Graduate Handbook
A guide to the policies and procedures of the School of Nursing
Important contacts

BC Info 617-552-4636
BC CSON Graduate Office 617-552-4928
BC CSON Fax 617-552-2121

Kennedy Resource Center/Sim Lab 617-552-8806
Graduate Nurses’ Association 617-552-0233

DEANS
Dr. Susan Gennaro, Dean 617-552-4251
Dr. M. Katherine Hutchinson, Associate Dean, Graduate Programs 617-552-2613
Dr. Barbara Wolfe, Associate Dean, Research 617-552-1804
Dr. Catherine Read, Associate Dean, Undergrad 617-552-6418
Anne Severo, Associate Dean, Finance and Administration 617-552-8531

CONTACTS FOR SPECIAL PROGRAMS
Master’s Entry: Dr. M. Katherine Hutchinson 617-552-2613
MS/MBA: Dr. M. Katherine Hutchinson 617-552-2613
Nurse Anesthesia: Susan Emery, CRNA 617-552-6844
RN/MS: Dr. M. Katherine Hutchinson 617-552-2613
MS Completion: Dr. M. Katherine Hutchinson 617-552-2613
MS/PhD: Dr. M. Katherine Hutchinson 617-552-2613
Clinical Placement Specialist: Elizabeth O’Reilly 617-552-2833

STUDENT SERVICES
Maureen Eldredge, Associate Director 617-552-4541

UNIVERSITY SERVICES
Counseling 617-552-3310
Financial Aid (Graduate) 617-552-3320
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 617-552-3600
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INTRODUCTION

The first section relates to information applicable to all graduate programs. This section is followed by one on the master’s program and then one specifically on the doctoral program. The program information is also available on the Boston College web site.

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 occupies 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

Graduate courses were offered in 1952. In the beginning, they were shaped by society’s needs and faculty preference. There was the continuing need for teachers of nursing. Many of the first grants given to nursing were given to prepare these faculty. So it was that Boston College gave advanced courses in medical-surgical nursing and pediatric nursing. These courses were taught by Marie S. Andrews and Stephanie Szloch, respectively, to nurses earning a master’s degree in education. By the spring of 1956, Dean Rita P. Kelleher realized that such a degree did not adequately meet the needs of nurses. The education degree was accredited by the Association of New England Colleges and not by the National League for Nursing. Nursing sought to bring its program into conformity with the standards for the profession, and proposed a master’s degree in nursing with a minor in education. Such a degree would prepare its recipients more appropriately.
The graduate school of arts and science accepted responsibility for awarding the master of science degree. The graduate degree in nursing dates from 1958.

The PhD program, approved by the board of trustees, 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. The major focus of study centers on clinical research related to patient phenomena of concern and the clinical judgments nurses make while providing care. Areas of concentration include ethics, ethical judgment and decision-making, nursing diagnosis and diagnostic/therapeutic judgments; and human response patterns in health and illness.

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 has 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 School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic and is scientifically based, technically competent, and highly compassionate. The Boston College nurse learns to think critically and to develop leadership skills throughout the baccalaureate, master’s, and doctoral programs. The faculty of the school aim to develop and disseminate knowledge for the advancement of professional practice and the improvement of health care by providing an environment that supports the personal development and scholarship of its faculty and students. The mission of Boston College School of Nursing is congruent with that of its parent institution, with an emphasis on the development of the whole person. The School of Nursing focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others.

The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families, and groups by formulating diagnostic, ethical, and therapeutic judgments with the aim of promoting, maintaining, and restoring health. The graduate of the master’s program is prepared as an advanced practice nurse with specialized knowledge and skills for providing quality patient care. These nurses are prepared to promote nursing practice through leadership, mentorship, and research-based care. The graduate of the doctoral program contributes clinically significant, theoretically driven and policy impacting the scholarship of discovery and research that addresses relevant problems in nursing and healthcare.
Nursing is the art and science of human caring. The recipients of nursing care are individuals, families, aggregates of people, and communities 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 activities focus on the life processes and patterns of the individual in the context of family and community. 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 practice by building on the foundational knowledge derived from 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 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. They respect 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 SCHOOL OF NURSING

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

**DEAN**  
Dr. Susan Gennaro  
Office: Cushing 203  
Telephone: 617-552-4251

The **Associate Deans** are responsible for most aspects of the undergraduate, master’s and doctoral programs.

**ASSOCIATE DEAN FOR GRADUATE PROGRAMS**  
Dr. M. Katherine Hutchinson  
Office: Cushing 202 M  
Telephone: 617-552-2613

**ASSOCIATE DEAN FOR UNDERGRADUATE PROGRAMS**  
Dr. Catherine Read  
Office: Cushing 202 G  
Telephone: 617-552-6418

**ASSOCIATE DEAN FOR RESEARCH**  
Dr. Barbara Wolfe  
Office: Cushing 433 A  
Telephone: 617-552-1804

**ASSOCIATE DEAN FOR FINANCE AND ADMINISTRATION**  
Anne Severo  
Office: Cushing 203  
Telephone: 617-552-8531

**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 202. Each faculty member has a designated assistant. Faculty may be contacted via phone and voice mail, e-mail, or through their assistants.

**CARROLL ENDOWED CHAIR**  
Dr. Judith Vessey  
Telephone: 617-552-8817

**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 using the following e-mail format: firstname.lastname@bc.edu (usually). They also may be contacted via the Boston College website.

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://mail.bc.edu to log in to your webmail 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 have mail slots in the student lounge. Students are responsible for checking their mail slots routinely.

RESOURCES

Information about activities and resources for graduate students across the university is located at the Murray Graduate Center website: www.bc.edu/gmc.

Graduate students may not receive university financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously without the dean’s approval. Graduate students who hold fellowships or assistantships may not be employed full-time without dean’s approval.

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 special application is required for consideration for a traineeship. A limited number of School of Nursing scholarships are available. Students should check emails for other scholarships that may become available.
The scholastic requirements for obtaining these stipend or scholarship awards are necessarily more exacting than those for simply securing admission to the graduate school.

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

**TEACHING ASSISTANTSHIPS (TA)**

The graduate school has available a limited number of teaching assistantships. These provide for a stipend. 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. Students who wish to be considered for a TA position should complete a TA form and submit it to the graduate office. Deadline for submissions is May 31st.

Teaching assistants are graduate students enrolled in the School of Nursing.

**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 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.

**TRAINEESHIPS**

Traineeships provide a stipend to eligible students. Students must be full time (9 credits/semester) and must be US citizens or permanent residents.

Since this is money provided by the federal government, availability of the funds, the time of the award, and the amount awarded depends on the federal government. The grant is usually announced by early July; applications are then available in the graduate office. The notice of availability of applications will be sent to students via e-mail. Students are required to meet the application deadline to receive funding.

**PROCEDURES FOR FINANCIAL AID RECIPIENTS**

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

**OTHER SOURCES OF FINANCIAL AID**

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

**UNIVERSITY RESOURCES**

**THE LIBRARIES**

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 2 million volumes, and approximately 21,000 serial titles are currently received. Special collections for nursing are housed in the Mary 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. 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 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 in O’Neill Library (250) provides computers for student use.

The Campus Technology Resource Center (CTRC) in O’Neill Library (250) provides computers for student use. Visit www.bc.edu/offices/infoltech/depts/slsc/about/ 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 located at 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 211 and is used by both undergraduate and all graduate students (both Master’s and Ph.D.). The lounge houses a printer, refrigerator and coffee machine, as well as the student folders for messages. The Ph.D. student lounge is located in Cushing 424 and is accessible to Ph.D. students using an entry code.

WIRELESS NETWORK

The wireless network at Boston College is a compliment to the existing wired network, providing 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 the following: 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, 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)

UCS 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 a counselor in any one of the counseling offices on campus (Carney 418, 617-552-3310, Campion 301, 617-552-4210; Service Bldg. T100, 617-552-3927).

OFFICE OF THE DEAN FOR STUDENT DEVELOPMENT

The Office of the Dean for Student Development 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 Associate Dean/Director for Graduate Life Carol Hughes at the John Courtney Murray Graduate Center, 292 Ham mond 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 Suzanne Conway, assistant dean for students with disabilities, at 21 Campanella Way, Room 214, 617-552-2238. 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 requesting 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 School of Nursing’s Graduate Nurses Association (GNA) has membership in the GSA and two members of the GNA are appointed by the membership to represent graduate nursing students at meetings and
related activities.

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.

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

**POLICIES AND PROCEDURES**

**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 who started AY 2005–2006 and forward 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 immunization 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 School of Nursing requires certified evidence of good health and an annual TB test within one year of enrollment in a clinical practicum course. More frequent testing for TB may be required by specific clinical agencies.

EXPANDED NATIONAL BACKGROUND CHECKS (ENBC)

Increasingly, hospitals and health care agencies that are used by Boston College School of Nursing for clinical experiences are requiring that all students and faculty be investigated for any felonies before they can be at that agency. The mechanism for this is called a ENBC 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. Contact Paul Hiles with questions at paul.hiles@bc.edu.

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.
ACADEMIC POLICIES

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 are 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 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.

GUIDELINES FOR 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.

EXAMS AND QUIZZES

Students are responsible for taking all tests, quizzes, and examinations when they are given and have no automatic 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 miss an exam, they should contact the professor immedi-
ately and ask if she or he will discuss options to make up work that was missed. 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 low passing grade of C is awarded for work that is minimally acceptable at the graduate level.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 -100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>74-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 74</td>
</tr>
</tbody>
</table>

**INCOMPLETE AND DEFERRED 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 courses that are prerequisites to a course before enrolling in the subsequent course. If a course in which the student has an incomplete is not a prerequisite, the course must be completed within four months.

An incomplete grade (I) that is longer than four months will be con-
verted to F. Any exception must have approval of the associate dean for graduate programs. All courses must be successfully completed in order for students to be eligible to sit for master’s or doctoral comprehensive examinations.

**LATE PAPERS/RESEARCH PROJECTS**

Students are responsible for submitting all written work for a course to the faculty member by the specified deadline. Professors are not obliged to accept any work beyond the deadline or to grant extensions. All arrangements for submission of the work must be negotiated directly between the faculty member and the student.

**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 the 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 will explain this procedure.

**ACADEMIC STANDING**

The following policies apply to overall grade point average and course grades for students in the master’s program.

A grade point average (GPA) of 3.0 is required. If the GPA falls below 3.0 the student will be on academic review. Students receiving an “F” in one course or two (2) courses of “C” also will be placed on academic review. Academic review may result in recommendations that coursework be repeated, that the student be placed on academic probation, or that the student be dismissed from the program. See section under master’s entry program for grading policies for that program.

Students in the PhD program must maintain an average grade of B or better. A grade of C or lower in any course is cause for academic review.


ACADEMIC AND PROFESSIONAL INTEGRITY

Students are expected to have high standards of integrity in both the academic and clinical settings. Integrity is a reflection of the respect that one holds for oneself and others. It is reflected by student behavior in the school, clinical setting, and other environments. Unprofessional conduct is considered serious and may result in dismissal from the school.

Please see the Boston College 2012–2013 catalog for statements on academic integrity policies and procedures. Expected ethical behavior in clinical situations is based on the American Nurses’ Association Code for Nurses. Students are expected to protect patients’ confidentiality, 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.

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 website www.bc.edu/research/rcip/human/.

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.

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 W recorded in the grade column of their permanent record. The last date for withdrawal from a course is specified on the academic calendar for each semester. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period; students who are still regis-
tered at this point will receive a final grade for the semester. 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 changing from credit to audit receive no refund.

WITHDRAWAL FROM BOSTON COLLEGE

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

TRANSFER OF CREDIT/S

Students who have completed one full semester of graduate work at Boston College may request transfer of no more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. To transfer a course in lieu of a required course, the student must provide a copy of the course description for electives and course syllabus for core courses, which is then reviewed by the course faculty and the associate dean for equivalency (see forms in the appendix and on the CSON web site.) Credit received for courses completed more than ten years prior to a student’s admission to his or her current degree program are not acceptable for transfer. Request for substitution of required course forms, which are available in the graduate office, should be completed and submitted to the graduate office along with the course description and syllabus. 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.

GRADUATION

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

MAY GRADUATION

Graduate School 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). For students who sign up for graduation but who for some reason do not graduate on the anticipated date, the registrar’s office will automatically move them up to the next scheduled graduation period.

Diplomas are distributed to individual students at the School of Nursing ceremony immediately following the completion of the overall uni-
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 financial and library 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.

**Time Limits**

Master’s students are permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the master’s degree. Doctoral students have a maximum of eight consecutive years to complete all requirements for the doctoral program. Extensions are permitted only with approval of the department concerned and the associate dean.

**Policy on Not Registered (NR) Students**

All students enrolled in a degree program must register for a course/s each academic semester until their degree is successfully completed. Matriculated students who are not registered must complete an LOA or withdrawal form and return it to the graduate programs office (Cushing 202H).

**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 programs office or the CSON website and submit this form to that office for the dean’s approval. Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the dean. 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 may not be available if these requirements are not followed. Students must notify the graduate office by March 1 prior to academic year in which they plan to return and enroll in clinical practica.
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 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 and, if applicable, residential living.

For additional information, please contact Thomas P. McGuinness, director of university counseling services at 617-552-2562.

RE-ADMISSION

Students who desire readmission will initiate the process in the graduate office. Applications for readmission should be made at least six weeks before the start of the semester in which the former student seeks to resume study.

The associate dean will make the decision on the readmission application, and the graduate office will notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

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 way.

PLAN OF STUDY

Each student must have a signed plan of study on file. This must be kept up to date. 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, page 29). Plans of study for MS and PhD programs can be attained from the graduate office or the School of Nursing website, www.bc.edu/nursing.

SUMMER SESSIONS

The Graduate School of Nursing usually offers several courses during Summer Session I and Summer Session II. Courses with less than 10 students may be cancelled.
The Master’s Program

The master’s program prepares graduates for advanced nursing practice. 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 through the specialty area chosen for study (e.g., adult/gerontology, pediatrics, women’s health, community/family nurse practitioner, psychiatric-mental health, nurse anesthesia, palliative care, and forensics). Specialization is augmented by support courses and concentration on more specific patient populations within each major specialty area: (e.g., nursing care of clients with AIDS, clients with present and past trauma and abuse, clients with cancer or cardiac problems, etc.).
**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. Integrates 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. Applies methods, instruments and performance measures and standards for quality improvement within an organization.

6. Uses 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.

*Areas of specialization include adult gerontological health, pediatrics, women’s health, community health CNS/family nurse practitioner, psychiatric-mental health, palliative care, forensics, and nurse anesthesia.*
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.

CERTIFICATION

Graduates of the master’s program are eligible to apply for certification by the American Nurses Credentialing Center (ANCC) of the American Nurses Association as a nurse practitioner or clinical nurse specialist in their area of specialization. Graduates of the women’s health nursing curriculum are eligible to sit for the National Certification Corporation (NCC) examination for women’s health (OB/GYN) nurse practitioners. Graduates of the pediatric nurse practitioner program can sit for the ANCC exam or the exam by the certification board of NAPNAP. Graduates of the nurse anesthetist program take the examination of the Council on Certification of Nurse Anesthetists. Palliative care graduates are ineligible to apply for certification by the National Board for Certification of Hospice and Palliative Nurses (NBCHPN).

CURRICULUM

CURRICULAR OVERVIEW: THE MASTER’S PROGRAM
(Master’s entry option and nurse anesthesia specialty are described later)

The standard master’s program for RNs with a BSN requires 45 credits and can be completed full time or part time. Students have 5 years to complete the program.

The curriculum is designed around three components: core content considered basic to advanced practice nursing regardless of specialty area; support courses (electives and required prerequisites); and specialty courses (theory and practicum courses). Core courses consist of the conceptual basis for advanced nursing practice, ethical reasoning, research, pharmacotherapeutics/pharmacology, advanced health assessment, physiological life processes, and the scope of the advanced nursing practice role. These 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 always begin in the fall and consist of a total of 18 credits taken over a two-semester sequence. The support courses are cognates, electives, or other required prerequisite courses that support the student’s specialization.

In some clinical specialties, students may choose preparation as a nurse practitioner (NP) or as a clinical nurse specialist (CNS).
CORE COURSES

NU 415 Conceptual Basis for Advanced Nursing Practice (3 cr.)
NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (3 cr.)
NU 417 Advanced Nursing Practice within Complex Health Care Systems (3 cr.)
NU 420/426 Pharmacotherapeutics/Psychopharmacology (3 cr.)
NU 430 Advanced Health Assessment Across the Life Span (3 cr.)
NU 520 Research Methods/Evidence-Based Nursing Practice (3 cr.)
NU 672 Physiological Life Processes (Pathophysiology) (3 cr.)

ELECTIVES

Traditional and RN/MS students take two electives; master’s entry students take one, except for psychiatric-mental health students who must take NU 420 as one of their electives.

NU 524 Masters Research Practicum (3 cr.)
or NU 525 Integrative Review/Nursing Research (3 cr.) *

Graduate level elective (3 cr.)
*students may also choose any graduate level elective in place of NU 524/525

SPECIALTY COURSES

18 credits
NU ______ Advanced Theory I (3 cr.)
NU ______ Advanced Practice I (6 cr.)
NU ______ Advanced Theory II (3 cr.)
NU ______ Advanced Practice II (6 cr.)

Ambulatory Care Adult Gerontological Nurse Practitioner
Fall:
NU 462 Primary Care of Adults and Older Adults Theory I (3 cr.)
NU 463 Primary Care of Adults and Older Adults I (6 cr.)
Spring:
NU 562 Primary Care of Adults and Older Adults Theory II (3 cr.)
NU 563 Primary Care of Adults and Older Adults II (6 cr.)

Adult Clinical Nurse Specialist (offered every other year)
Fall:
NU 462 Primary Care of Adults and Older Adults Theory I (3 cr.)
NU 660 Clinical Strategies/CNS (6 cr.)
Spring:
NU 562 Primary Care of Adults and Older Adults Theory II (3 cr.)
NU 662 Clinical Strategies/CNS (6 cr.)

Palliative Care Courses (for adult/gerontological palliative students)
NU 640 Palliative Care I: Serious Illness, Disease & Progression of Life (3 cr.)
NU 641 Palliative Care II: Pain and Suffering in the Seriously Ill (3 cr.)
NU 643 Palliative Care III: Palliative Care & Advanced Practice Nursing (3 cr.)
Family Nurse Practitioner (FNP)
Fall:
NU 473 Advanced Practice Community and Family Health Nursing (6 cr.)
NU 572 Advanced Theory Community and Family Health (3 cr.)
Spring:
NU 472 Advanced Theory Community and Family Health Nursing (3 cr.)
NU 573 Advanced Practice Community and Family Health (6 cr.)

Community Health CNS (offered every other year)
Fall:
NU 472 Advanced Theory Community and Family Health Nursing (3 cr.)
NU 660 Clinical Strategies/CNS (6 cr.)
Spring:
NU 473 Advanced Practice Community and Family Health Nursing (6 cr.)
NU 662 Clinical Strategies/CNS (6 cr.)

Forensic Nursing (2nd Specialty)
NU 680 Forensics I: Fundamentals of Forensics in Nursing and Health Care (3 cr.)
NU 681 Forensics II: Psychosocial and Legal Aspects of Forensic Practice in Nursing and Health Care (3 cr.)
NU 682 Forensics I: Practicum (3 cr.)
NU 319 Forensic Lab: 75 hours (1 cr.)

Pediatric Ambulatory Care (PNP)
Fall:
NU 450 Women’s Health and Pediatric Nursing Theory (3 cr.)
NU 457 Advanced Practice Pediatric Ambulatory Care Nursing I (6 cr.)
Spring:
XX XXX Nursing Theory Cognate (3 cr.) (must be approved by advisor)
NU 557 Advanced Practice Pediatric Nursing II (6 cr.)

Palliative Care Courses (for pediatric palliative students)
NU 640 Palliative Care I: Serious Illness, Disease & Progression of Life (3 cr.)
NU 643 Palliative Care III: Palliative Care & Advanced Practice Nursing (3 cr.)*
NU 645 Palliative Care II: Pain and Suffering in the Seriously Ill (3 cr.)
*this course may fulfill 2nd theory elective

Women’s Health (Ob/Gyn/Women’s Health NP)
Fall:
NU 450 Women’s Health and Pediatric Nursing Theory (3 cr.)
NU 453 Advanced Practice Women’s Health Nursing I (6 cr.)
Spring:
XX XXX Nursing Theory Cognate (3 cr.) (must be approved by advisor)
NU 553 Advanced Practice Women’s Health Nursing II (6 cr.)

Psychiatric Mental Health NP
NU 443 Advanced Practice/Theory Psychiatric Nursing I (3 cr.)
NU 445 Advanced Practice Psychiatric Nursing Practicum (6 cr.)
NU 543 Advanced Practice Psychiatric Nursing (6 cr.)
NU 545 Couples, Family, and Psychiatric Therapy (3 cr.)
CORE COURSES

Core courses provide content generic to all the areas of advanced practice; this knowledge is then applied within the course of each specialty. Core content provides a basis for students to incorporate nursing theory, research, advanced practice role theory and scope of practice, health assessment, ethical reasoning, pharmacology/pharmacotherapeutics, physiological life processes, and expert clinical judgment in a specialized area of nursing.

NU 415 Conceptual Basis for Advanced Nursing Practice: This core course discusses the theoretical foundations of advanced practice nursing.

NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: This core course focuses on the ethical responsibilities of the advanced practice nurse and current ethical issues in health care.

NU 417 Advanced Nursing Practice within Complex Health Care Systems: This core course focuses on the role of the advanced practice nurse within complex health care systems.

NU 430 Advanced Health Assessment Across the Life Span: This core course is designed to provide advanced practice nursing students with planned classroom and laboratory experiences to refine health assessment skills.

NU 672 Advanced Pathophysiology: 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.

RESEARCH REQUIREMENTS

Research: The required research courses (3 credits) and research options provide essential understanding of research concepts and methodology as a basis for utilizing research in practice and connecting theory and research in nursing practice. All students take NU 520 Research Methods/Evidence-Based Nursing Practice and an optional three credit research practicum. The research practicum can be completed through two options, NU 524 or NU 525. In NU 524, Master’s Research Practicum students participate in some aspect of research such as their own individual research project, working within a faculty member’s ongoing research, conducting a quality assurance study or conducting research utilization study. In NU 525, Integrative Review of Nursing Research students systematically analyze the nursing research literature to answer a research question.

PHARMACOLOGY/PHARMACOTHERAPEUTICS:

NU 420 Pharmacotherapeutics is a core course that provides the advanced practice nurse with an understanding of pharmacology and pharmacotherapeutics as they relate to the advanced practice nurse, including prescribing.
NU426 Psychopharmacology is the required pharmacology course for students in the psychiatric-mental health-nursing and nurse practitioner specialties.

CLINICAL SPECIALTY COURSES

The clinical specialty courses focus on the phenomena and responses of concern for specific patient populations and on advanced practice role development. 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 into the indirect role components. 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. Clinical practice hours are those required for certification in the students’ clinical specialty.

Students in the master’s entry program must successfully complete the first year of full-time study in this program and achieve RN licensure; they then complete all of the coursework in the above curriculum.

RN/MS students must successfully complete all baccalaureate level courses and bridge courses before progression into the above curriculum.

CLINICAL PRACTICA

Students are assigned a clinical year upon admission. Students wishing to adjust their clinical year will be accommodated on a space-available basis. Scheduling of clinical practica may vary from year to year. Students must have up-to-date immunizations before entering a clinical course. Additional testing may be required by specific agencies. See page 14 for immunization requirements.

The clinical placement(s) for each student is chosen in accordance with the course and the student’s objectives and areas of interest. Students are encouraged to provide suggestions for preceptors or agencies; how-
ever, they should not approach an agency or preceptor.

In the clinical areas, students should clearly identify themselves with a name badge as a master’s student in the Boston College School of Nursing.

Expanded National Background Checks (ENBC) are required by all clinical agencies. Students need to complete permission forms, which must be on file (see ENBC, page 15).

**LIABILITY INSURANCE/LICENSURE**

Students who are registered nurses (RNs) must arrange for their own individual malpractice liability insurance as advanced practice nursing students. Master’s students must provide evidence of individual liability insurance and Massachusetts RN licensure upon enrollment in a course with a clinical component.

**PATHOGEN EXPOSURE**

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.

**NEEDLESTICK INJURIES AND OTHER EXPOSURES TO BLOOD BORNE PATHOGENS**

**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 instructor and preceptor, or report to 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

**INDEPENDENT STUDY (NU699)**

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.

**MASTER’S COMPREHENSIVE EXAMINATION**

At the end of the program all students must pass a comprehensive exam which gives students the opportunity to demonstrate their integration and application of core content with specialty knowledge and skills. The exams may be verbal, written, or both, as determined by each specialty.

Students must be in good academic standing to take comprehensive examinations. This examination also serves as program outcome measure for the master’s degree program.

Each candidate should consult her or his specialty coordinator to learn the time and format of the comprehensive examination. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). A candidate who fails the master’s comprehensive examination may repeat the examination only once.
ACCELERATED MASTER’S ENTRY INTO NURSING (MSE)

SAMPLE CURRICULUM

This program is designed for individuals who have a baccalaureate degree in another field and who are not nurses. In this program, students study generalist nursing on a full-time basis and after receiving a license as a registered nurse, they then proceed into the specialist coursework.

<table>
<thead>
<tr>
<th>FIRST YEAR *</th>
<th>spring semester</th>
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<tbody>
<tr>
<td><strong>fall semester</strong></td>
<td><strong>spring semester</strong></td>
</tr>
<tr>
<td>NU 400 Nursing Practice (2)</td>
<td>NU 420 Pharmacology in Advanced Practice Nursing (3)</td>
</tr>
<tr>
<td>NU 408 Pathophysiology (3)</td>
<td>NU 406 Nursing Science II (6)</td>
</tr>
<tr>
<td>NU 204 Pharmacology/Nutrition (3)</td>
<td>NU 407 Clinical Practice in Nursing II (6)</td>
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<tr>
<td>NU 402 Nursing Science I (6)</td>
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<td>NU 403 Clinical Practice in Nursing I (4)</td>
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<th>summer session I</th>
<th>summer session II</th>
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<tr>
<td>NU 430 Advanced Health Assessment Across the Lifespan (3)</td>
<td>NU 520 Research Methods/Evidence-Based Nursing Practice (3)</td>
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<tr>
<td>NU 411 Synthesis Clinical (3)</td>
<td>NCLEX Exam</td>
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<tr>
<th>SECOND YEAR **</th>
<th>spring semester</th>
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<tbody>
<tr>
<td><strong>fall semester</strong></td>
<td><strong>spring semester</strong></td>
</tr>
<tr>
<td>NU 415 Conceptual Basis for Advanced Practice Nursing (3)</td>
<td>NU 417 Scope of Advanced Practice Nursing (3)</td>
</tr>
<tr>
<td>NU 416 Ethical Reasoning and Issues in Advanced Practice Nursing (3)</td>
<td>NU 524 Research Practicum (3) or Elective</td>
</tr>
<tr>
<td>Advanced Theory Specialty I (3) • Advanced Practice Specialty I (6) •</td>
<td>Advanced Theory Specialty II (3) • Advanced Practice Specialty II (6) •</td>
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</tbody>
</table>

*Must be taken full-time.
**Can be taken part-time or full-time.
Total Credits = 72

- See pages 25/26 for specialty course numbers.
ACCELERATED MASTER’S ENTRY INTO NURSING (MSE)

ACADEMIC POLICIES

The following are policies that are specific to the accelerated master’s program.

PROGRESSION

The master’s entry option was designed with the philosophy that students who already possess a baccalaureate degree and the prerequisite courses, and who meet the admission criteria will be able to successfully complete the first year of the “accelerated” portion of the program. In eleven months of intensive study, students are prepared to sit for the RN licensing exam. Consequently, the schedule for the first year is intensive and includes many hours in the classroom, in clinical agencies, and in completing reading and paper assignments. The fall semester is considered probationary. Students must meet the requirement of achieving a minimum grade of B (84) in every class in the fall in order to progress to the spring. Students must also pass clinical competency exams in no more than two attempts or they will receive a failing grade in the clinical course. The curriculum allows no time for remediation. Students will not be allowed to repeat courses if they receive less than a B in any course or if they withdraw. A 3.0 cumulative grade point average must be maintained.

PREPARATION FOR NCLEX-RN

Each student will be expected to attend NCLEX information sessions conducted by the associate dean.

CRITERIA FOR PROGRESSION TO THE SPECIALIST CURRICULUM CLINICAL COURSES

1. The student must be licensed as a registered nurse.
2. The student must have a B average or better.

SPECIALTY OPTIONS

Special options within the master’s degree program:

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 Wallace E. 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.

**ADDITIONAL SPECIALTY CONCENTRATION**

The additional specialty concentration option is designed for registered nurses who have a master’s degree in nursing and who wish to enhance their educational background 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.

**RN/MS**

RN-MS students are required to satisfy all undergraduate science and liberal arts course requirements. Course substitution for university core requirements may be allowed on an individual basis. Credit may be received by direct transfer or actual course enrollment. Completion of BC School of Nursing prerequisite nursing, science and liberal arts courses is viewed as establishing baccalaureate level competencies as a basis for the study of advanced practice nursing.

RN-MS students complete the master’s degree in the same sequence and with the same master’s courses as other master’s students.

**PASTORAL MINISTRY AND NURSING – MA/MS**

Students may earn a joint degree with the Institute for Religious Education and Pastoral Ministry at BC and the Connell School of Nursing. 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.

**MS/PH.D. PROGRAM**

This program is designed for individuals with a BS who wish to obtain both preparation in advanced practice nursing as well as preparation at the doctoral level for clinical research. The program allows for 12 credits of the master’s program (Research Methods/Evidence-Based Nursing Practice, MS research practicum, master’s elective and Conceptual Basis of Advanced Nursing Practice) to be met through doctoral program courses. It can be completed in four years of full time study.
BS/MS PLAN

This plan provides an opportunity for highly qualified students enrolled in BC’s baccalaureate program to be admitted to the master’s program. Students take selected master’s courses during their undergraduate program. Undergraduate students must apply by December 31st of their senior year and maintain continuous enrollment to be eligible for the 5th year plan. Students interested in this option should consult with Dr. Catherine Read, associate dean for undergraduate programs.

CRNA - CERTIFIED REGISTERED NURSE ANESTHETIST

The nurse anesthesia program is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all master of science nursing specialties and combines these with the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practica at the varied facilities for whom the Anesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum was accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs in October 2002. See page 36 for CRNA plan of study.
### CRNA PROGRAM PLAN OF STUDY

#### FIRST YEAR

##### spring semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 420 Pharmacotherapeutics in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 415 Conceptual Basis for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 672 Patho Physiologic Life Processes</td>
<td>3</td>
</tr>
<tr>
<td>NU 490 Physiologic Variables for Nurse Anesthesia I: Respiratory</td>
<td>3</td>
</tr>
<tr>
<td>NU 491 Chemistry and Physics for Nurse Anesthesia Practice</td>
<td>3</td>
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</tbody>
</table>

##### summer session

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 492 Basic Principles of Nurse Anesthesia</td>
<td>3</td>
</tr>
<tr>
<td>NU 493 Pharmacology of Anesthetics and Accessory Drugs</td>
<td>3</td>
</tr>
<tr>
<td>NU 494 Physiologic Variables for Nurse Anesthesia II: Cardiovascular</td>
<td>3</td>
</tr>
<tr>
<td>NU 520 Research Methods/Evidence-Based Nursing Practice (SS II)</td>
<td>3</td>
</tr>
<tr>
<td>NU 430 Advanced Health Assessment Across the Lifespan (SS I)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SECOND YEAR

##### fall semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 591 Clinical Practicum in Nurse Anesthesia I</td>
<td>5</td>
</tr>
<tr>
<td>NU 590 Physiologic Vari. for Nurse Anesthesia III: Neurological, Endocrine and Renal</td>
<td>3</td>
</tr>
<tr>
<td>NU 417 Scope of Advanced Practice Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

##### spring semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 592 Advanced Principles for Nurse Anesthesia Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 593 Clinical Practicum in Nurse Anesthesia II</td>
<td>5</td>
</tr>
<tr>
<td>NU 416 Ethical Issues in Advanced Nursing Practice</td>
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</tbody>
</table>

##### summer session

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 595 Clinical Practicum in Nurse Anesthesia III</td>
<td>5</td>
</tr>
<tr>
<td>NU 525 Integrative Review</td>
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</table>

#### THIRD YEAR

##### fall semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 691 Nurse Anesthesia Residency I</td>
<td>1</td>
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</tbody>
</table>

##### spring semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 693 Nurse Anesthesia Residency II</td>
<td>1</td>
</tr>
</tbody>
</table>

Total credits = 62
The Ph.D. Program

OVERVIEW OF PROGRAM

The PhD program in nursing is a post-master’s or post-baccalaureate research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual’s background, research interests, and stage of development in scholarly activities.

Low student-faculty ratios and research mentorship permit students to complete the program in the normative amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

Course work may be taken on a three or four year trajectory. The three year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four-year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

PROGRAM OBJECTIVES

The graduate of the PhD program will be prepared to:

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

Upon admission and matriculation to the PhD program, all students will be assigned a faculty academic advisor. The faculty academic advisor will collaborate with the student to develop a plan of study and he/she is granted formal authority to assist the student in progressing toward the PhD degree by identifying appropriate coursework and resources within the time frame specified by the University. Once signed by the advisor, the plan of study is submitted to the graduate programs office. Course credits may exceed the 46 credits stipulated by the program.

LANGUAGE COMPETENCY

Students must pass an examination in a foreign language or demonstrate computer literacy through completion of SON course work.

COMPREHENSIVE EXAMINATION

Students must successfully complete both the written and oral components of the examination. After successful completion of the comprehensive exam, students are admitted to candidacy.

Responsible Conduct of Research

Students receive training in the responsible conduct of research (RCR) in NU 810, Research Practicum I. Please see http://www.bc.edu/research/ORIC/RCR.html

DISSERTATION PROPOSAL PREPARATION

After comprehensives, students register for dissertation advisement courses (NU 901-902). Students must be registered each semester until defense is completed/graduation. During these one or two semesters, students select the dissertation committee and file intent to submit proposal for dissertation form, schedule proposal defense, and defend proposal.

COMPLETION OF DISSERTATION RESEARCH

After successfully defending a proposal, a student registers for NU 999 Doctoral Continuation each semester for the duration of dissertation research and defense.
DEFENSE OF THE DISSERTATION

Student presents dissertation research to his/her committee in a public hearing.

DEPOSIT OF THE DISSERTATION

After final version approved by committee, students should upload their dissertations through ETD. Contact William Donavan, Digital Preservation Manager at bill.donavan@bc.edu with questions.

PROGRAM OF STUDY

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), and programs of research (uncertainty, sensory preparation, etc.), and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

Forty-six (46) credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

NU 701 Epistemology of Nursing (3 cr.)
PL 593 Philosophy of Science (3 cr.)
NU 712 Nursing Science: Processes and Outcomes (3 cr.)
NU 714 Health Care Policy: Moral and Sociopolitical Influences (3 cr.)
NU 751 Advanced Qualitative Research Methods (3 cr.)
NU 752 Advanced Quantitative Research Methods for Health Care (3 cr.)
Statistics/Computer Application and Analysis of Data (3 cr.)
Advanced Qualitative/Quantitative Methods (3 cr.)
NU 810 Research Practicum I (1 cr.)
NU 811 Research Practicum II (1 cr.)
NU 812 Research Practicum III (1 cr.)
NU 813 Research Practicum IV (1 cr.)
Cognate/Elective (12 cr.)
NU 998 Doctoral Comprehensives (0 cr.)
NU 901 Dissertation Advisement (3 cr.)
NU 902 Dissertation Advisement (3 cr.)

TOTAL: 46 credits
NU 999 Doctoral Continuation (1 cr.) (For students who have not completed their dissertation in 3 years, if full-time or 4 years if part-time.)

PLANS OF STUDY
(SEE ONLINE FOR 3 YEAR AND 4 YEAR PLAN OF STUDY:
www.bc.edu/schools/son/current/onlinedoctoralresources.html)

Cognates/electives are related to the student’s area of research concentration. The number of credits in cognates is based on need, prior educational background and course work.

UNIVERSITY FELLOWSHIPS

PURPOSE OF THE FELLOWSHIP

To encourage highly qualified students to enroll in doctoral studies (PhD or MS-PhD) and to increase engagement as a student and developing researcher.

CURRENT PROCESS

Each year, newly admitted students with the highest academic credentials are offered Boston College University Fellowships. The fellowship requires that the student be enrolled in full-time doctoral study and provides tuition and a yearly stipend.

LENGTH OF THE AWARD

The award is given at the time of admission and has the potential to be renewed for up to two subsequent years based on an evaluation process between the faculty mentor with whom the fellow is working and the doctoral fellow in consultation with the dean. The evaluation is based on quality of work performed and progress toward mutually defined goals.

NATURE OF FELLOWSHIP WORK

All full-time students granted Fellowships will be assigned a faculty mentor. The mentor will most often also serve as the academic advisor, but in selected cases may be another CSON faculty member with expertise in the Fellow’s area of scholarship who has agreed to serve as mentor for the fellowship experience. The main responsibility of the mentor is to guide the academic development and scholarship experiences of the fellow.

The Responsibilities of a Mentor include:

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

The Responsibilities of a Mentee are:

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

AVAILABILITY

University fellows are required to commit to work sixteen hours per week with their mentors. Students must submit monthly timesheets documenting completion of these hours. Failure to do so may result in revocation of fellowship. Fellows are not permitted to engage in outside employment of more than 20 hours per week. A contract addressing this stipulation will be signed by the fellow. Fellows are strongly encouraged not to work more than 1 day a week in outside employment.

EVALUATION

Each university fellow will participate in an evaluation process at the end of each fellowship year usually at the end of the spring semester. At the beginning of each academic year the students will develop outcome criteria with their faculty mentors. These criteria will be used as an important part of the evaluation process. There are times when the work of the faculty mentors or the relationship between the mentor and fellow may not be congruent to achieve the goals of the fellowship for the given year. If this occurs, fellows will have the opportunity to seek reassignment to another faculty member after consulting with the dean of the Connell School in consultation with the faculty mentor.

While it is anticipated that the fellowship experience will be a positive one for both the student and the faculty, it is the prerogative of the dean to terminate the fellowship if the fellow’s performance is not been deemed satisfactory by the faculty member.
PROGRESSION THROUGH THE PROGRAM

PROGRAM REQUIREMENTS

The doctoral courses and research practica are an integrated approach to student research development in the PhD program. Students work with their advisors to formulate an individualized plan of study that includes courses offered inside the nursing school, elsewhere at BC, or at other universities as needed. Advisors also work to plan a series of four one-credit research practica that facilitate skill building and preparation for the student’s dissertation research. The practica may be supervised by the advisor or other faculty at the School of Nursing. Information on research practica can be obtained from the graduate programs office.

CRITERIA FOR THE PROGRESSION IN COURSE WORK

Students must maintain an average grade of B or better. A grade of C or lower in any course is cause for academic review.

LANGUAGE COMPETENCY

Students must demonstrate proficiency in either a language other than English, or demonstrate computer literacy.

COMPUTER LITERACY

Completion of the doctoral program requirements such as course work, written and oral components of the comprehensive examination and dissertation research provides students with the skills needed to be computer literate. Therefore, computer literacy may be demonstrated by completion of all PhD program requirements.

FOREIGN LANGUAGE COMPETENCY

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

COMPREHENSIVE EXAMINATION

The comprehensive examination is designed to ascertain whether the student is to advance to doctoral candidacy. The examination consists of two parts: written and oral. The examination is intended to provide a sample of the student’s capacity for original thought, theoretical and professional sophistication, research expertise, substantive knowledge, and ability to analyze and synthesize knowledge in nursing science.
ELIGIBILITY

A student in good academic standing (no incompletes or failures in required course work) may take the comprehensive exam during or after the last semester of course work.

REGISTRATION FOR COMPREHENSIVE EXAMS

Students must contact the graduate office to register for NU 998 (Doctoral Comprehensives) in the semester in which they will be taking the exam. (Note: No credit is granted for NU 998.) In addition, students intending to sit for the comprehensive examination should deliver a comprehensive examination application form to the graduate programs office at least four weeks prior to the posted dates for the examination. The student must also notify her/his advisor by the same date. If the student has special needs that require accommodation during the written exam, a letter explaining the needs should be submitted to the associate dean along with the application form.

If not registered for other courses during the semester when they take the comprehensive examination, students will need to pay a fee (1 credit).

COMPREHENSIVE EXAMINATION COMMITTEE

The student will select three members to serve on his/her comprehensive exam committee from a panel of five faculty members who have been designated to serve a two-year term by the PhD program committee. This panel of five will consist of three tenured faculty members who teach in the PhD program and two tenured faculty members who hold the rank of associate professor in the Connell School of Nursing. The student will select three faculty members from the committee described above to meet the following criteria:

1. One committee member with expertise in nursing science/knowledge development
2. One committee member with expertise in research methods
3. One committee member with expertise in the student’s cognate area of research

When needed, a member from outside the School of Nursing may be selected to serve as a committee member with expertise in the student’s cognate area of research. The student may suggest an outside member with a PhD (or equivalent degree) from a community of scholars and submit the scholar’s curriculum vitae for review and approval by the designated panel of five comprehensive examination committee members.
Comprehensive examinations are offered twice a year, in the spring (usually May/June) and fall (usually September). All students take the written component at the same time, whereas the oral component is completed individually after the written portion has been completed.

Students are responsible for scheduling the oral exam with their committee members at a mutually convenient time on a date specified for oral comprehensive examinations and reserving a room (617-552-1710). Once the room has been scheduled, students should inform all committee members in writing of the time and place for the examination.

**WRITTEN EXAMINATION**

The written component of the comprehensive examination is a take-home exam. Students may use their own computers and resources or complete the exam at BC. Students will all have the same 1.5 day period of time in which to write their exam. For example, questions will be emailed to students at 7 a.m. on the exam date and answers must be emailed back by 3 p.m. the following day. Students with English as a second language are granted an additional two hours in order to complete the examination.

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

Answers must be in essay form, be complete and concise, and include reference to the work of key authors in these areas. The exam should be typed in 12-point font, double spaced with 1-inch margins. Page limit is 10-12 pages per question. References should be included, using APA format.

Students attest their adherence to principles of academic integrity by signing a prescribed statement that will accompany the exam.

**ORAL EXAMINATION**

Upon completion of the written portion of the comprehensive examination, the oral portion is scheduled with the committee members for a period of 1.5 to two hours. The student’s written responses help to give focus to the oral portion, but do not limit discussion. Other topics related to the program objectives may be addressed during the oral portion of the examination.
EVALUATION

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

The following grading system is used:
- Pass with distinction: PWD
- Pass: P
- Fail: F

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

CONSEQUENCES OF FAILURE

A student who fails the doctoral comprehensive examination may take it over again no more than once and not sooner than the following semester. The date for retaking the examination must be negotiated with the advisor. A new committee may be convened.

Students who have completed all course work but have not passed the written and oral portions of the comprehensive examination are not eligible to be admitted to candidacy and therefore may not register for dissertation advisement. The student must re-register for Doctoral Comprehensive NU 998 in the semester when the student plans to retake the exam.

ADMISSION TO CANDIDACY

A student attains the status of a doctoral candidate by passing the doctoral comprehensive or qualifying examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester for either dissertation advisement or doctoral continuation until completion of the dissertation.

DISSERTATION PHASE

Students enter the dissertation phase of the doctoral program after passing the comprehensive examination. The appropriate procedures are described in order to facilitate a successful transition from the status of doctoral candidate to graduate of the PhD program. In general, there are nine steps to consider in order to complete the dissertation phase successfully.
STEP 1 — COURSE REGISTRATION AFTER BECOMING A CANDIDATE

After admission to candidacy, the student registers for Dissertation Advisement (NU 901 and NU 902). (Each of these courses is considered a full-time course load for registration purposes.) The Teacher of Record (TOR) for NU 901/902 is the chairperson of the dissertation committee, or, until the chair is named, the TOR is the student’s advisor. If more than two semesters are needed to complete the defense of the dissertation, the student registers for NU 999 Doctoral Continuation each semester until successful defense of the dissertation. All students are required to register and pay for doctoral continuation during each semester of their candidacy. Students register for doctoral continuation after completing all courses including the required two or more semesters of dissertation-related coursework. Failure to register for Doctoral Continuation can affect access to BC resources such as e-mail, library, databases, and other support services and resources. Payment of equivalent doctoral enrollment fees is required before a student can return after a lapse in enrollment.

STEP 2 — DISSERTATION COMMITTEE SELECTION

The student, through the intent to submit proposal process and proposal form, initiates committee selection. Students may select the dissertation committee at any time before or during enrollment in Dissertation Advisement (NU 901/902).

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

The dissertation committee consists of a minimum of three members with doctoral preparation. At least two should be from the faculty of the School of Nursing. The remainder may be (but are not required to be) members of the faculty of another school within the university or appropriately prepared persons outside the university. When selecting a committee member from outside of the School of Nursing, the student attaches the individual’s two page biosketch or CV to the intent to submit proposal form and submits the completed form to the graduate programs office. Faculty members who leave the university may serve on a dissertation committee (if they agree to do so) for 1 year after they leave. If a longer period is required, a written request must be submitted to the associate dean for approval. The chairperson and committee members are chosen by the student, approved by her/his advisor (who may be selected as chair by the student), and appointed by the associate
dean of graduate programs. The chairperson is a CSON faculty member who agrees to take major responsibility for dissertation guidance.

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

The responsibilities of the dissertation chair include the following:

• Recommend committee members to the Graduate Office, with the advice and consent of the student. If changes in the committee membership are desired, they must be approved by the dissertation chair and the committee member must be duly notified.
• Supervise the formulation/writing of the candidate’s proposal. The candidate should consult with the committee members for advice on the dimensions of the study; however, it is the responsibility of the dissertation chair, in conjunction with the candidate, to submit to the committee members an approved proposal.
• Schedule an oral defense of the proposal no earlier than two weeks after the committee members have received a copy of the proposal. The oral defense should not be scheduled until: a) the candidate has passed the comprehensive examination; b) the proposal is in a form acceptable to the dissertation chair; and c) he/she feels the candidate can successfully defend the proposal.
• Direct the candidate in carrying out the approved study and closely supervise the writing of the dissertation.
• Schedule a final oral examination to defend the dissertation. This should not be scheduled until: a) the dissertation has been approved by the dissertation chair; i.e., it meets minimum standards (fidelity to the prospectus, conformity to APA style, readability, and accuracy of data presentation and analysis); and, b) he/she feels the candidate is prepared to defend the dissertation.

STEP 3 — STATEMENT OF INTENT TO SUBMIT PROPOSAL

The statement of intent to submit proposal consists of the intent to submit proposal form and an attached one-page abstract. The abstract should include: title, significance of problem to be studied, research questions, and proposed method. These forms are available in the office of the associate dean for graduate programs. Faculty signatures on the statement of intent form connote agreement to serve on the committee and acceptance of the student’s preliminary research plans. The faculty advisor’s signature indicates agreement that the student is ready for the dissertation phase of the program.
Once all members’ signatures have been obtained, the intent form is submitted to the graduate programs office, with photocopies provided to each committee member and faculty advisor.

**STEP 4 — PREPARATION OF THE DISSERTATION PROPOSAL**

Students should communicate frequently and work closely with members of the dissertation committee to insure progress in all areas of the proposal. The proposal should be written so that with expansion and revision it will comprise the initial chapters of the dissertation and provide the basis for application to appropriate Institutional Review Board(s).

Suggested contents of the proposal are as follows:

**Chapter 1**: Statement of problem; significance of problem; purpose of the study, definitions, assumptions based on existing knowledge, and hypotheses or questions.

**Chapter 2**: Theoretical basis (unless qualitative methods requiring inductive theory development after data analysis are proposed); synthesized review of literature, relevant findings from pilot work; and other information deemed relevant by the committee.

**Chapter 3**: Study methodology; proposed sampling methods; instruments; and data analysis plans; modifications based on pilot study; timeline for completion; plans for IRB approval at Boston College and other agencies.

**Appendices**: Instruments, consent form, letters of support or approvals from agencies and/or IRBs.

**STEP 5 — HUMAN PARTICIPANTS’ PROTECTION AND IRB APPROVAL PROCESSES**

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

Plans for the IRB approval processes at Boston College and at other agencies must be clearly identified. Appropriate letters of approval must be submitted to the chair of the committee prior to initiating data collection.
A copy of the IRB approval is to be included in the appendices of the dissertation. (Institutional identifiers may be redacted as necessary at the discretion of the committee).

Students are expected to utilize principles of responsible conduct of research, and to implement any specifications or conditions imposed by IRBs. The dissertation committee and the IRB must approve any deviation from the approved dissertation proposal related to human subject participation. Students must submit yearly or periodic reports and/or applications for continuing approval to the IRB(s) as specified by each IRB.

**STEP 6 – PROPOSAL DEFENSE**

At least 15 business days in advance of the proposal hearing, the student delivers copies of the proposal to each member of the dissertation committee for review. Prior to scheduling the hearing, the dissertation committee must agree that the plan for research is ready for implementation. Any reader who has serious reservations about the status of the proposal will advise the chairperson of the dissertation committee, who will then meet with the student and advise the student to postpone the meeting. When the committee agrees that the student is ready to proceed, the candidate files the proposal defense form with the associate dean for graduate programs, and consults with committee members to reserve a room at a mutually agreeable time and date. These arrangements must be made at least 10 business days prior to the intended date of the hearing.

Although this defense is informal, students may present slides and/or handouts as appropriate.

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

- The proposal is accepted.
- The proposal is accepted with stated qualifications.
- The proposal is rejected in its present form, but may be revised and resubmitted at a later date; at which time another proposal hearing will be scheduled when the committee agrees the proposal is ready.
- The proposal is rejected.

At the conclusion of the proposal hearing, if all members are satisfied that the student is ready to proceed with the research, committee members sign the proposal defense form (provided by the dissertation chair at the time of the hearing). Signatures indicate that the research plan is approved. After the proposal hearing, the student makes revisions as recommended by the committee, submits copies of the revised proposal
to committee members and to the graduate office, and arranges for follow-up meetings with committee members as necessary to meet the student’s needs. In addition, it is advisable to clarify how each committee member is to be involved during the dissertation process prior to terminating the proposal hearing. If the committee indicates that major revisions are required, the proposal will not be accepted and the committee members will not sign the proposal defense form.

**STEP 7 – CONDUCT AND WRITING OF DISSERTATION RESEARCH**

**DISSERTATION PREPARATION INSTRUCTION PACKET**

Following approval of the dissertation proposal, the student should obtain a packet containing dissertation preparation information from the graduate office. This packet includes the following materials: dissertation guidelines, online submission guidelines, submission checklist, two signature title pages (to be signed by committee), a sample of a traditional title page and copyright, UMI specifications for publishing your dissertation, and a survey of earned doctorates form (to be completed by all graduating students). Some of these forms are on our website at www.bc.edu/schools/son/current/onlinedoctoralresources.html.

**WRITING THE DISSERTATION**

The completion of a dissertation is a major requirement for the doctoral degree. It is an independent scholarly work that must be approved by a committee of readers. The written dissertation is developed under the supervision of the committee chair and the other committee members. The process for development and review shall be at the discretion of the chair in concert with the other committee members and the student.

Completion, defense, and submission of the final version of the dissertation must occur within 7 years of initial enrollment into the BC nursing PhD program. This 7-year period includes any leaves of absence (LOA). LOA forms and procedural information are available from the graduate programs office. It is the student’s responsibility to be aware of the deadline for submission of the final version of the dissertation.

**CHANGES IN DISSERTATION COMMITTEE MEMBERSHIP**

If changes occur in committee membership during the dissertation phase, a dissertation committee change form should be filed in the graduate programs office. The associate dean for graduate programs must approve all changes. New committee members must agree with the approved proposal or a new proposal hearing may be required.
STEP 8 – DEFENSE OF THE DISSERTATION

Candidates who have successfully completed the proposal hearing and written the dissertation are required to defend their dissertation research in a public hearing. The public oral defense of the dissertation followed by submission of the final approved copy to the graduate office is the final milestone in completion of the PhD degree. Dissertation defenses are to be scheduled between September 1 and June 15.

The candidate becomes eligible for an oral defense when all members of the committee have reviewed a complete dissertation with all components (including face page, dissertation committee signature page, copyright page, abstract, acknowledgements, table of contents, appendices), agree that the dissertation is complete and ready for presentation. All members of the committee must sign a form indicating that they have read the final draft, that it is complete and includes all of the sections specified above, and that they agree that the candidate is ready to proceed with the defense. The dissertation defense cannot be scheduled until this form is submitted to the graduate office.

At least five weeks prior to the planned date of the defense, the candidate submits the final draft of the dissertation, including abstract, title pages, appendices, etc. to committee members. This copy must be complete in all respects and formatted appropriately for final approval at the time of the defense, in accordance with instructions found in the dissertation packets available in the graduate programs office. After consulting with committee members regarding a convenient date and time, the student tentatively books a room for the defense (617-552-1710) and arranges for any needed equipment. Within three weeks after the submission, the student obtains written approval from all committee members that they have read the entire dissertation and approve going forward with the defense. Approval means that no substantive changes need to be made prior to the defense (e.g. other than correcting a minimum number of typographical errors).

After the chair and committee members agree that the dissertation is ready to be defended and at least two weeks prior to the intended defense date, the candidate confirms the previously scheduled room arrangements and submits the defense date, time, location and title on the appropriate form to the graduate programs office.

The dissertation defense is an open hearing. Posting of public notices of the defense is the responsibility of the graduate programs office. The student is required to bring copies of the dissertation abstract to the defense for audience distribution.

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

**CONDUCT OF THE DEFENSE**

At the defense, the student presents a summary of the completed research and responds to questions from the committee and other attendees. The dissertation defense is to be based on the final draft reviewed by the committee; no new findings or interpretations are to be presented by the student. Except in unusual circumstances, dissertation defenses will not exceed two hours. When the committee has been satisfied and has indicated its desire to vote, the members will meet privately and will reach a decision on the status of the final draft.

The committee will deliberate and vote for Pass or Fail. The committee will provide a list of recommendations for changes in the dissertation. In general, any changes substantive enough to require more than two weeks to complete should be the basis for a failure. All members of the committee must sign the ballot before the dissertation can be considered accepted.

The candidate will be informed of the committee’s decision as soon as the committee has finished its deliberation and voting. If the committee is satisfied with the dissertation, signatures on title pages may be obtained at the conclusion of the defense. If substantive changes are required, signatures should be delayed until these changes are completed to the satisfaction of the committee. The signed title pages signifying successful completion of the dissertation must be submitted to the graduate programs office when the final approved copy of the dissertation is submitted.

The dissertation defense is a formal occasion for the candidate to defend his or her scholarly work publicly. The candidate’s committee determines the outcome after the defense. Because the outcome is not decided until after the committee meets in private, celebrations prior to the announcement of the outcome are not appropriate. Although not required, graduate students are expected to submit an abstract to be considered for presentation at a scholarly conference and a paper summarizing the results of their dissertation research to a professional journal for publication consideration. Faculty members who have made substantive contributions to the study frequently collaborate on writing the paper for publication. In all cases, however, the author of the dissertation is the first author listed on any paper based on the dissertation submitted for publication (see APA Ethical Principles). Stu-
Students whose work is accepted for publication are asked to send a copy of the article to the office of the associate dean for graduate programs.

**STEP 9 — SCHEDULING GRADUATION**

Students desiring to earn their degree by a specific graduation date need to meet the deadline published by the registrar’s office for submission of signed and completed copies of the dissertation. Students need to plan well in advance to complete the dissertation and the defense before the specified deadline. It is not unusual for committees to require some degree of modification in the dissertation report following the defense. Final approved copies of the dissertation must be filed by early April for May graduation. (See graduate programs office for specific date). Students should reserve time and resources for making these changes after the defense and before the deadline for submission of the final version. 2 original signed and approved dissertation title pages must be filed in the graduate office by the university deadline.

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

The University awards degrees three times a year: May, August 31st, and December 31st. A commencement ceremony is held only in May; students who have been awarded degrees the previous August and December are invited to participate in the May graduation.

Typically, the dissertation must be filed with the University by early April in order to officially receive a diploma at the May commencement. A student not meeting this deadline may be eligible to participate as a “walker” in the School of Nursing commencement (which follows the main university graduation ceremonies) if the defense has been successful and the committee has signed the ballot by the date specified by the graduate office. The diploma will not be issued until the final dissertation has been submitted to ProQuest. Consult the graduate office with any questions.
Program Forms

MASTER’S PROGRAM FORMS
Available in graduate office and on the web at www.bc.edu/schools/son/current/mastersresources.html

- MS Program of Study
- Change of Advisor/Change of Specialty
- Research Option
- LOA/Withdrawal Form

PHD PROGRAM FORMS
Available in graduate office and on the web at www.bc.edu/schools/son/current/onlinedoctoralresources.html

- PhD 3 year Plan of Study
- PhD 4 year Plan of Study
- Comprehensive Examination Application Form
- Dissertation Completion and Graduation Checklist
- Intent to Submit Proposal
- Proposal Defense Form
- Dissertation Committee Form
- Dissertation Committee Change Form
- Doctoral Change of Advisor Form
- Notice of Dissertation Defense
- Dissertation Signature Title Pages
- Dissertation Submission Checklist
- Request for Substitution of a Required Course
- Proposal Endorsement
- Dissertation Copyright Page

NOTE: Request for Substitution of a Required Course, Proposal Endorsement, and Research Options forms are shared in the doctoral and master’s program.