

BOSTON COLLEGE

WILLIAM F. CONNELL SCHOOL OF NURSING



MASTER'S STUDENT HANDBOOK

2014-2015

Important Contacts

BC Info	617-552-4636
BC CSON Graduate Office	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
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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 one section that specifically addresses curricula and policies that are relevant to students in the master's program. Additional program information is also available on the Boston College web site at 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.

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.

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.

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

Academic awards are contingent upon compliance with all academic standards and regulations. Stipends and scholarships are available to aid promising graduate students in the pursuit of their studies, including: University fellowships (PhD students), 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 scholarship announcements. Graduate students may not receive university financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously without the dean's approval.

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

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 31st 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.

RESEARCH ASSISTANTSHIPS (RA)

Research assistantships may be available through faculty grants. 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 opportunities as they arise should file a talent form in the graduate office as well as checking bulletin boards for announcements.

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) 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.

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. Another useful web site for scholarship information is www.discovernursing.com.

Information about university-wide teaching or graduate assistantships is available through the Murray Graduate Center web site 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 Pekarski 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.edulibraries. 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) 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.

For the job hunter, the career center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies. They also offer 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 for more information.

GRADUATE NURSES ASSOCIATION (GNA)

The GNA meets regularly in the School of Nursing 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 fund various groups in the community. The GNA office is located in Cushing 334 and can be reached at bcgradnurses@gmail.com. The GNA has membership in the GSA and two members of the GNA are appointed to represent graduate nursing students at GSA meetings and activities.

HEALTH SERVICES

The primary goal of University Health Services is to provide confidential medical/nursing 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 and the 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/infirmity 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.

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/.

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.

Students should not use cell phones in the clinical setting.

CLASS ATTENDANCE

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

In some instances, a student misses too many classes or clinical days 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 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 or injury, the student obtains a leave of absence form from the office of the associate dean for graduate programs. The associate dean will notify the student's professors of the leave of absence.

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 the 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.

Unsafe clinical practice and/or unprofessional conduct are grounds for failure in any clinical course and may result in immediate removal from the clinical site. This includes students who violate the ANA Code of Ethics for Nurses and/or those who are unable to provide safe, competent care due to drug or alcohol impairment. Students who demonstrate unsafe or unprofessional conduct in a clinical practice site will undergo academic review and may be placed on probation or dismissed from the program (please see ACADEMIC PROGRESSION AND REVIEW).

Graduate students who are on probation or not in good academic standing are not eligible for teaching assistantships, research assistantships, fellowships and/or any type of merit-based tuition remission award. Renewal of PhD fellowships is contingent upon fellows remaining in good academic standing,

passing comprehensive exams, demonstrating scholarly productivity and making significant progress toward the degree every year.

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 exceed the time limits 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 electives outside of Boston College to be applied toward their degree. Specialty theory and clinical courses are central to the specialty program of study and must be taken at Boston College. Core cores (e.g., advanced pathophysiology across the life span, conceptual basis for advanced practice nursing, role of advanced practice nurses, etc.) that were completed prior to matriculation may be considered for transfer on a case-by-case basis.

Under no circumstances will students be allowed to transfer in more than six (6) credits to be applied towards their graduate 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.

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 and/or program director. 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. Currently matriculated students are not permitted to take core courses or specialty theory or clinical courses outside of Boston College.

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 a degree program 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 on leave of absence must still follow procedures and deadlines for initiating the placement process for clinical practica; clinical placements will be on a space available basis. Students must notify the graduate office by March 1 prior to the academic year they wish 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 student is assigned to a faculty advisor. 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. Advisor information is available on the student portal.

PLAN OF STUDY

Each student must have a signed plan of study on file. These are usually completed with staff in the graduate program office and/or with the specialty program director. 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 and to schedule clinical placements (see clinical practica section). Plans of study can be obtained from the graduate office or the School of Nursing website, www.bc.edu/nursing.

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; 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.

THE MASTER'S PROGRAM

The master's program prepares graduates for advanced nursing practice as nurse practitioners, clinical nurse specialists and nurse anesthetists. Advanced nursing practice encompasses the direct care role and other role components of research, teaching, consultation, collaboration, management, and leadership. The direct care role reflects independent, autonomous evidence-based actions at the expert level. Overall role development as an advanced practice nurse is based on nursing knowledge and the utilization of knowledge from other disciplines.

The American Nurses Association's definition of advanced nursing practice provides a general framework for the master's program curriculum:

Nurses in advanced practice have a graduate degree in nursing. They conduct comprehensive health assessments. They demonstrate a high level of autonomy and expert skill in the diagnosis and treatment of complex responses of individuals, families and communities to actual or potential health problems. They formulate clinical decisions to manage acute and chronic illness and promote wellness. Nurses in advanced practice integrate education, research, management and consultation into their clinical role and function in collegial relationships with nursing peers, physicians, professionals and others who influence the health environment (American Nurses Association, 1991, 2003, 2004).

Advanced nursing practice is concerned with the recognition and treatment of complex human responses in health and illness within a specific patient population. Theory and research are viewed as integral to advanced practice. Clinical judgment is a decision making process that uses diagnostic, therapeutic and ethical reasoning to identify and respond to patients' needs. This process is used to isolate problems and implement research-based and theory-based nursing interventions to achieve desired patient outcomes.

Specialization occurs through the acquisition of in-depth knowledge about life processes as well as identification of responses and phenomena occurring in a particular patient population. The application and use of theory and research are essential elements of advanced practice. Master's students select their area of specialization at the time they apply. Advanced practice nursing specialty programs are currently offered in the areas of: adult-gerontology primary care nurse practitioner, family nurse practitioner, pediatric primary care nurse practitioner, women's health nurse practitioner, family psychiatric-mental health nurse practitioner, clinical nurse specialist (currently not admitting students) and CRNA / nurse anesthetist. Specialization is augmented by courses in research and evidence-based practice and by support courses and electives.

Master's Program Objectives

1. Implement a philosophy of nursing congruent with the Judeo-Christian values that support the intrinsic worth of each human being.
2. Synthesize theory, research, and values within a conceptual framework to guide advanced practice nursing in a specialized area.
3. Integrate knowledge from science and the humanities to generate diagnostic, therapeutic, and ethical nursing & healthcare.
4. Develop organizational and systems leadership skills to promote critical decision making supporting high quality and safe patient care.
5. Apply methods, instruments and performance measures and standards for quality improvement within an organization.
6. Use evidence-based research findings to inform clinical practice, promote change and disseminate new knowledge.
7. Utilize technology to deliver, enhance, communicate, integrate, and coordinate care.
8. Intervene at the system level through policy development and advocacy strategies to influence health and health care.
9. Collaborate, consult and coordinate continuity of care with clients and other health professionals regarding prevention and strategies that improve the health of individuals, families, and populations in a diverse and global society.

Accreditation

The Master of Science degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). At present, there is no accreditation body for Ph.D. programs in nursing. The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Certification

Graduates of the master's program are eligible to apply to take the certification examinations offered by the credentialing bodies of their specialty. For example, graduates of the women's health nurse practitioner program are eligible to sit for the National Certification Corporation (NCC) examination for women's health nurse practitioners. Graduates of the pediatric primary care nurse practitioner program are eligible to sit for the ANCC examination or the PNCB certification examination. Graduates of the nurse anesthetist program may take the examination of the National Board of Certification and Recertification for Nurse Anesthetists. Graduates of the adult gerontology primary care nurse practitioner program, the family nurse practitioner program and the family psychiatric-mental health nurse practitioner program may sit for the ANCC certification examination in their respective specialties.

Curricular Overview of the Master's Program

Students may enter the master's program through a number of different routes of entry (e.g., traditional, direct master's entry, RN-MS, etc.) and may enroll in one of six clinical specialty tracks (adult-gerontology primary care NP, CRNA / nurse anesthetist, family NP, family psychiatric-mental health NP, pediatric primary care NP, women's health NP). Therefore, there are several different plans of study available. Examples of program-specific plans of study are included in this section. Students are responsible for reviewing and updating their plans of study every year and whenever changes are made.

The MS curriculum is designed around three components: (a) core content considered basic to advanced practice nursing regardless of specialty area; (b) support courses (electives and required prerequisites); and (c) specialty courses (theory and practicum courses). Core courses provide a foundation for the study of patient responses and therapeutics within each clinical specialty area used by nurses to effectively intervene and resolve patient problems. The clinical specialty courses consist of a two-semester sequence (fall-spring) and include a total of 18 credits taken over the two-semester sequence. The support courses are cognates, electives, or other required prerequisite courses that support the student's development as an advanced practice nurse in his/her area of specialization.

(A) CORE COURSES

Core courses provide content that is generic and central to all the areas of advanced nursing practice; this knowledge is then applied within the course of each specialty.

NURS 7415 Conceptual Basis for Advanced Practice Nursing (3 cr.)

This core course discusses the theoretical foundations of advanced practice nursing.

NURS 7416 Ethical Issues in Advanced Practice Nursing (3 cr.)

This core course focuses on the ethical responsibilities of the advanced practice nurse and current ethical issues in health care.

NURS 7417 Role of Advanced Practice Nurses (3 cr.)

This core course focuses on the role of the advanced practice nurse within complex health care systems.

NURS 7420 Advanced Pharmacology Across the Life Span (3)

This core course provides the advanced practice nurse with an understanding of pharmacology and pharmacotherapeutics as they relate to the advanced practice nurse, including prescribing.

NURS 7430 Advanced Health Assessment Across the Life Span (3 cr.)

This core course is designed to provide advanced practice nursing students with planned classroom and laboratory experiences to refine health assessment skills.

NURS 7520 Research Methods for Advanced Practice Nursing (3 cr.)

This core course provides essential understanding of research concepts and methodology as a basis for utilizing research in practice and connecting theory and research in nursing practice.

NURS 7672 Advanced Pathophysiology Across the Life Span (3 cr.)

This core course is a study of physiologic theories applicable to nursing. It focuses on normal and abnormal life processes with application to exemplar cases.

(B) SUPPORT COURSES / ELECTIVES / COGNATES

In addition to core coursework, master's students are also required to complete elective coursework. Most traditional and RN/MS students take two electives. Family psychiatric-mental health students are required to take NURS 7426 Advanced Psychopharmacology as one of their two electives, leaving only one true elective. Students in the nurse anesthesia program take NURS 7525 Integrative Review of Nursing Research and have no elective. Students who enter through the direct master's entry program are only required to take one elective; family psychiatric-mental health students who enter through the direct master's entry program are required take NURS 7426 Advanced Psychopharmacology as their elective.

Students may choose to take electives through the School of Nursing, through other schools within Boston College (including the Lynch School of Education and the Graduate School of Social Work), or they may also complete elective coursework through the University consortium. Students should consult with their academic advisors regarding appropriate elective coursework. The following nursing courses are frequently offered within the Connell School of Nursing and are often used to fulfill the elective requirement(s):

NURS 7524 Masters Research Practicum (3 cr.)

In this course, students participate in some aspect of research; students may choose to conduct their own individual research project under faculty supervision or contribute to a faculty member's research.

NURS 7525 Integrative Review of Nursing Research (3 cr.)

In this course, students systematically analyze the nursing research literature to answer a research question in a specific area of interest.

NURS 7101 Independent Study in Nursing (3 cr.)

Students may choose to do an independent study as an elective under the direction of a faculty member. Forms are available in the graduate office.

NURS 7426 Advanced Psychopharmacology Across the Life Span (3 cr.)

This course is required for students in the family psychiatric-mental health nurse practitioner specialty. Other students may complete this course as an elective.

Palliative Care Courses

NURS 7640 Palliative Care I: Serious Illness, Disease Progression, and Quality of Life (3 cr.)

NURS 7641 Palliative Care II: Pain and Suffering in the Seriously Ill (3 cr.)

NURS 7643 Palliative Care III: Palliative Care and Advanced Practice Nursing (3 cr.)

Forensic Nursing Courses

- NURS 7680 Forensics: Fundamentals of Forensic Practice in Nursing and Health Care (3 cr.)
NURS 7681 Forensic Evaluation: Psychosocial and Legal Aspects of Forensic Assessment in Nursing and Health Care (3cr.)
NURS 7682 SANE and Forensic Nursing Practicum (3 cr.)
NURS 5319 Forensic Science Lab: 75 hours (1 cr.)

(C) SPECIALTY COURSES

The clinical specialty courses focus on the phenomena and responses of concern for specific patient populations and on development in the role of the advanced practice nurse in the designated clinical specialty. Students develop caseloads of patients and manage health care for varying amounts of time, depending on the clinical specialty, population, and setting.

In the first semester of these specialty courses, the focus is on application of advanced health assessment strategies and understanding of life processes, functional health patterns and human responses to the lived experience. In the second semester courses, intervention becomes more central and the direct care and patient management role is further developed and expanded. Indirect role components are developed. Emphasis is placed on understanding and critiquing the theory and research base behind life processes, human responses, and therapeutic interventions. In each clinical specialty track, students analyze patient care delivery systems for their impact on patient care, nursing and health care delivery, and develop strategies to improve care delivery in that setting. The generic sequence for the clinical year and the clinical year sequences for each of the clinical specialty tracks are shown below.

Generic Clinical Year Sequence (Total credits: 18)

Fall Semester

- Advanced Specialty Theory I (3 cr.)
Advanced Specialty Practice I (6 cr.)

Spring Semester

- Advanced Specialty Theory II (3 cr.)
Advanced Specialty Practice II (6 cr.)

Adult Gerontology Primary Care Nurse Practitioner Program

Fall:

- NURS 7462 Primary Care of Adults and Older Adults Theory I (3 cr.)
NURS 7463 Primary Care Adult and Older Adult/Advanced Practice Nursing I (6 cr.)

Spring:

- NURS 7562 Primary Care of Adults and Older Adults Theory II (3 cr.)
NURS 7563 Primary Care of Adult and Older Adult/Advanced Practice Nursing II (6 cr.)

Family Nurse Practitioner Program

Fall:

- NURS 7470 Community and Family Health Advanced Theory I (3 cr.)
NURS 7473 Primary Care of Families/Advanced Practice Nursing I (6 cr.)

Spring:

- NURS 7570 Community and Family Health Advanced Theory II (3 cr.)
NURS 7573 Primary Care of Families/Advanced Practice Nursing II (6 cr.)

Family Psychiatric Mental Health Nurse Practitioner Program

Fall:

- NURS 7438 Advanced Practice Theories of Psychotherapy (3 cr.)
NURS 7437 Advanced Practice Psychiatric Nursing Across the Life Span I (6 cr.)

Spring:

- NURS 7538 Advanced Theories of Family & Group Psychotherapy (3 cr.)
NURS 7537 Advanced Practice Psychiatric Nursing Across the Life Span II (6 cr.)

Pediatric Primary Care Nurse Practitioner Program

Fall:

- NURS 7450 Women & Children's Health Advanced Practice Theory (3 cr.)
NURS 7457 Pediatric Primary Care/Advanced Practice Nursing I (6 cr.)

Spring:

- ____ XXXX Nursing Theory Cognate (3 cr.) (must be approved by advisor)
NURS 7557 Pediatric Primary Care/Advanced Practice Nursing II (6 cr.)

Women's Health Nurse Practitioner Program

Fall:

- NURS 7450 Women & Children's Health Advanced Practice Theory (3 cr.)
NURS 7453 Women's Health Advanced Practice Nursing I (6 cr.)

Spring:

- ____ XXXX Nursing Theory Cognate (3 cr.) (must be approved by advisor)
NURS 7553 Women's Health Advanced Practice Nursing II (6 cr.)

CRNA/Nurse Anesthetist Program

Please see courses and plan of study listed under *CRNA / Nurse Anesthetist Program* on p. 27.

Traditional MS Nurse Practitioner (NP) Program

Unlike some of the other MS programs (e.g., Direct MSE, CRNA), the traditional MS NP program does not have a set plan of study. Although some courses are pre-requisites for later courses, there is some flexibility in when students take courses and in whether they study on a part-time or full-time basis. NURS 7415 *Conceptual Basis for Advanced Practice Nursing* is a pre-requisite for most of the other courses and should be completed early in the plan of study. NURS 7420 *Advanced Pharmacology Across the Life Span* must be completed prior to or concurrent with the first clinical specialty practice course. In addition, NURS 7430 *Advanced Health Assessment Across the Life Span*, should be taken in the spring semester or summer session just prior to enrollment in the first clinical specialty practice course. Students are assigned a clinical placement year at the time of admission. Students should contact the graduate office to develop a plan of study tailored to their specific needs and to discuss the availability of clinical seats should they wish to accelerate or decelerate their plan of study. Students are admitted directly into the clinical specialty program to which they applied. Students who wish to change specialties must contact the graduate office and both program directors, apply and be accepted into the desired specialty program. Acceptance is not guaranteed and may slow completion of the degree.

Curriculum for the Traditional MS NP Program (Total = 45 credits)

Course #	Course Title	Credits	Semesters
NURS 7415	Conceptual Basis for Advanced Practice Nursing	(3 cr.)	fall / spring
NURS 7416	Ethical Issues in Advanced Practice Nursing	(3 cr.)	fall / spring
NURS 7417	Role of Advanced Practice Nurses	(3 cr.)	fall / spring
NURS 7420	Advanced Pharmacology Across the Life Span	(3 cr.)	spring only
NURS 7430	Advanced Health Assessment Across the Life Span	(3 cr.)	spring / summer
NURS 7672	Advanced Pathophysiology Across the Life Span	(3 cr.)	fall / spring
NURS 7520	Research Methods for Advanced Practice Nursing	(3 cr.)	fall / summer
NURS 7524	Master's Research Practicum	(3 cr.)	arranged
	OR		
NURS 7525	Integrative Review of Nursing Research		arranged
	OR		
_____	Elective		fall/spring/summer
_____	Elective	(3 cr.)	fall/spring/summer
	OR		
NURS 7526	Advanced Psychopharmacology Across the Lifespan (required for PMH NP students)		spring only
NURS 7XXX	Advanced Specialty Theory I	(3 cr.)	fall only
NURS 7XXX	Advanced Specialty Practice I (includes 250 – 300+ hrs. of clinical practice)	(6 cr.)	fall only
NURS 7XXX	Advanced Specialty Theory II	(3 cr.)	spring only
NURS 7XXX	Advanced Specialty Practice II (includes 250 – 300+ hrs. of clinical practice)	(6 cr.)	spring only

Accelerated Direct Master’s Entry (MSE) Program

The MSE program is an accelerated program designed for individuals who have a baccalaureate or master’s degree in another field and who are not already nurses. In this program, students complete extensive pre-requisite courses prior to acceptance and enrollment. They study and complete generalist nursing requirements on an intensive full-time basis during the first 11 months of the program. After passing the NCLEX-RN exam and receiving a license as a registered nurse, they then proceed into the master’s level coursework in their specialty program. In order to progress to the second year (master’s level), students must be in good academic standing and be licensed as registered nurses.

Applicants are reviewed and accepted into the clinical specialty program to which they apply (e.g., family NP, adult-gerontology primary care NP, women’s health NP, etc.) and are assigned a clinical placement year at that time. Students who wish to slow down and attend part-time during the second year should contact the graduate office to find out when a clinical seat would be available. Students who wish to change special programs must contact the graduate office and the two program directors, apply and be accepted into the desired specialty program. Acceptance is not guaranteed and may slow completion of the degree as the clinical year is assigned on a space available basis. MSE program students are not eligible to apply to the nurse anesthesia program because admission to this program requires a minimum of one year of experience as a registered nurse in an intensive care setting.

MSE Program –Plan of Study (Total = 72 credits)

FIRST YEAR *	
Fall Semester	Spring Semester
NURS 6400 Nsg Practice & Public Hlth in Comm (2) NURS 6408 Pathophysiology (3) NURS 2204 Pharmacology & Nutrition Therapy (3) NURS 6402 Nursing Science 1 (6) NURS 6403 Clinical Practice in Nursing 1 (4)	NURS 7420 Advanced Pharmacology Across the Lifespan (3) NURS 6460 MSE Childbearing Nsg Theory (2) NURS 6461 MSE Childbearing Nsg Clinical (2) NURS 6468 MSE Psych MH Nsg Theory (2) NURS 6469 MSE Psych MH Nsg Clinical (2) NURS 6470 MSE Child Health Nsg Theory (2) NURS 6471 MSE Child Health Nsg Clinical (2)
Summer Session I	Summer Session II
NURS 7430 Advanced Health Assessment Across the Life Span (3) NURS 6411 Nursing Synthesis Practicum (3)	NURS 7520 Research Methods for Advanced Practice Nursing (3) NCLEX Exam
SECOND YEAR **	
Fall Semester	Spring Semester
NURS 7415 Conceptual Basis for Adv.Prac Nsg (3) NURS 7416 Ethical Issues in Adv. Prac Nsg (3) Advanced Specialty Theory I (3) • Advanced Specialty Clinical I (6) •	NURS 7417 Role of Adv. Practice Nurses (3) Elective (3) <i>or</i> NURS 7524 <i>or</i> NURS 7525 (3) Advanced Specialty Theory II (3) • Advanced Specialty Clinical II (6) •

*Must be taken full-time; **Can be taken part-time or full-time on a space available basis.

CRNA / Nurse Anesthetist Program

The CRNA / nurse anesthetist program is a collaborative effort between the William F. Connell School of Nursing and Anaesthesia Associates of Massachusetts. The curriculum takes advantage of the core courses common to all master's of science nursing specialties and combines these with the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice.

CRNA Program –Plan of Study (Total = 62 credits)

FIRST YEAR	
Spring Semester	
NURS 7415	Conceptual Basis for Advanced Practice Nursing (3 cr.)
NURS 7420	Advanced Pharmacology Across the Life Span (3 cr.)
NURS 7490	Physiologic Variables for Nurse Anesthesia I: Respiratory (3 cr.)
NURS 7491	Chemistry and Physics for Nurse Anesthesia Practice (3 cr.)
NURS 7672	Advanced Pathophysiology Across the Life Span (3 cr.)
Summer Session	
NURS 7430	Advanced Health Assessment Across the Life Span (SS I) (3 cr.)
NURS 7492	Basic Principles of Nurse Anesthesia Practice (3 cr.)
NURS 7493	Pharmacology of Anesthetics and Accessory Drugs (3 cr.)
NURS 7494	Physiologic Variables for Nurse Anesthesia Practice II: Cardiovascular (3 cr.)
NURS 7520	Research Methods for Advanced Practice Nursing (SS II) (3 cr.)
SECOND YEAR	
Fall Semester	
NURS 7417	Role of Advanced Practice Nurses (3 cr.)
NURS 7590	Physiologic Variables for Nurse Anesthesia Practice III (3 cr.)
NURS 7591	Nurse Anesthesia I (5 cr.)
Spring Semester	
NURS 7416	Ethical Issues in Advanced Practice Nursing (3 cr.)
NURS 7592	Advanced Principles for Nurse Anesthesia Practice (3 cr.)
NURS 7593	Nurse Anesthesia II (5 cr.)
Summer Session	
NURS 7525	Integrative Review of Nursing Research (3 cr.)
NURS 7595	Nurse Anesthesia III (5 cr.)
THIRD YEAR	
Fall Semester	
NURS 7691	Nurse Anesthesia IV (1 cr.)
Spring Semester	
NURS 7693	Nurse Anesthesia V (1 cr.)

CRNA students participate in clinical practica at a variety of off-campus clinical sites and in on-campus clinical simulation activities; this provides students with a broad range of hands-on experiences.

There is no part-time plan of study in the CRNA Nurse Anesthetist Program. The 62 credit curriculum must be taken in sequence and completed over 27 months of full-time study. The program received a full 10 year accreditation by the Council of Accreditation of Nurse Anesthesia Educational Programs in June, 2006. **CRNA students should refer to the CRNA Student Handbook for additional policies and procedures that apply to them and their participation in the CRNA / Nurse Anesthetist Program.**

RN - MS Program

The RN-MS program is designed for registered nurses without a BSN degree (with or without a baccalaureate degree in another field), who wish to earn a MS degree and become nurse practitioners in one of the clinical specialty programs that we offer (adult-gerontology primary care NP, family NP, family psychiatric-mental health NP, pediatric primary care NP, women’s health NP). RN-MS students undergo an “educational portfolio review” at the time of application and an individualized plan of study is developed for them. There is no set plan of study for the RN-MS program; students may choose to complete the program on a part-time or full-time basis, depending on clinical availability. Prior to matriculation, RN-MS students must hold a valid RN license in Massachusetts, have completed required pre-requisite courses and have completed the equivalent of approximately 100 – 120 college credits. Completion of prerequisite nursing, science and liberal arts courses establishes baccalaureate level competencies as the basis for the study of advanced practice nursing. Based upon the educational portfolio review and professional experience, students may be required to enroll in bridge courses (please see below) prior to enrolling in MS courses. After fulfilling pre-requisite and bridge coursework, RN-MS students complete the master's degree in the same sequence and with the same master's courses as other master's students. Completion of the RN-MS program results in the awarding of the MS degree in Nursing; graduates are eligible to sit for the NP certification examination in their clinical specialty.

Students who are interested in the RN-MS program should contact Julianna Gonzalez (julianna.gonzalez@bc.edu) or MaryBeth Crowley (marybeth.crowley@bc.edu) to request more information and/or an educational portfolio review.

Bridge Courses for RN-MS Students –must be completed prior to MS coursework.

Course #	Course Title	Credits
NURS 4260	Community Nursing Theory	3
NURS 4261	Community Nursing Clinical Lab (scheduled on space available basis)	3
NURS 4263	Nursing Synthesis Clinical Lab (may be waived for experienced RNs at graduate dean’s discretion)	3
NURS 3170	Principles of Evidence Based Nursing	2

Additional Specialty Certificate Program

The additional specialty concentration / certificate option is designed for registered nurses who have a master's degree in nursing and who wish to enhance their educational background by becoming certified in an additional specialty area. It is a non-degree program of study, individually designed by the student and faculty advisor to meet career goals. The specific plan of study is individualized based upon the student's previous training and professional credentialing and educational requirements. **A written gap analysis** is completed by the specialty program director / faculty advisor and/or graduate associate dean along with the student. The gap analysis compares the student's previous MS coursework to the current requirements of the accredited clinical specialty program at BC in order to identify gaps. The number of credits required to complete the additional specialty certificate will vary. Gap analysis forms may be obtained from the graduate office or from specialty program directors.

Clinical requirements of the clinical specialty program and requirements of the national certification organizations are used to identify and guide the plan for supervised clinical experiences in the advanced practice nurse role with the specialty population and focus. At the discretion of the specialty program director and / or graduate associate dean, some supervised clinical training hours in the NP role from an earlier MS nurse practitioner program may count towards completion of the additional specialty if the clinical hours were: (a) recent; (b) clearly documented; (c) appropriately supervised as part of the previous MS / NP training program; and (d) in a setting and with a population that is appropriate to the current specialty. Work experience may not be counted as "supervised clinical training hours in the NP role." CNS training experiences are usually not eligible to be counted toward NP supervised clinical training hours. Some exceptions may be possible in the case of psychiatric-mental health CNSs who are returning to school in order to become family psychiatric-mental health nurse practitioners. In such cases, it may be possible to count some clinical hours from the CNS training program toward the required number of supervised clinical training hours in the NP role, provided these hours were clearly documented as individual, family or group therapy. This determination is made by the program director.

Nurse practitioners who are returning to study to become nurse anesthetists may not be required to complete all core courses; however, due to the sequencing of specialty courses, the time to complete the nurse anesthesia program remains 27 months.

In some cases, an additional specialty student's individualized plan of study may not require him/her to enroll for or complete the entire 6 credits in a specialty clinical APRN practice course. In those cases, an independent study course may be arranged that more accurately reflects the number of credit hours of classroom and supervised clinical in which the student will participate. In rare cases in which a student will only be participating in supervised clinical training hours and experiences, tuition will be assessed as:

# of Supervised Clinical Training Hours	# of Credits
1 – 99	1
100 – 199	2
200 +	3

Dual Degree Programs

BS/MS IN NURSING

The BS/MS plan provides an opportunity for highly qualified students enrolled in the William F. Connell School of Nursing's baccalaureate program to be admitted to the master's program. Students may then take selected master's courses during their undergraduate program. Undergraduate students must apply by December 30th of their senior year and maintain continuous enrollment to be eligible for the BS/MS plan. Students interested in this option should consult with Dr. Sean Clarke, associate dean for undergraduate programs.

MS/PhD PROGRAM IN NURSING

The MS/PhD program is designed for individuals with a BS in nursing who wish to obtain preparation as advanced practice nurses and also earn a Ph.D. as nurse scientists and researchers. The program streamlines the process by allowing 12 credits of the master's program (Conceptual Basis for Advanced Practice Nursing; Research Methods for Advanced Practice Nursing; MS Research Practicum; and master's elective) to be met through doctoral program courses. Students who are interested in the MS/PhD program in nursing should contact the associate dean for graduate programs, Kathy Hutchinson (Kathy.hutchinson@bc.edu) or attend a PhD program information session. Detailed information about the MS/PhD program is included in the PhD student handbook.

MS/MBA DUAL DEGREE

The MS/MBA dual degree is a combined program for both the education of advanced practice nurses and preparation in business administration in the Carroll Graduate School of Management at Boston College. Students work toward completion of both degree requirements concurrently or in sequence. Through overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Applicants must be accepted to both schools.

MA/MS - PASTORAL MINISTRY AND NURSING

The dual MA in Ministry/MS in Nursing was developed by the Institute of Religious Education and Pastoral Ministry (IREPM), now part of the School of Theology and Ministry (STM), and the Connell School of Nursing (CSON). It is designed for nurses with experience in clinical practice who wish to pursue graduate studies that combine theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of caring. It equips students for certification as Advanced Practice Nurses, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Nurses educated in the dual MA/MS program will be well prepared to offer advanced practice nursing across the life span. For nurses committed to addressing the spiritual dimensions of nursing care in any setting, the degree will enhance both their nursing practice and their participation in a community of Christian faith.

Clinical Practica

CLINICAL PLACEMENTS & PRECEPTORS

All advanced practice specialty programs require that students complete a minimum number of hours of precepted and supervised clinical practice in their area of specialization in order to demonstrate competence. The minimum number of clinical hours varies by clinical specialty. Most of the nurse practitioner programs require a minimum of 500 – 600 + hours of supervised practice in the nurse practitioner role. (The master's specialty program directors and faculty are knowledgeable about credentialing organizations' requirements regarding the numbers of precepted and supervised clinical hours that must be completed and the variety of clinical sites in which clinical practica should occur, in order for a student to demonstrate competence and qualify to sit for the certification examination in his/her specialty). As such, the program director or designated faculty member assigns clinical placements based upon the program requirements, the requirements of credentialing organizations, the students' learning needs, and the availability of clinical sites. The clinical placement specialist and his/her staff assist specialty coordinators/program directors with arranging placements and ensuring that clinical site contracts and preceptor documentation are in place and verified prior to clinical placements.

Students should not attempt to arrange their own clinical experiences, nor should they make changes to their clinical placements. Students are encouraged to bring ideas for new clinical sites to the program director/specialty coordinator. Students should not make arrangements with preceptors or clinical sites themselves. Sites and preceptors must be reviewed and approved by the program director and the clinical placement office; this process may take up to two months. Clinical placements that are not preapproved and arranged in accordance with school policies cannot be counted towards the minimum clinical hours required for credentialing. In order to avoid potential conflicts of interest, clinical preceptors should not be family members or family friends of students they are asked to precept. Similarly, students should not engage in personal relationships with preceptors and clinical supervisors in order to avoid the perception of conflict of interest and bias.

Students are assigned a clinical year at the time of admission. Students who wish to change their clinical year will be accommodated when possible on a space-available basis. Scheduling of clinical practica may vary from year to year. Students must have up-to-date immunizations, malpractice insurance, background checks and complete all other pre-clinical requirements prior to participating in any clinical placements. In the clinical setting, students should clearly identify themselves with a name badge as a master's student in the Boston College School of Nursing.

CLINICAL HOURS DURING INTERNATIONAL SERVICE LEARNING TRIPS AND EXPERIENCES

Graduate nursing students who wish to participate in international service learning trips and experiences and have those hours count towards the required supervised and precepted clinical hours for their specialty program should contact their specialty program director. Clinical hours from international service trips and experiences must be pre-approved by the specialty program director, clinical placement specialist and graduate associate dean. The ability to count these experiences towards the minimum number of clinical hours required to sit for certification exams varies by specialty and depends upon many

factors, including the credentials of the supervising faculty and preceptors. In addition, international clinical experiences must:

- be supervised by a BC faculty member
- be precepted by an approved BC preceptor
- include a 1:1 ratio if the preceptor is seeing patients or 1:2 if not seeing patients
- include direct patient care
- record and document clinical hours accurately

LIABILITY INSURANCE

Students who are registered nurses (RNs) must arrange for their own individual malpractice liability insurance as advanced practice nursing students. Nurse anesthesia students will obtain student nurse anesthetist liability insurance through the American Association of Nurse Anesthetists when instructed to do so by the program director. Master's students must provide evidence of individual liability insurance and RN licensure prior to enrollment in a course with an advanced practice (APRN) clinical component.

IMMUNIZATION/HEALTH REQUIREMENTS

Commonwealth of Massachusetts law requires all graduate nursing students to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus, diphtheria, varicella, and hepatitis B. Students are also required to have the meningitis vaccine or sign a waiver if they decide not to be immunized against meningitis. Students who fail to provide adequate documentation of immunizations will not be permitted to register and attend classes. The only exceptions permitted are when immunization requirements conflict with personal religious belief or when a physician documents that immunizations should not be given due to pre-existing medical problems. The Connell School of Nursing also requires certified evidence of good health and an annual TB test completed just prior to enrollment in a clinical practicum course. More frequent testing for TB may be required by specific clinical agencies.

EXPANDED NATIONAL BACKGROUND CHECKS (ENBC)

Hospitals and health care agencies that are used by Boston College School of Nursing for clinical experiences require that all students and faculty undergo expanded national criminal background checks before they can be at that agency. The mechanism for this is called a ENBC or iCORI check. All master's students must have on file in the graduate office permission for Boston College to obtain ENBC checks and permission for the actual ENBC requests. Failure to have these on file could prevent a student from participating in a clinical practicum. A background check that comes back positive (i.e., shows a misdemeanor or felony) may prevent the student from participating in a clinical practicum. Clinical agencies may refuse to take students with positive criminal histories. This could potentially delay or prevent completion of the program. Students are encouraged to contact the clinical placement specialist, Janet Stout, with questions at janet.stout@bc.edu.

Some school systems and other health care agencies may also require fingerprinting. Some organizations require that fingerprinting be completed through their designated fingerprinting agency. Students will need to complete the requirements of the specific agency where they will be placed for clinical practica. Flexibility may be required as requirements change over time.

SAFE, COMPETENT AND PROFESSIONAL CLINICAL PRACTICE

Graduate students from the Connell School of Nursing who are engaged in clinical practica courses and other types of supervised clinical training experiences are expected to perform and practice in a manner that is at all times safe, competent, and consistent with the Nurse Practice Act and the ANA Nurses' Code of Ethics. Unsafe or incompetent clinical practice and/or unprofessional conduct are grounds for failure in any clinical course and may result in immediate removal from the clinical site. Students who demonstrate unsafe or unprofessional conduct in a clinical practice site will undergo academic review and may be placed on probation or dismissed from the program (please see ACADEMIC PROGRESSION AND REVIEW).

DOCUMENTATION OF SUPERVISED CLINICAL EXPERIENCES

It is the student's responsibility to maintain written documentation regarding supervised clinical experiences and practica. Specific requirements for clinical documentation are determined by the program director. In general, at a minimum, this documentation should include dates, hours, preceptor, agency, population focus, age group seen and activities. Although clinical logs are signed off at the time of the master's comprehensive examination, it is the student's responsibility to continue to document any additional hours that are completed after the comprehensive examination and obtain the appropriate supervisor's sign-off. Students should maintain their own educational and training records in a portfolio after graduation. The graduate office is limited in the number and type of student records it can retain and for how long these records may be kept. There may be circumstances in the future (e.g., DNP program, moving to new state, change in credentialing requirements) when students may need detailed documentation of supervised clinical practica and the graduate office may not have these records.

NEEDLESTICK INJURIES AND OTHER EXPOSURES TO BLOOD BORNE PATHOGENS

Students are expected to use universal precautions to prevent exposure to and transmission of pathogens. Clinical faculty members have information about the latest policies and procedures from OSHA and CDC. If exposure occurs, the student must immediately inform her/his preceptor and teacher of record and follow agency protocols. A written report of the incident must be provided to the graduate office and to University Health Services within 72 hours of the incident.

EXPOSURE TO BLOOD BORNE PATHOGENS

Immediate assessment and confidentiality are critical issues and direct the following actions:

If a student has an exposure to potentially infected body fluid from a client while engaged in clinical practice activities, the first action is to:

- a. IMMEDIATELY remove soiled clothing and wash the exposed area with soap and water.
- b. Notify the instructor and preceptor, or report to the nearest emergency room. If treatment for HIV is to be initiated, it is optimally initiated within 2 hours of exposure.
- c. Identify self as student with a possible HIV/HBV or Hepatitis C exposure.

- d. Complete an accident report for the agency, School of Nursing, and University Health Services. A copy of the agency report form must be forwarded to the office of the graduate dean at the School of Nursing within 72 hours of exposure. You will need to indicate:
- Date and time of exposure
 - Details of procedure being performed
 - Details of amount and type of fluid exchanged
 - Details of exposure source

Master's Comprehensive Examinations

At the end of the MS program all students must pass a comprehensive exam, which gives students the opportunity to demonstrate the integration and application of core content with specialty knowledge and skills. This examination also serves as a program outcome measure for the master's degree program. The exact content and format for the comprehensive examination may vary across specialty programs; these are determined by the program director and faculty of each specialty program. Students should consult the program director of their specialty program to learn the timing and format of the comprehensive examination.

Students must be in good academic standing in order to take comprehensive examinations. The following grading scale is used for the comprehensive examination:

pass with distinction (PWD)
pass (P)
fail (F)

A candidate who fails the master's comprehensive examination may repeat the examination only once.

PROGRAM FORMS

MASTER'S PROGRAM FORMS

Available in the graduate office and on the web at:

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

- MS Plan of Study
- MSE Plan of Study
- RN-MS Plan of Study
- CRNA Plan of Study
(<http://www.bc.edu/content/bc/schools/son/programs/masters/specialties/crna.html>)
- Independent Study Form
- Research Elective Form
- Course Transfer Request Form
- Tuition Remission Request Form
- Teaching Assistantship Application
- Change of Specialty Request Form (available by request from the Graduate Office)

UNIVERSITY FORMS

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

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

- Graduate Withdrawal/Leave of Absence Form