to remain in good academic standing. The minimum acceptable passing grade for graduate courses is a B- (80). Students will undergo academic review if they have a GPA less than 3.0 or earn a grade less than a B- (80) in a course. Academic review may result in a student being dismissed from the program or placed on probation with specific recommendations and requirements that must be met in order to continue in the program. These recommendations may include, but are not limited to: (a) completing an individualized remediation plan developed in collaboration with the course faculty and the student’s advisor in order to achieve mastery of the course objectives; (b) repeating courses in which a grade of less than B- (80) was earned; and/or (c) reducing course loads.

Graduate students who are on probation or who are otherwise not in good academic standing are not eligible for teaching assistantships, research assistantships, fellowships and/or any type of merit-based tuition remission award. The renewal of PhD fellowships is contingent upon fellows remaining in good academic standing, demonstrating significant progress toward the degree, demonstrating scholarly productivity and meeting the expectations of the fellowship experience and mentor.

Additional policies related to academic standing for PhD students may be found on page 28.

## ACADEMIC PROGRESSION AND REVIEW

The graduate academic progression and review committee is convened by the graduate associate dean and meets at least once per semester. Graduate students are referred and undergo academic review when they: (a) earn a course grade less than a B- (80) in any course; (b) have a GPA < 3.0; (c) are currently on probation; and/or (d) violate standards of safe, competent clinical practice and professional conduct.

The graduate associate dean notifies the student of the academic review meeting date and process at least 48 hours prior to the meeting. The student may submit a brief (1 page) statement to be read or distributed. Students do not attend the meeting, although the faculty advisor may attend.

Academic review may result in a student being dismissed from the program or placed on probation with specific recommendations and requirements that must be met in order to continue in the program. These recommendations may include, but are not limited to: (a) completing an individualized remediation plan developed in collaboration with the course faculty and the student's advisor in order to achieve mastery of the course objectives; (b) repeating courses in which a grade of less than B- (80) was earned; and/or (c) reducing course loads until the GPA is > 3.0. The graduate associate dean will notify the student and his/her faculty advisor of the outcome of the academic progression and review committee meeting as soon as possible in a "decision letter." If a student is placed on academic probation, his/her academic progress is re-reviewed during each semester that he/she remains on probation.

A student who wishes to appeal the outcome of the academic review, may do so in writing to the Dean of the Connell School of Nursing within 30 days of the date of the decision letter from the graduate associate dean. The graduate associate dean can provide further information about this appeal process.

## TIME LIMITS

Master's students have five consecutive years from enrollment to complete the master's degree. Doctoral students have a maximum of eight consecutive years to complete all of the Ph.D. requirements.

Extensions are permitted only under extreme circumstances and with approval from the graduate associate dean. Leaves of Absence (LOAs) do not extend the time limit, except for military service. Students who do not complete their degree requirements within the time limit will undergo academic review and may be dismissed.

## TRANSFER OF CREDIT/S

Matriculated graduate students who have completed at least one full semester of graduate work at Boston College may request permission to take cognates or electives outside of Boston College to be applied toward their degree. Only courses completed within the past five years, that were not applied to a prior degree and in which the student earned a grade of "B" or better, can be considered for transfer. Currently matriculated students are not permitted to take core or required courses outside of Boston College. Core courses that were taken prior to matriculation may be considered on a case by case basis. Under no circumstances will students be allowed to transfer in more than six (6) credits towards their degree.

To request to have an outside course considered for transfer, the student must provide a copy of the course description for electives and course syllabus for core courses. Electives may be approved by the faculty advisor. Core courses that were taken prior to matriculation at Boston College must be reviewed for equivalency by the TOR for the core course at Boston College, and approved by the TOR and the

graduate associate dean (forms in the appendix and on the CSON web site.) If approved, the student must submit a final official transcript documenting a grade of B or better to the graduate office for processing. The transfer course and credit, but not a grade, will be recorded on the student's permanent record.

#### POLICY ON NOT REGISTERED (NR) STUDENTS

Matriculated students who are not registered must complete a leave of absence or withdrawal form and return it to the graduate programs office (Cushing 202). Failure to do so may result in the university deactivating the student's enrollment and dismissing him/her.

#### LEAVE OF ABSENCE (LOA)

Students enrolled in degree programs who do not register for course work, doctoral advisement, or doctoral continuation in any given semester must request a leave of absence for that semester. Leaves of absence are not normally granted for more than one semester at a time. Students may obtain the leave of absence form from the graduate program office or the CSON website and submit this form to that office for the graduate associate dean's approval. Leave time will normally be considered a portion of the total time limit for the degree unless due to military service. Students must meet any conditions specified for return from a leave of absence. Students must notify the graduate office by March 1 prior to the academic year in which they plan to return.

#### MEDICAL LEAVE OF ABSENCE

When a student takes a leave of absence from Boston College for mental health reasons, the student is expected to get the appropriate treatment to deal with the condition that led to the leave. Before the graduate associate dean can make a decision regarding readmission, we require that the student's mental health treatment professional provide sufficient information to Boston College for the purpose of assessing the student's readiness to return and take on the rigors of his/her academic program. For more information, please contact Thomas McGuinness, director of university counseling at 617-552-3310.

#### ACADEMIC ADVISEMENT

It is the student's responsibility to take advantage of the advisement process. Each PhD student is assigned a faculty advisor. Fellows are also assigned a fellowship supervisor / mentor. Students should meet with their advisors on a regular basis, are expected to keep their advisors informed about their academic progress and to seek assistance with problems in a timely manner.

#### PLAN OF STUDY

Each student must have a signed plan of study on file. Students are responsible for reviewing and updating their plans of study. In addition to providing guidance to students in progressing through the curriculum, the plans of study are used for course enrollment management. Plans of study for MS and PhD programs can be obtained from the graduate office or the School of Nursing website, [www.bc.edu/nursing](http://www.bc.edu/nursing). The PhD student should review the plan of study with his/her faculty advisor and /or the graduate associate dean.

#### SUMMER SESSIONS

The Connell School of Nursing usually offers several graduate courses during Summer Session I and Summer Session II. Courses with fewer than 10 students enrolled may be cancelled.

#### WITHDRAWAL FROM A COURSE

Students who withdraw from a course after the registration period but before the last three weeks of class will have a grade of W recorded in their permanent record. The last date for withdrawal from a course is specified on the academic calendar each semester. Students are not permitted to drop courses during the last three weeks of classes or during the exam period; students who are still registered at this point will receive a final grade. Students may withdraw from a course or change from credit to audit up to three weeks prior to examinations and may receive a partial tuition refund on withdrawals submitted during the three weeks following registration. Students who change from credit to audit receive no refund.

#### WITHDRAWAL FROM BOSTON COLLEGE

Students in good standing who wish to withdraw from Boston College are required to file a withdrawal form in the graduate office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate administrator will complete this form.

#### GRADUATION

The University awards degrees in May, August and December of each year, although commencement ceremonies are held only in May.

#### MAY GRADUATION

Graduate degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a graduation form (online) by the deadline stated in the academic calendar (usually early in February). Students who sign up for graduation but do not graduate on the anticipated date are automatically moved to the next scheduled graduation period by the registrar's office. Diplomas are distributed to individual students at the School of Nursing ceremony immediately following the completion of the overall university commencement exercises. Diplomas will be mailed to students unable to attend commencement. Diplomas or transcripts will not be awarded or issued until all degree credits have been recorded on the student's permanent record and all accounts and fees have been paid.

#### AUGUST AND DECEMBER GRADUATIONS

Graduate students who have completed all degree requirements by August 31 or December 31 are eligible to receive their degree as of those dates. The procedure is the same as for May graduation. Since there are no commencement exercises in December or August, the names of those receiving degrees will be included in the program of the following May commencement. Those students who would like to participate in the May ceremonies must notify the graduate office.

# OVERVIEW OF THE PhD PROGRAM

According to the American Association of Colleges of Nursing (AACN), the Doctor of Philosophy (PhD) degree represents the highest level of formal education for nurses in preparation for a career in research and the scholarship of discovery. PhD graduates are prepared to build and communicate the knowledge base in the profession, develop the science, steward the profession, educate the next generation of nurses, define the uniqueness of nursing and maintain its professional integrity. In the academic setting, the PhD is the highest academic degree and is required for success as a scientist in the multiple disciplines represented within educational institutions. In the scientific arena, the PhD is the beginning preparation for the development of an independent research trajectory. Attainment of the PhD requires a strong scientific emphasis within the discipline, an understanding of the science of related disciplines and translation science, dissemination of innovations, and interdisciplinary collaboration. In addition, for the profession to achieve this vision and make the maximum impact on the healthcare system, PhD nursing scientists should reflect society at large (from: AACN, 2010, *The Research-Focused Doctoral Program In Nursing: Pathways To Excellence*).

The PhD program at the Boston College William F. Connell School of Nursing is a post-master's or post-baccalaureate research-focused degree. The program aims to prepare nursing scholars and researchers who are prepared to lead the field. PhD students are offered a variety of learning opportunities through close faculty-student mentorship, course work, interdisciplinary colloquia, independent study, and research practica. PhD students have the opportunity to take courses and study with experts within the Connell School of Nursing, across the Boston College campus and with colleagues at affiliated health centers and universities in the greater Boston area. Policies and procedures are consistent with those of the University. Individual plans of study are determined according to the student's background, research interests, and stage of scholarly development prior to enrollment.

Low student-faculty ratios, research mentorship and hands-on training experiences facilitate the development of students' scholarly and research trajectories and permit program completion within a normative amount of time. PhD students have opportunities to work and study with accomplished faculty, many of whom have externally funded research grants (NIH and other), are fellows in the American Academy of Nursing, and contribute as journal editors and manuscript reviewers. This provides students with opportunities to work on the cutting edge of nursing science.

Although there is currently no formal accreditation body for PhD programs in nursing, the William F. Connell School of Nursing subscribes to the standards and recommendations outlined in the AACN (2010) report, *The Research-Focused Doctoral Program In Nursing: Pathways To Excellence*.

## **Program Objectives**

The graduate of the PhD program will be prepared to:

1. Constructively critique and synthesize nursing and interdisciplinary knowledge within a substantive area of inquiry relevant to nursing practice.
2. Design, conduct, and disseminate innovative, rigorous, and ethically sound research that draws upon multiple methods to advance nursing science.
3. Assume leadership and collaborate with other disciplines to address contemporary healthcare concerns affecting health and well-being.
4. Use scholarly inquiry to generate and disseminate knowledge that facilitates humanization, advances the discipline, informs practice, and reshapes policy.
5. Articulate the perspective of nursing in interdisciplinary dialogue for the common good of a diverse and global society.

## **PhD Student Fellowships and Other Funding Opportunities**

### UNIVERSITY FELLOWSHIPS AND DIVERSITY FELLOWSHIPS

With generous funding from the university, CSON is able to award university fellowships to well qualified PhD students at the time of admission. The purpose of the PhD fellowship is to encourage highly qualified students to enroll in doctoral studies and to increase engagement as a student and developing researcher. University fellowships usually include full-time tuition (approximately 20 credits per year), partially – fully subsidized health insurance, and a stipend. University fellowship stipends are comparable to NIH pre-doctoral stipend levels (approximately \$23,000 per year in 2014-2015). Diversity fellowships are also available for highly qualified PhD students from under-represented groups.

University fellowships may be renewed twice (for a total of up to 3 years of funding), provided fellows remain in good academic standing, demonstrate significant progress toward the degree, demonstrate scholarly productivity and meet the expectations of the fellowship experience and mentor. Fellows are expected to be full-time students, commit to work approximately 16 hrs. per week on a faculty member's research project and limit outside employment to a maximum of one day per week during the semester. Fellows are also expected to attend scholarly workshops and conferences (approximately 2 – 4 hrs. per week). Fellows sign an annual appointment letter outlining these expectations.

Students who are on academic probation and/or do not pass the comprehensive examination are not eligible to receive fellowship or other funding. Fellowship funds may not be used towards tuition for courses or comprehensive examination credits that are being repeated. PhD fellows who obtain outside funding through NRSA awards, RWJF or similar, may be eligible to retain a portion of their university fellowship stipend as a supplement to any outside funding.

### NATURE OF FELLOWSHIP WORK

All full-time students who receive Fellowships will be assigned a research mentor / fellowship supervisor. The mentor is often the student's academic advisor, but in selected cases may be another CSON faculty member with expertise in the Fellow's area of scholarship who has agreed to serve as mentor for the fellowship experience. The main responsibility of the mentor is to provide opportunities for the Fellow to engage in research experiences and activities and develop skills in research and scholarship.

### PROCESS FOR APPOINTMENT AND EVALUATION OF FELLOWS

The graduate associate dean consults with the PhD program committee and faculty and makes fellow assignments at the time of admission. At the beginning of each academic year, fellows meet with their assigned faculty research mentors / fellowship supervisors to develop outcome criteria for the year. These criteria will be used as an important part of the evaluation process. Fellows will be reviewed annually for their attainment of fellowship outcomes, scholarly productivity, academic standing and progress toward the degree. Fellows who do not meet the above criteria may not have their fellowships renewed. PhD students who are not in good academic standing and/or do not make significant progress toward the degree may also be referred for review by the academic progression/review committee (please see p. 17).

There are times when the work of the faculty research mentor or the relationship between the mentor and fellow may not be congruent to achieve the goals of the fellowship for the given year. If this occurs, fellows and/or faculty research mentors should contact the graduate associate dean to discuss the possibility of reassignment. While it is anticipated that the fellowship experience will be a positive one for both the student and the faculty research mentor, it is the prerogative of the graduate associate dean to terminate the fellowship if the fellow's performance is not been deemed satisfactory by the faculty member. Fellowship assignments may be changed annually or during the academic year depending upon ongoing research activities and student and faculty needs.

### NIH NRSA PREDOCTORAL (F31) AWARDS

The purpose of the Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship (Parent F31) is to enable promising predoctoral students to obtain individualized, mentored research training from outstanding faculty sponsors while conducting dissertation research. Applicants for this F31 program are expected to propose a dissertation research project and training plan in scientific health-related fields relevant to the mission of the participating Institutes and Centers. This training plan should reflect the applicant's dissertation research project, and facilitate and clearly enhance the individual's potential to develop into a productive, independent research scientist. The training plan should document the need for, and the anticipated value of, the proposed mentored research and training in relationship to the individual's research career goals. The training plan should also facilitate the fellow's transition to the next stage of his/her research career. Applicants for the F31 must be candidates for the PhD degree and have identified a dissertation research project and appropriate sponsor(s).

The Kirschstein-NRSA Individual Predoctoral Fellowship (F31) program may provide up to five years (typically 2-3 years) of support for research training which leads to the PhD or equivalent research degree in the biomedical, behavioral, or clinical sciences. NRSA fellowships are available through many NIH institutes, including the National Institute of Nursing Research (NINR). The current program

announcement outlining the NRSA program may be found at: <http://grants.nih.gov/grants/guide/pa-files/PA-14-147.html>. Additional information about NRSA programs may be found at the [Ruth L. Kirschstein National Research Service Award \(NRSA\)](#) website. PhD students are encouraged to contact research associate dean Wolfe ([Barbara.wolfe@bc.edu](mailto:Barbara.wolfe@bc.edu)) or graduate associate dean Hutchinson early in their program to discuss NRSA applications.

#### PART-TIME PHD TUITION SCHOLARSHIPS

Partial tuition scholarships may be available for outstanding part-time students. A maximum of one or two such scholarships may be available in a given year. Students should contact the graduate associate dean for further information.

#### OTHER PHD FUNDING OPPORTUNITIES

The graduate program office and the dean's office pursue external funding opportunities for graduate students on an ongoing basis. CSON has been very successful in recent years in securing funding for MSE students and for PhD students. CSON has consistently received funding from the Jonas Foundation and has had Jonas Scholars in each of the past several cohorts. CSON is also reviewing PhD student supplemental funding opportunities from the RWJF *Future of Nursing Scholars* Program. PhD students will be notified whenever the school secures external funding and/or when new funding opportunities are identified for individual students.

There may also be opportunities for PhD students to be funded on faculty research projects as either research assistants or through diversity supplements and other administrative supplements to faculty members' NIH grants. Other opportunities, including tuition remission, TA and RA positions are described on pages 7 – 8 in this handbook. PhD students are encouraged to discuss fellowship and funding policies with the associate dean for graduate programs ([Kathy.hutchinson@bc.edu](mailto:Kathy.hutchinson@bc.edu)); the associate dean for research ([Barbara.wolfe@bc.edu](mailto:Barbara.wolfe@bc.edu)) is an excellent resource for exploring additional opportunities for external funding. See below for more information about NIH NRSA Predoctoral (F31) awards.

### **Advisement and Mentorship**

In addition to providing fellowships and funding, the CSON supports its doctoral students and facilitates successful completion of the PhD through close faculty-student mentorship. PhD students work with, study with and are mentored by expert faculty within the CSON and across the university, as well as interprofessional colleagues from collaborating organizations and universities in the greater Boston area.

Each PhD student is assigned a faculty academic advisor within the CSON at the time of admission. This individual helps the student to develop his/her plan of study and advises on academic matters, including preparation for the doctoral comprehensive examination. He/she acts as a role model and mentor, facilitates the growth of the developing researcher/scholar and provides career advice. Whenever possible, the faculty academic advisor will also be the fellowship research supervisor if the student is a funded fellow. Characteristics of the mentor / mentee relationship are outlined below.

## THE MENTOR / MENTEE RELATIONSHIP

The responsibilities of a Mentor include:

- To foster intellectual excitement
- To promote scholarly integrity and values of the profession
- To share knowledge for how a system works (the politics)
- To foster development of technical skills (grant writing, publication and presentations)
- To facilitate networking within the professional community
- To serve as an advocate: promoting strengths and protecting resources of the mentee
- To respect the psychological advantage inherent in a mentor/mentee relationship, including boundaries
- To guide the development of the PhD portfolio and guide the mentee towards completion of the PhD

The responsibilities of a Mentee are:

- To identify areas for mentorship
- To identify an individual (or more than one) who meets needs for professional development
- To initiate relationships
- To formulate questions and use time with mentor efficiently
- To accept coaching
- To critically evaluate information shared by the mentor
- Recognize limits of a mentor/mentee relationship

## **Summary of PhD Program Requirements**

In order to earn the PhD degree, students must complete all degree requirements within a maximum of 8 consecutive years. The PhD program requirements are summarized below under five main headings. As the field continues to grow and change, program requirements will continue to shift and evolve in order to continue to prepare nurse scholars and researchers who are well positioned to lead the field into the future. The five major areas of program requirements are listed below and addressed in more depth in the following sections.

- I. CURRICULUM
- II. LANGUAGE COMPETENCY
- III. RESEARCH TRAINING & COMPETENCE
- IV. COMPLETION OF COMPREHENSIVE EXAMINATION
- V. DOCTORAL DISSERTATION

# I. CURRICULUM

The PhD program curriculum includes core content in three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of nursing processes and outcomes, ethics, policy and cognate courses in the student's area of focus. The research component of the curriculum includes qualitative and quantitative research methods, statistics, research practica, and dissertation advisement. Experiential research activities also contribute significantly to students' research development. Relevant cognate courses are required to develop knowledge and expertise in the student's chosen area of focus in addition to the core areas of study. Consistent with AACN recommendations for research-intensive doctoral programs in nursing, most PhD students at CSON pursue full-time study. However, part-time study is possible for well-qualified individuals. Interested students should contact the graduate associate dean to discuss plans of study and funding opportunities for part-time PhD students.

**Forty-six (46) credits are the minimum for meeting the PhD degree requirements for post-MS students.** The student's background, focus, and research interests may require additional coursework, training and credits beyond the 46 credit minimum. For post-BSN students who enter through the MS/PhD program, the total number of credits required and plan of study are different (please see p. 27).

## **PhD Curriculum for Post-MS Students (Total = minimum of 46 credits)**

|           |   |
|-----------|---|
| NURS 9701 | <i>Epistemology of Nursing</i> (3 cr.)  |
| PHIL 5593 | <i>Philosophy of Science</i> (3 cr.)  |
| NURS 9712 | <i>Nursing Science: Processes and Outcomes</i> (3 cr.)  |
| NURS 9714 | <i>Health Care Policy: Moral and Sociopolitical Influences</i> (3 cr.)  |
| NURS 9751 | <i>Advanced Qualitative Research Methods</i> (3 cr.)  |
| NURS 9752 | <i>Advanced Quantitative Methods for Health Care Research</i> (3 cr.)<br><i>Advanced Qualitative/Quantitative Research Methods</i> (3 cr. +)<br><i>Intermediate – Advanced Statistics</i> (6 cr.) |
| NURS 9810 | <i>Responsible Conduct of Research: Seminar I</i> (1 cr.)   |
| NURS 9811 | <i>Research Practicum II: Developing a Focus &amp; Synthesizing the Literature</i> (1 cr.)  |
| NURS 9812 | <i>Research Practicum III: Developing the Purpose, Aims &amp; Questions</i> (1 cr.)   |
| NURS 9813 | <i>Research Practicum IV: Refining the Research Plan</i> (1 cr.)<br>Cognates/Electives (9 cr. +)  |
| NURS 9901 | <i>Doctoral Comprehensives</i> (0 – 1 cr.)  |
| NURS 9902 | <i>Dissertation Advisement</i> (3 cr.)  |
| NURS 9903 | <i>Dissertation Advisement</i> (3 cr.)  |
| NURS 9911 | <i>Doctoral Continuation</i> (1 cr.) (Students are required to register for Doctoral Continuation each semester following completion of the above coursework until graduation).                   |

## PhD Full-Time Plan of Study for Post-MS Students

| <b>First Year – Fall Semester*</b>    |   |                |
|---------------------------------------|---|----------------|
| <b>Course #</b>                       | <b>Course Title</b>   | <b>Credits</b> |
| NURS 9810                             | Responsible Conduct of Research: Research Seminar I             | 1              |
| NURS 9752                             | Advanced Quantitative Methods for Health Care Research          | 3              |
| NURS 9701                             | Epistemology of Nursing   | 3              |
| xxxxx                                 | Intermediate – Advanced Statistics#                             | 3              |
|                                       | <b>Total Semester Credits:</b>                                  | <b>10</b>      |
| <b>First Year – Spring Semester*</b>  |   |                |
| NURS 9811                             | Research Practicum II   | 1              |
| NURS 9751                             | Advanced Qualitative Research Methods                           | 3              |
| NURS 9712                             | Nursing Science: Processes & Outcomes                           | 3              |
| xxxxx                                 | Intermediate-Advanced Statistics#                               | 3              |
|                                       | <b>Total Semester Credits:</b>                                  | <b>10</b>      |
| <b>Second Year – Fall Semester*</b>   |   |                |
| NURS 9812                             | Research Practicum III  | 1              |
| PHIL 5593                             | Philosophy of Science   | 3              |
| xxxxx                                 | Cognate / elective or Advanced Research Methods or Stats        | 3              |
| xxxxx                                 | Cognate / elective or Advanced Research Methods or Stats        | 3              |
|                                       | <b>Total Semester Credits:</b>                                  | <b>10</b>      |
| <b>Second Year – Spring Semester*</b> |   |                |
| NURS 9813                             | Research Practicum IV   | 1              |
| NURS 9714                             | Healthcare Policy: Moral & Sociopolitical Influences            | 3              |
| xxxxx                                 | Cognate / Elective or Advanced Research Methods or Stats        | 3              |
| xxxxx                                 | Cognate / Elective or Advanced Research Methods or Stats        | 3              |
| NURS 9901                             | # PhD Comprehensive Examination                                 | 0 - 1          |
|                                       | <b>Total Semester Credits:</b>                                  | <b>10 - 11</b> |
| <b>Third Year – Fall Semester</b>     |   |                |
| NURS 9902                             | Dissertation Advisement   | 3              |
|                                       | <b><u>OPTIONAL:</u> Cognate, Elective or Teaching Course(s)</b> |                |
| <b>Third Year – Spring Semester</b>   |   |                |
| NURS 9903                             | Dissertation Advisement   | 3              |
|                                       | <b><u>OPTIONAL:</u> Cognate, Elective or Teaching Course(s)</b> |                |
| <b>Each Semester until Graduation</b> |   |                |
| NURS 9911                             | Doctoral Continuation   | 1              |
|                                       | <b>PhD Program Total Credits (post-Master's):</b>               | <b>≥ 46</b>    |

\*PhD Fellows and students are also expected to attend PhD Student Forums / Brown Bags  
 #PhD students are expected to complete at least two statistics courses at the intermediate - advanced level; introductory graduate statistics courses do not count towards this minimum.

## MS/PhD Curriculum for Post-BSN Students (Total 79 credits)

The PhD Program requires 46 credits and the MS program requires 45 credits. However the MS-PhD program allows for 12 credits of the MS program to be met through doctoral required courses or cognates/electives. Therefore, 79 Credits in total are required for students in the MS to PhD program.

**In order to confer the MS degree, a student must have 45 credits including the following courses:**

| Course #              | Title   | Credits   |
|-----------------------|---|-----------|
| NURS 9701*            | <b>*NURS 9701 Epistemology of Nursing</b> may substitute for NURS 7415<br>Conceptual Basis for Advanced Practice Nursing                  | 3         |
| NURS 7416             | Ethical Issues in Advanced Practice Nursing   | 3         |
| NURS 7417             | Role of Advanced Practice Nurses  | 3         |
| NURS 7420             | Advanced Pharmacology Across the Life Span  | 3         |
| NURS 7430             | Advanced Health Assessment Across the Life Span   | 3         |
| NURS 7672             | Advanced Pathophysiology Across the Life Span   | 3         |
| Elective*             | <b>* PHIL 5593 Philosophy of Science or PhD cognate</b> may substitute  | 3         |
| NURS 9752*            | <b>*NURS 9752 Advanced Quantitative Methods</b> may substitute for NURS<br>7520 Research Methods for Advanced Practice Nursing            | 3         |
| Research<br>Elective* | <b>*ASPY 7468 Introductory Statistics, ASPY 7469 Intermediate<br/>Statistics, or equivalent</b> may substitute for NURS 7524 or NURS 7525 | 3         |
| NURS XXXX             | Specialty Theory I Course (varies by specialty program)   | 3         |
| NURS XXXX             | Specialty Theory II Course (varies by specialty program)  | 3         |
| NURS XXXX             | Specialty Clinical I Course (varies by specialty program)   | 6         |
| NURS XXXX             | Specialty Clinical II Course (varies by specialty program)  | 6         |
|                       | <b>Subtotal MS</b>  | <b>45</b> |

\* 12 credits of the MS degree that may be fulfilled with PhD required courses, cognates or electives.

**Once the MS degree is conferred, the following courses are required to complete the PhD program:**

| Course #  | Title   | Credits   |
|-----------|---|-----------|
| NURS 9712 | Nursing Science                                 | 3         |
| NURS 9714 | Healthcare Policy                               | 3         |
| NURS 9751 | Advanced Qualitative Research Methods           | 3         |
| XXXX      | Advanced Stats or Equivalent                    | 3         |
| XXXX      | Advanced Qual / Quant Research Methods Elective | 3         |
| NURS 9810 | Responsible Conduct of Research: Seminar I      | 1         |
| NURS 9811 | Research Practicum II                           | 1         |
| NURS 9812 | Research Practicum III                          | 1         |
| NURS 9813 | Research Practicum IV                           | 1         |
| NURS 9901 | Doctoral Comprehensives                         | 0         |
| NURS 9902 | Dissertation Advisement                         | 3         |
| NURS 9902 | Dissertation Advisement                         | 3         |
| Cognate   | Cognate or Research elective                    | 3         |
| Cognate   | Cognate or Research elective                    | 3         |
| Cognate   | Cognate or Research elective                    | 3         |
|           | <b>Subtotal Post-Master's</b>                   | <b>34</b> |
|           | <b>Total for MS/PhD Program</b>                 | <b>79</b> |

## Academic Standards and Progression in the PhD Program

The PhD program maintains high standards and expectations that are consistent with doctoral level study. PhD students are expected to attend all classes, engage in the scholarly activities of the school (e.g., PhD student forum, Brown Bag lunches) and demonstrate scholarly outcomes that are consistent with doctoral level study, including (a) scholarly productivity (as demonstrated by high quality fellowship work, collaborative and/or solo publications, presentations, grants, etc.); (b) academic achievement (as demonstrated by high quality coursework and consistent course grades of B or higher [ Although B- is considered a minimally “passing” grade in the graduate program, it is very marginal at the doctoral level]); and (c) remaining in good academic standing throughout the PhD program.

### REVIEW OF ACADEMIC PROGRESSION AND STANDING

The graduate academic progression and review committee is convened by the graduate associate dean and meets at least once per semester. Graduate students are referred and undergo academic review when they: (a) earn a course grade less than a B- (80) in any course; (b) have a GPA < 3.0; (c) are currently on probation; and/or (d) violate standards of safe, competent clinical practice and professional conduct. PhD students who fail to progress or exceed the time limit for degree completion are also referred for academic review. The graduate associate dean notifies the student of the academic review meeting date and process at least 48 hours prior to the meeting. The student may submit a brief (e.g., 1 page) statement to be read or distributed. Students do not attend the meeting, although the faculty advisor may attend. Academic review may result in a student being dismissed from the program or placed on probation with specific recommendations and requirements that must be met in order to continue in the program. These recommendations may include, but are not limited to: (a) completing an individualized remediation plan developed in collaboration with the course faculty and the student’s advisor in order to achieve mastery of the course objectives; (b) repeating courses in which a grade of less than B- (80) was earned; and/or (c) reducing course loads until the GPA is > 3.0. The graduate associate dean will notify the student and his/her faculty advisor of the outcome of the academic progression and review committee meeting as soon as possible in a “decision letter.” If a student is placed on academic probation, his/her academic progress is re-reviewed during each semester that he/she remains on probation.

A student who wishes to appeal the outcome of the academic review may do so in writing to the Dean of the Connell School of Nursing within 30 days of the date of the decision letter from the graduate associate dean. The graduate associate dean can provide further information about this appeal process.

### TIME LIMITS

Doctoral students have a maximum of eight consecutive years to complete the Ph.D. requirements. One semester extensions are permitted only under extreme circumstances and with approval from the graduate associate dean. Leaves of Absence (LOAs) do not extend the time limit, except for military service. In order to meet the degree time limits, PhD students should form a dissertation committee within 6 months of successfully completing the comprehensive examination and submit the **Dissertation Committee Formation Form** with signatures to the graduate office. PhD students / candidates should develop and successfully defend a dissertation proposal within 12 – 15 months of passing the comprehensive exam.

## II. LANGUAGE COMPETENCY

PhD students must demonstrate proficiency in either a language other than English, or demonstrate computer literacy. Completion of the doctoral program requirements such as course work, written and oral components of the comprehensive examination and dissertation research provides students with the skills needed to be computer literate. Therefore, computer literacy may be demonstrated by completion of all PhD program requirements.

If a student wishes to demonstrate competency in a foreign language, an examination or series of courses may be completed. The languages accepted include most classical or modern languages. Students who wish to fulfill the language requirement by taking an exam in Spanish, French, German or Russian should register for these examinations in the Office of Testing. Students who wish to meet this requirement by demonstrating competency in a foreign language should contact the graduate associate dean.

## III. EXPERIENTIAL RESEARCH TRAINING

Research training is a core function of the PhD program. In addition to coursework in research design, methods and statistical analysis, PhD students are also expected to complete a variety of experiential research training activities and seminars. **Training in the responsible conduct of research** is met through participation in the required seminar (NURS 9810) and completion of online CITI training. Students are required to maintain CITI certification throughout their enrollment in the PhD program. **PhD student forums and CSON-wide brown bag sessions** offer seminars and discussion on a variety of research-related topics (e.g., developing a research trajectory, components of a grant proposal, and preparing research abstracts, posters and presentations). **Collaborative research experiences** with individual mentors or research teams provide students with hands-on training in the various phases of a research project and often yield opportunities for collaborative publications and presentations. PhD research fellowships are one type of collaborative research experience; part-time PhD students and non-fellows should contact their advisor and/or the graduate associate dean to arrange comparable hands-on research training experiences. There are also opportunities for PhD students to participate in research projects with other faculty and experts from CSON, BC and collaborating organizations in the area. Finally, PhD students are encouraged and assisted to prepare **NRSA applications and small grants** to fund pilot studies and/or dissertation research.

# IV. PHD COMPREHENSIVE EXAMINATION

## **Purpose of the PhD Comprehensive Examination (Comps)**

The purpose of the PhD Comprehensive Examination is to demonstrate mastery of the five program objectives through written and oral responses to questions developed by the PhD Comps Committee faculty. Topics include but are not limited to knowledge development, research methods, substantive knowledge, ethical judgment, and nursing/health care issues and health policy. In responding to exam questions, students should integrate content from these areas.

There are two parts to the PhD Comprehensive Examination: a written component and an oral component. The written examination is completed first. Students answer written questions in essay form. Responses should be complete and concise, and include references to the work of key authors. The answers should be written (typed) using 12-point font, and double spaced with 1-inch margins. The page limit is a maximum of 12 pages per question. Citations and references should be included using APA format (6<sup>th</sup> ed.). Students attest their adherence to principles of academic integrity by signing a prescribed statement that accompanies the exam.

The student's written responses help to give focus to the oral portion, but do not limit discussion. Other topics related to the program objectives may be addressed during the oral portion of the examination.

The general criteria for evaluation include demonstration of:

- a. clarity and succinctness in written and oral discussion
- b. ability to conceptualize, analyze, and synthesize
- c. capacity for organized thought
- d. substantive knowledge
- e. research methods expertise

## **Eligibility and Registration**

A student in good academic standing who has no incompletes or failures in required coursework may take the comprehensive exam during or after the last semester of coursework. Students who intend to take the comprehensive examination must register for NURS 9901 Doctoral Comprehensives (1 credit) in the semester in which they plan to take the exam (Note: No credit is granted for NURS 9901).

In addition, students intending to sit for the comprehensive examination should notify their adviser and deliver a comprehensive examination application form to the graduate programs office in the first two weeks of the semester in which he / she wishes to take the examination. If the student has special needs that require accommodation during the written exam, a letter explaining the needs and requesting reasonable accommodation should be submitted to the graduate associate dean along with the application form. If not registered for other courses during the semester when they take the comprehensive examination, students will need to pay a fee (1 credit).

## **Procedures, Rules and Grading**

### COMPREHENSIVE EXAMINATION COMMITTEE

The comprehensive examination committee is comprised of 3-5 faculty, most of whom teach in the PhD program and/or serve on the PhD program committee. Whenever possible, the student's advisor and/or research mentor are not included as members of the student's comprehensive examination committee.

### SCHEDULING

Comprehensive examinations are offered twice per year, in the spring (usually late May) and fall (usually early September). All students take the written component at the same time; the oral examinations are scheduled within 1 – 2 weeks after the written portion has been completed. Whenever possible, the individual oral examinations are all scheduled to occur within a two day period. The times and dates of the examinations are scheduled by the graduate office at the beginning of the semester. The graduate associate dean will hold an information session early in the semester with students who are registered for comprehensive examinations; detailed information will be provided during this meeting.

### WRITTEN EXAMINATION

The exam consists of 3 or 4 questions. The questions are developed by the comprehensive examination committee members. Areas to be examined reflect the doctoral program objectives. Topics include but are not limited to knowledge development, research methods, substantive knowledge, ethical judgment, and nursing/health care issues and health policy. In responding to exam questions, students should integrate content from across these areas.

The written component of the comprehensive examination is usually given in a "take-home" exam format. Students may use their own computers and resources or complete the exam at BC. Students will all have the same 1.5 day period of time in which to write their exam. For example, questions are usually emailed to students at 7 a.m. on the exam date and answers must be emailed back by 3 p.m. the following day to the graduate office. Students with English as a second language are granted an additional two hours in order to complete the examination. The graduate office verifies receipt of the student's examination and answers. Comprehensive examinations and answers are reviewed by the graduate office; those that comply with page limits, time limits and other requirements are distributed to examination committee members for in-depth review and scoring.

### ORAL EXAMINATION

Upon completion of the written portion of the comprehensive examination, the oral portion is scheduled with the committee members for a period of 1 ½ to two hours. The student's written responses help to give focus to the oral portion, but do not limit discussion. Other topics related to the program objectives may be addressed during the oral portion of the examination.

## RULES AND GRADING

Written answers must be in essay form, be complete and concise, and include references to the work of key authors in these areas. The exam should be typed in 12-point font, double spaced with 1-inch margins on all sides. The page limit is 12 pages of text per question / answer. References should be included, using APA format. References are not included in the page limits.

**Time limits and page limits are strictly enforced; answers that exceed the page or time limits will be disqualified by the graduate office and will not be distributed to committee members. Students will then have to re-register and retake the comprehensive examination the next time it is offered.**

Students attest their adherence to principles of academic integrity by signing a prescribed statement that will accompany the exam. **Under no circumstances should students ever discuss the content or questions on the comprehensive examination with other students. To do so is a violation of academic integrity.**

## EVALUATION CRITERIA

The criteria for evaluation of the comprehensive examination include demonstration of:

1. Clarity and succinctness in written and oral discussion
2. Ability to conceptualize, analyze, and synthesize
3. Capacity for organized thought
4. Substantive knowledge
5. Research methods expertise

The following grading system is used:

|                       |     |
|-----------------------|-----|
| Pass with distinction | PWD |
| Pass                  | P   |
| Fail                  | F   |

The chairperson of the examination committee submits an official ballot, graded and signed by each member of the committee, to the graduate associate dean. The student receives a copy of the ballot.

## CONSEQUENCES OF FAILURE

A student who fails the comprehensive examination may retake the exam no more than once and not sooner than the following semester. The student should consult with the chairperson of the comps committee, the graduate associate dean and his/her advisor regarding the best time to retake the examination. The chairperson of the comps committee and the graduate associate dean will provide the student with a summary of his/her performance and areas in which the student needs to improve. A new committee may or may not be convened. The student must re-register for Doctoral Comprehensive NURS 9901 in the semester in which the student plans to retake the comprehensive examination. Students who have completed all course work but have not passed the written and oral portions of the comprehensive examination are not eligible to be admitted to candidacy and therefore may not register for dissertation advisement.

## ADMISSION TO CANDIDACY

A student attains the status of a doctoral candidate by passing the doctoral comprehensive examination and by satisfying all degree requirements except the dissertation. Doctoral candidates are required to register each semester for either dissertation advisement (NURS 9902 and NURS 9903) or doctoral continuation (NURS 9911) until completion of the dissertation and graduation. Students should contact the graduate program office for information on how to register for NURS 9902 and NURS 9903.

# V. DOCTORAL DISSERTATION

Students enter the dissertation phase of the doctoral program after passing the comprehensive examination. The appropriate procedures are described below in order to facilitate a successful transition from student to doctoral candidate and from doctoral candidate to graduate of the PhD program. In general, there are 9 steps to complete the dissertation phase successfully.

## **Step 1 – Registering for Dissertation Advisement**

After admission to candidacy, the student/candidate registers with his/her dissertation chairperson for Dissertation Advisement (NURS 9902 in first semester and NURS 9903 in second semester). If a student has questions or problems registering, he/she should contact the graduate programs office. Each of these courses is 3 credits but is considered a full-time course load for registration purposes. The Teacher of Record (TOR) for NURS 9902/9903 is the chairperson of the dissertation committee, or, until the chair is named, the TOR is the student's advisor. The graduate program office will create sections that correspond with each faculty member. After the two semesters of dissertation advisement, doctoral candidates must continue to register for NURS 9911 Doctoral Continuation each semester until successful defense of the dissertation. All students are required to register and pay for doctoral continuation during each semester until they graduate. Failure to register for Doctoral Continuation can affect access to BC resources such as e-mail, library, databases, and other support services and resources and the University may de-enroll students from the program for failure to register. Payment of equivalent doctoral enrollment fees is required before a student can return after a lapse in enrollment.

## **Step 2 – Selecting the Dissertation Committee**

The purpose of the dissertation committee is to guide the student through the dissertation phase of the program and determine the student's ability to contribute new knowledge or add to existing knowledge through research. Students should select committee members who will provide expertise to support the topic and methods chosen for the dissertation. Committee members must be available for full participation on the dissertation committee.

The chairperson and committee members are chosen by the student, approved by her/his advisor or chair, and appointed by the graduate associate dean by signing the **Dissertation Committee Formation Form**. Students may select the dissertation committee at any time before or during enrollment in Dissertation Advisement (NURS 9902/9903). Ideally, the chairperson is selected first, before or shortly after the comprehensive examination, and he/she helps to guide the student in the selection of the other dissertation committee members. The **Dissertation Committee Formation Form** is submitted to the graduate office to formally identify the dissertation committee members. The dissertation committee should be formed prior to or within 6 months of completing the comprehensive examination; the committee should be in place prior to writing the dissertation proposal.

The dissertation committee consists of a minimum of three members with doctoral preparation. At least two should be from the faculty of the School of Nursing. The remainder may be (but are not required to be) members of the faculty of another school within the university or appropriately prepared persons outside the university who are qualified to serve as graduate faculty. When selecting a committee member from outside of the CSON, the student submits the individual's two page biosketch or CV to the graduate programs office along with the **Dissertation Committee Formation Form**. Once this form is filed and approved by the graduate program office, any changes to committee membership must be formally approved. If changes in committee membership are made during the dissertation phase, a **Dissertation Committee Change Form** should be filed in the graduate office. The dissertation committee chair and the graduate associate dean must approve all changes.

Faculty members who leave the university may serve on a dissertation committee (if they agree to do so) for 1 year after they leave. If a longer period is required, a written request must be submitted to the graduate associate dean for approval. Once this request is filed and approved by the graduate program office, any changes to committee membership must be formally approved (please see process below).

#### THE DISSERTATION CHAIRPERSON

The chairperson is a CSON faculty member who agrees to take major responsibility for dissertation guidance. The chair is responsible for guiding and encouraging the candidate's design and execution of an original, high quality, doctoral-level research project. The end result of this effort is expected to be a dissertation that makes a substantive contribution to the discipline. Additional committee members' roles are to broaden the scholarly representation on the dissertation committee and provide guidance to the candidate in the area of content, method or theoretical or interdisciplinary perspective.

The responsibilities of the dissertation chair include the following:

- Recommend committee members, with the advice and consent of the student. If changes in the committee membership are desired, they must be approved by the dissertation chair and the committee member must be duly notified.
- Supervise the formulation/writing of the candidate's proposal. The candidate should consult with the committee members for advice on the dimensions of the study; however, it is the responsibility of the dissertation chair, in conjunction with the candidate, to submit to the committee members an approved proposal.
- Ensure that candidates adhere to CSON and university policies and processes related to timing and all other aspects of the dissertation. Examples include but are not limited to: (a) all

committee members must be selected before the proposal is distributed; (b) committee members must be allowed at least 2 weeks to read a dissertation proposal and 3 weeks for a completed dissertation; (c) the dissertation proposal hearing /defense should not be scheduled until the candidate has passed the comprehensive examination and the proposal is in a form acceptable to the dissertation chair; and (d) IRB approvals are obtained and all requirements for the protection of human subjects are in place prior to any dissertation data collection.

- Direct the candidate in carrying out the approved study and closely supervise the writing of the dissertation.
- Inform the scheduling of the final dissertation defense to provide as public a forum as possible.

The final defense should not be scheduled until:

- a) the dissertation has been approved by the dissertation chair; i.e., it meets minimum standards (fidelity to the proposal, methodologically and analytically rigorous, conforms to APA (6<sup>th</sup> edition) in terms of format, style, readability, and presentation); and,
- b) he/she believes the candidate is prepared to defend the dissertation.

### **Step 3- Preparing the Dissertation Proposal**

Students should communicate frequently and work closely with members of the dissertation committee, especially the chairperson, to insure progress in all areas of the proposal. The proposal should be written so that it will, in large part, comprise the initial chapters of the dissertation and provide the basis for application to appropriate Institutional Review Board(s). Please see *Dissertation Formats* on page 42.

### **Step 4 – Notifying of Intent To Submit Proposal**

Candidates indicate their intent to submit a dissertation proposal by filing the **Intent to Submit Dissertation Proposal form** with the graduate office. This form is signed by the student and the dissertation committee chairperson to indicate that the chairperson has approved that the proposal in its current form may be distributed to committee members and the graduate office. The dissertation proposal should be a format similar to the sample on page 42 and should also include a title page and an abstract. The abstract should include: title, significance of problem to be studied, research questions, and proposed method.

The dissertation proposal is distributed to committee members and the graduate program office and, at the same time, the **Intent to Submit Dissertation Proposal form** is filed with the graduate program office. The candidate works with the graduate office staff to tentatively identify proposal hearing dates and times. The proposal hearing may be scheduled for any day and time at least two weeks (14 days) after the date when the form was filed and the dissertation proposal was distributed.

## **Step 5 – Holding the Proposal Hearing**

Prior to holding the dissertation proposal hearing, the dissertation committee members should be in contact with the chairperson and agree that the plan for research is ready for implementation and the proposal is acceptable. Any committee member who has serious reservations about the status of the proposal will advise the chairperson of the dissertation committee, who will then meet with the candidate and advise him/her to postpone the proposal hearing. The chairperson will also notify the graduate office that the proposal hearing will be delayed. When the committee members all agree that the student is ready to proceed, they sign the **Dissertation Proposal Hearing Scheduling Form** and provide the student / candidate with their available days and times for the proposal hearing. The student / candidate files the signed **Dissertation Proposal Hearing Scheduling Form** with the graduate office at least 3 days in advance of the desired hearing date(s). By signing, all committee members indicate their agreement that the candidate may proceed with the proposal hearing. The graduate office will check for room availability and scheduling conflicts and notify the candidate and his/her chairperson of the schedule. Although this defense is informal, candidates may present slides and/or handouts as appropriate. The exact format and expectations should be established by the committee chairperson.

At the proposal defense hearing, doctoral candidates will meet with members of their dissertation committee to discuss the dissertation proposal and to answer questions related to the proposal. The committee will make one of four decisions at the end of the hearing:

- The proposal is accepted.
- The proposal is accepted with stated qualifications and specific changes. Notation is also made as to who will review and approve the changes.
- The proposal is rejected in its present form, but may be revised and resubmitted at a later date; Another proposal hearing will be scheduled when the committee agrees the proposal is ready.
- The proposal is rejected.

At the conclusion of the proposal hearing, committee members sign the **Dissertation Proposal Hearing Outcome Form** (provided by the dissertation chair at the time of the hearing). Committee members sign the form and indicate one of the four above outcomes. If minor revisions are required, the committee indicates whether the chairperson, a designated committee member or the entire committee must approve the revisions. The candidate submits the form to the graduate office after the proposal defense hearing. Signatures indicate agreement with the outcome checked on the form. After the proposal defense hearing, the student makes revisions as recommended by the committee, submits copies of the revised proposal to committee members and to the graduate office, and arranges for follow-up meetings with committee members as necessary to meet the student's needs.

## **Step 6 – Obtaining IRB Approvals**

Human participants' protection is a critical step that precedes data collection. Therefore, data collection for the dissertation does not begin until after the committee and the relevant IRBs approve the proposal in writing. The Boston College IRB will not approve a proposal until the committee has approved it at the proposal defense. Pilot studies may be conducted before the dissertation proposal defense with IRB approval. Faculty will guide students in obtaining the relevant IRB approvals for this pilot work. Any applications for grants or for IRB approval must have prior written approval by the chairperson of the dissertation committee. The form can be obtained from the graduate office or on the web at [www.bc.edu/research/rcip/human/](http://www.bc.edu/research/rcip/human/).

Plans for the IRB approval processes at Boston College and at other agencies must be clearly identified. Appropriate letters of approval must be submitted to the chair of the committee prior to initiating data collection.

A copy of the IRB approval is to be included in the appendices of the dissertation (Institutional identifiers may be redacted as necessary at the discretion of the committee). Students are expected to utilize principles of responsible conduct of research, and to implement any specifications or conditions imposed by IRBs. The dissertation committee and the IRB must approve any deviation from the approved dissertation proposal related to human subject participation. Students must submit yearly or periodic reports and/or applications for continuing approval to the IRB(s) as specified by each IRB.

## **Step 7 - Conducting the Research and Writing the Dissertation**

### **CONDUCTING THE DISSERTATION RESEARCH**

The completion of a dissertation is a major requirement for the doctoral degree. It is an independent research study and scholarly work that must be approved by a committee of readers. The dissertation research is conducted in keeping with the dissertation proposal that was approved by the candidate's committee. Any changes in the plan, procedures, sample or any other aspect of the study must be submitted and approved by the committee, in writing, and the records in the graduate office must be updated. All IRB approvals must be obtained before any participant recruitment or data collection may occur. The candidate must have completed training in the responsible conduct of research (RCR; e.g., through NURS 9810 or similar) prior to data collection. The candidate and any research assistants must also hold current CITI certification at the time of data collection.

### **WRITING THE DISSERTATION**

The final dissertation is developed and written under the supervision of the committee chair and the other committee members. The process for development and review shall be at the discretion of the chair in concert with the other committee members and the candidate. The dissertation should be written in accordance with APA format (6<sup>th</sup> edition). Grammar, syntax, writing style, etc. should be scholarly and consistent with doctoral standards. It is to be expected that candidates will submit multiple drafts and complete numerous revisions while writing the dissertation.

#### CHANGES IN DISSERTATION COMMITTEE MEMBERSHIP

If changes occur in committee membership at any time during the dissertation phase, a **Dissertation Committee Change Form** should be filed in the graduate programs office. The associate dean for graduate programs must approve all changes. New committee members must agree with the approved proposal or a new proposal hearing may be required.

### **Step 8 - Defending the Dissertation**

Candidates who have successfully completed the proposal hearing and written the dissertation are required to defend their dissertation research in a public hearing. The public oral defense of the dissertation followed by submission of the final approved copy to the graduate office are the final milestones in completion of the PhD degree. Dissertation defenses are to be scheduled during the academic year (i.e., between September 1 and June 1).

When the candidate completes a final version of the dissertation and all of its associated components, he/she submits the final version to all members of the committee with a copy to the graduate programs office. Committee members should be allowed a minimum of 21 days to review the final dissertation. The candidate becomes eligible to schedule an oral defense when all members of the committee have reviewed the complete dissertation with all components (including face page, dissertation committee signature page, copyright page, abstract, acknowledgements, table of contents, appendices), and agreed that the dissertation is complete and ready for presentation. All members of the committee must sign the **Intent to Defend Doctoral Dissertation Form** indicating that they have read the final draft, that it is complete, and that they agree that the candidate is ready to proceed with the defense. The dissertation defense cannot be scheduled until this signed form is submitted to the graduate programs office. Committee members' signatures indicate that no substantive changes need to be made prior to the defense (e.g. other than correcting a minimum number of typographical errors).

At least two weeks prior to the desired date of the defense, the candidate submits the signed **Intent to Defend the Doctoral Dissertation Form** to the graduate programs office and identifies potential dates and times for the defense. The candidate verifies that the copy of the dissertation that the graduate office has is the final pre-defense version, and includes all of the components identified above. The graduate programs office staff works with the candidate to schedule a room for the defense and arrange for any needed equipment.

The final pre-defense version of the dissertation that is submitted to the committee and the graduate programs office should be considered a final product pending any minor changes or editorial corrections made by the committee as a result of the defense. Note that if any copyrighted materials (e.g., instruments) have been used, the student must have obtained written permission from the copyright holder both for permission to use the material in the research, and for inclusion and publication in the dissertation. If the copyright holder does not give permission to include the printed material in the dissertation, then the student cannot include copies of such material in the final version of the dissertation. Documentation of permissions for use, confirmation of purchase, and relevant correspondence are included in the appropriate appendix in the dissertation.

### CONDUCT OF THE DEFENSE

The dissertation defense is an open hearing. As such, dissertation defenses may only be held during the academic year and should not be held at times when most faculty are unavailable (e.g., faculty assembly). Posting of public notices of the defense is the responsibility of the graduate programs office. The student is required to bring copies of the dissertation abstract to the defense for audience distribution.

The dissertation defense is a formal occasion for the candidate to defend his or her scholarly work publicly. At the defense, the student presents a summary of the completed research and responds to questions from the committee and other attendees. The dissertation committee chairperson runs the meeting and specifies the format and timeline with the candidate in advance. The dissertation defense is to be based on the final draft reviewed by the committee; no new findings or interpretations are to be presented by the student. Except in unusual circumstances, dissertation defenses will not exceed two hours. When the committee has been satisfied and has indicated its desire to vote, the members will meet privately and will reach a decision on the status of the final draft.

The committee will deliberate and vote for Pass or Fail. The committee will provide a list of recommendations for changes in the dissertation. In general, major changes, or any changes substantive enough to require more than two weeks to complete should be the basis for a failure. All members of the committee must sign the ballot before the dissertation can be considered accepted. The outcome of the pass / fail vote and any changes will be recorded on the **Dissertation Defense Outcome form** and submitted to the graduate programs office.

The candidate will be informed of the committee's decision as soon as the committee has finished its deliberation and voting. If the committee is satisfied with the dissertation, signatures should be obtained on the **Dissertation Signatures Title Page** at the conclusion of the defense. The candidate should prepare the **Dissertation Signatures Title Page** in advance of the dissertation defense and bring them with him/her to the defense. If substantive changes are required, signatures should be delayed until these changes are completed to the satisfaction of the committee. The signed title pages signifying successful completion of the dissertation must be submitted to the graduate programs office when the final approved copy of the dissertation is submitted.

The candidate's committee determines the outcome after the defense. Because the outcome is not decided until after the committee meets in private, celebrations prior to the announcement of the outcome are not appropriate. Although not required, graduate students are expected to publish the results of their dissertation research and/or present their results at a scholarly conference. Faculty members who have made substantive contributions to the study sometimes collaborate on writing the paper for publication. In all cases, however, the author of the dissertation is the first author listed on any paper based on the dissertation submitted for publication and ethical guidelines related to authorship should be followed. Students whose work is accepted for publication are asked to send a copy of the article to the office of the associate dean for graduate programs.

Completion, defense, and submission of the final version of the dissertation must occur within 8 years of initial enrollment into the PhD program. This 8-year period includes any leaves of absence (LOA). LOA forms and procedural information are available from the graduate programs office. It is the student's responsibility to be aware of the deadline for submission of the final version of the dissertation.

## **Step 9 – Scheduling Graduation**

Students who wish to earn their degree by a specific graduation date need to meet the deadlines published in the academic calendar by the registrar's office for submission of the dissertation. The BC academic calendar is located at <http://www.bc.edu/content/bc/offices/stserv/academic/current/calendar.html> . Students need to plan well in advance to complete the dissertation and the defense, and any necessary revisions before the specified deadlines. It is not unusual for committees to require revisions or modifications in the dissertation report following the defense. Students should reserve time and resources for making these changes after the defense and before the deadline for submission of the final version of the dissertation. Final approved copies of the dissertation must be filed by the deadlines posted by the University (usually early April for May graduation). Students should refer to the university calendar or contact the graduate programs office for specific dates. Three original signed and approved dissertation title pages must be filed in the graduate office by the university deadline.

Students must sign up for graduation on line via Agora by the date specified for each semester. This procedure involves verifying personal information and specifying the name to be written on the diploma. Students also need to notify the graduate office in writing of their plans to graduate.

The University awards degrees three times a year: May, August 31st, and December 31<sup>st</sup> : a commencement ceremony is held only in May. Students who have been awarded degrees the previous August and December are invited to participate in the May graduation. The dissertation must be filed with the University by the deadlines posted in the academic calendar (usually early April) in order to officially receive a diploma at the May commencement. A student not meeting this deadline may be eligible to participate as a "walker" in the School of Nursing commencement (which follows the main university graduation ceremonies) if the defense has been successful and the signed **Dissertation Defense Outcome Form** has been submitted to the graduate office by the date specified. The diploma will not be issued until the final dissertation has been submitted to ProQuest; exceptions are only granted under rare circumstances (please see below). Students should consult the graduate office with any questions.

### **DEPOSIT OF THE DISSERTATION**

After final revisions have been reviewed and approved by the dissertation committee members and/or chairperson, students should upload their dissertations through ETD. Contact William Donovan, Digital Preservation Manager at [bill.donavan@bc.edu](mailto:bill.donavan@bc.edu) with questions.

#### DISSERTATION EMBARGO POLICY

Upon submission of a completed doctoral dissertation in the William F. Connell School of Nursing, a student may request an embargo for not more than two years without special permission. To request an extension beyond two years, but for no more than five years, a student must submit a written request with rationale to the graduate associate dean. The Graduate Associate Dean and the dissertation committee chair (and co-chair, if any) must approve any request for an extension beyond two years. Permission will only be granted for specific and extraordinary reasons, such as the graduate's intention to publish work from the dissertation in a journal or book with a publisher that restricts consideration of manuscripts derived from dissertations that have been made available online. It is the graduate's responsibility to request an extension of the dissertation embargo. Permission is not guaranteed.

Students who propose to conduct dissertation research that utilizes existing data or specimens that are not solely owned by the student should anticipate and discuss any data use or publication restrictions with the owner(s) of the data prior to the dissertation proposal hearing. Any such restrictions should be addressed at the dissertation proposal hearing and approved by the dissertation committee and chair. If data use restrictions or agreements may result in a subsequent request for an embargo extension beyond two years, it is preferred that the request be submitted to the dissertation chair(s) and the Graduate Associate Dean at the time of the dissertation proposal hearing.

# DISSERTATION FORMATS

## **Sample Dissertation Proposal Format**

PhD dissertations and proposals should follow APA format (6<sup>th</sup> edition). A suggested content outline for the dissertation proposal is provided below. The actual content outline and any additional information that should be included in the proposal is determined by the dissertation committee chairperson and members. The content outline will be modified for qualitative and/or mixed methods proposals. The methods section of a proposal is usually written in the present or future tense as the study has not yet been conducted (e.g., the study sample will include. . . ; participants will be...). Literature reviews are usually written in the past tense (please see APA 6<sup>th</sup> edition [2010]).

### **ABSTRACT**

#### **CHAPTER ONE: STATEMENT OF THE PROBLEM**

- Statement of Problem
- Significance of Problem
- Purpose of the Study
- Definitions and Assumptions Based on Existing Knowledge
- Aims, Research Questions and/or Hypotheses

#### **CHAPTER TWO: REVIEW OF THE LITERATURE**

- Theoretical framework (unless qualitative methods requiring inductive theory development after data analysis are proposed)
- Background / Synthesized Review of Literature
- Relevant Findings from Preliminary Studies
- Other information deemed relevant by the committee

#### **CHAPTER THREE: DESIGN & METHODS**

- Study design / Methodology
- Site and Sampling
- Procedures
- Measures / Instruments
- Data Analysis Plan
- Timeline for Completion
- Plans for IRB Approval at Boston College and other agencies.

#### **APPENDICES**

- Instruments / Consent forms / Letters of support or approvals from agencies and/or IRBs.

## **Sample Final Dissertation Format**

The style and formatting for all aspects of the dissertation should adhere to APA manual 6<sup>th</sup> edition (2010) (e.g., tables, figures, page numbering, spacing, use of headings and subheadings, citations, references, etc.). The methods and results of the final dissertation are usually written in the past tense in the final dissertation because the study has been completed. The content outline will be modified for dissertations that employ qualitative approaches or mixed methods and may include other sections as deemed appropriate by the committee chairperson.

### **TITLE PAGE**

### **ABSTRACT**

### **CHAPTER ONE: STATEMENT OF THE PROBLEM**

- Statement of Problem
- Significance of Problem
- Purpose of the Study
- Definitions and Assumptions Based on Existing Knowledge,
- Aims, Research Questions and/or Hypotheses

### **CHAPTER TWO: REVIEW OF THE LITERATURE**

- Theoretical basis (unless qualitative methods requiring inductive theory development after data analysis are proposed)
- Background / Synthesized Review of Literature
- Relevant Findings from Preliminary Studies
- Other information deemed relevant by the committee

### **CHAPTER THREE: DESIGN & METHODS**

- Study design / Methodology
- Site and Sampling
- Procedures
- Measures / Instruments
- Data Analysis Plan

### **CHAPTER FOUR: RESULTS**

### **CHAPTER FIVE: DISCUSSION**

### **APPENDICES**

- Instruments / Consent forms / Letters of support or approvals from agencies and/or IRBs.

# OPPORTUNITIES TO DEVELOP IN THE ROLE OF NURSE EDUCATOR

The PhD is widely recognized as a research focused doctoral degree (AACN, 2001, 2010); as such the primary focus in the PhD program is on research, scholarship and the generation and dissemination of knowledge. However, because many PhD-prepared nurse scientists plan to pursue careers in academic settings, the CSON faculty are actively engaged in identifying and creating opportunities for PhD students to gain training and experience in the role of the nurse educator. A number of formal and informal opportunities currently exist and others are in development.

Current opportunities within the CSON and across the Boston College campus, include:

- Apprenticeship in College Teaching (ACT) program offered through the BC Connors Family Learning Ctr. (CFLC). Additional information below and on the website <http://www.bc.edu/content/bc/libraries/help/tutoring/ACT.html>
- Free online Coursera course “*How to Teach Online*” ([www.coursera.org](http://www.coursera.org))
- TA positions in CSON in both undergraduate and graduate nursing courses
- Lab and clinical assistant positions (aka per diem TA positions)
- Guest lecturing in both undergraduate and graduate nursing courses

The PhD program committee is in the process of developing hybrid courses related to nursing education and experiential training opportunities in classroom and clinical settings. Updates will be provided during PhD forums and via email. Students should also feel free to contact the graduate associate dean ([Kathy.hutchinson@bc.edu](mailto:Kathy.hutchinson@bc.edu)) with suggestions or questions regarding these options.

## **Overview Of The Apprenticeship In College Teaching**

All graduate students are invited to participate in BC’s new Apprenticeship in College Teaching Program. The program coordinates and formalizes efforts that have long been under way in departments and in the university to prepare graduate students for teaching at Boston College and in their future careers. By combining these efforts, the Apprenticeship Program provides graduate students with a framework within which they can deliberately plan their development as teaching scholars. Students who complete the program will receive a letter from the Office of the Provost for inclusion in their teaching portfolios.

Students who choose to participate will file a plan of completion, including their goals and a proposed timeline, with The Connors Family Learning Center. Since students’ plans will differ depending on their departments, each department will have a liaison to help students choose the best ways to complete the program requirements, either through departmental or university resources. The program is very flexible and can be completed in one year or over the course of two or even three years.

Required components:

- Submit an online plan for completion to the CFLC.
- Attend a teaching orientation, to be held at the beginning of each semester.
- Attend five required workshops, plus two electives. The required workshops will be on Syllabus Design, Grading, Creating a Teaching Portfolio, Classroom Management and Conducting a Teaching Observation. The two electives can be chosen from a variety of topics. All workshops can be completed with departmental or CFLC programs.
- Write a course syllabus.
- Conduct and write up a teaching observation of a faculty member.
- Invite a faculty member to conduct and write up an observation of you teaching, in person and/or on videotape.
- Document your completion of all components in a teaching portfolio that includes a reflective statement of your teaching philosophy. All participants have the option of creating an electronic portfolio.

Benefits:

- Practical advice and information about college teaching, learning, college students and academic careers
- One-on-one guidance from faculty and the CFLC in developing your teaching skills.
- A credential to demonstrate your commitment to teaching.
- Help in developing an online portfolio, a very useful tool in the job search.

# FORMS

## **PHD PROGRAM FORMS**

Available in the graduate office and on the web at:

<http://www.bc.edu/content/bc/schools/son/current/onlinedoctoralresources.html>

- PhD Plan of Study
- Course Transfer Request Form
  
- Comprehensive Examination Application Form
  
- Doctoral Change of Advisor Form
- Dissertation Committee Formation Form
- Dissertation Committee Change Form
  
- Intent to Submit Dissertation Proposal Form
- Dissertation Proposal Hearing Scheduling Form
- Dissertation Proposal Hearing Outcome Form
  
- Intent to Defend Doctoral Dissertation Form
- Dissertation Defense Outcome Form
- Dissertation Signatures Title Pages
- Dissertation Copyright Page
  
- Tuition Remission Request Form
- Teaching Assistantship Application

## **UNIVERSITY FORMS**

Available in the Office of Student Services or on the web at:

<http://www.bc.edu/content/bc/offices/stserv/forms.html>

- Leave of Absence/Program Withdrawal Form