



**BOSTON COLLEGE**  
Connell School of Nursing

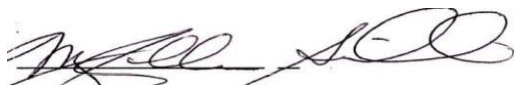
**UNDERGRADUATE STUDENT  
HANDBOOK**

**2020-2021**

## Preface

The purpose of this handbook is to bring together information from various sources about policies and procedures of the Boston College Connell School of Nursing. It is not intended to be a substitute for the catalog, the Boston College website, the schedule of courses, information on official bulletin boards, or course syllabi. Rather, it is a supplement to all of these resources to assist you to help you make the most of your education at Boston College.

This handbook reflects the work of the faculty of the Connell School of Nursing (CSON) who define policies and curriculum, information on the Boston College website ([www.bc.edu](http://www.bc.edu)), and various procedures in the Undergraduate Program Office. The CSON faculty and staff are committed to your personal and professional development and your success.



M. Colleen Simonelli, RN, PhD

Clinical Professor and Associate Dean, Undergraduate Programs

Boston College

William F. Connell School of Nursing

\*Unless otherwise noted, in this document, "Associate Dean" refers to the Associate Dean, Undergraduate Program.



## **TABLE OF CONTENTS**

Introduction	4
Administration of the Connell School of Nursing	8
Academic Program	11
Academic Standards and Resources	14
Professional & Academic Integrity	18
Eligibility for Licensure, Criminal Background Checks, & Drug Testing	20
Clinical Experiences	21
Academic Advising	32
Registration Policies	33
Academic and Special Opportunities	36
Co-curricular Activities and Student Participation in the Governance of the School	39
Support Services	41
How to Prevent Problems and Where and How to Get Help	42
Board of Registration in Nursing Regulation Policies	44

## **Introduction**

### HISTORY AND FUTURE OF THE SCHOOL OF NURSING

In the mid-1940's, the late Richard Cardinal Cushing requested that the University establish a baccalaureate nursing program since no Catholic institution in the Archdiocese of Boston offered such a program. Responding to his request, the University opened the Boston College School of Nursing on January 27, 1947, with 35 Registered Nurses enrolled in bachelor of science in nursing or nursing education program. The following September, a group of 27 high school graduates enrolled in the baccalaureate program.

In 1958, the master's program was established, initially with medical-surgical nursing as a field of concentration. It now offers degrees in advanced practice nursing in six fields of specialization. The first students entered the PhD in nursing program in 1988. This was the first nursing doctoral program to be offered at a Jesuit university. It has produced more than 150 graduates who are in various clinical, research, and teaching positions throughout the United States and other countries. An MS/PhD option was introduced in 2000 for individuals seeking preparation in both advanced practice nursing and clinical research. In September of 2019 we will admit our first cohort of DNP students. The School of Nursing was dedicated in honor of the late Boston-area businessman and philanthropist William F. Connell on September 12, 2003. The school, now named the William F. Connell School of Nursing, was the recipient of a \$10 million gift made by Connell shortly before his death from cancer in 2001. Connell was a 1959 graduate of Boston College and served on the University's board of trustees for 24 years.

After more than five decades in Cushing Hall, the Connell School of Nursing now calls Maloney Hall home. The School's research and teaching functions have been united on the second and third floors of Maloney, the gateway between Boston College's Lower and Middle campuses. Designed to meet the current and future needs of nursing students and faculty, the School's new 35,000-square-foot home will offer 78 percent more usable space than Cushing Hall. The design features an open floor plan with neighborhood-like clusters that encourage interaction and collaboration. Among the other changes: a 150 percent increase in student lounge space; a nursing lab double the former size, including two additional simulation labs and control booths, three more viewing rooms, and two more exam rooms; and state-of-the-art presentation technology in all meeting spaces.

## ACCREDITATION

The Connell School of Nursing is accredited by the Commission on Collegiate Nursing Education and approved by the Massachusetts Board of Registration in Nursing.

## MISSION STATEMENT OF THE CONNELL SCHOOL OF NURSING

The mission of the Boston College William F. Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice. The Connell School of Nursing educates students as reflective life-long learners who use knowledge in service to others. The faculty develops and disseminates knowledge for the advancement of professional nursing practice and the improvement of health and healthcare in a diverse global society.

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

## PHILOSOPHY

Nursing is the art and science of human caring. The recipients of nursing care are individuals, families, aggregates of people, and communities. They encompass both the sick and the well, and they are from all cultural, linguistic and socioeconomic backgrounds as well as all stages of the life cycle. Nursing focuses on the life processes and patterns of the individual in the context of the family and the community, as well as the health needs of populations. Nurses respect and embrace cultural diversity and recognize the contributions of social environments to health/illness beliefs, health practices, and behavioral responses of individuals and groups.

The study of nursing involves theoretical and practical instruction in the art and science of care that is grounded in a liberal arts education. Students are prepared to deliver holistic nursing care through a holistic education that equips them with knowledge and skills to begin their

careers in a manner that builds upon a both scientific foundation and deep study of the liberal arts. Nursing courses have been carefully sequenced to progressively build core knowledge and enable students to apply that knowledge. Active participation of learners is considered critical in developing clinical skills as well as the ability to think and act ethically. Students are further involved as active participants in shaping the learning environment within the Connell School of Nursing.

The Boston College Connell School of Nursing endeavors to instill the values of service to others, truth, and justice through scholarly inquiry and the promotion of equal access to care for all people. The focus of our service, scholarship, and justice in caring is all people in the global community, particularly the underserved. The faculty believe that promoting the physical, psychological, and spiritual aspects of health are essential to understanding the human dimension of holistic nursing care. Nurses engage in partnerships with individuals and groups to promote and optimize wellness. The nurse respects the uniqueness of the person and the individual's right to choose and actively participate in decisions about health care. Nursing as a profession promotes client self-determination by empowering individuals, families, and communities, and advocating for those who cannot do so independently.

## PROGRAM OUTCOMES

The graduate of the Connell School of Nursing baccalaureate program is a critical thinker who:

*1. Respects the intrinsic worth of all human beings by valuing and integrating altruism, autonomy, human dignity, integrity, and social justice into professional nursing practice across all health care settings and populations.*

*2. Synthesizes concepts from a liberal arts Jesuit education to develop a philosophy of care that guides professional nursing practice.*

*3. Uses management and leadership skills to coordinate and promote quality health care.*

*4. Uses empirical evidence and theoretical knowledge from nursing and other disciplines to influence health promotion and disease prevention in individuals, families, and populations across the lifespan and across health care environments.*

*5. Generates clinical judgments based on assessment data and implements interventions to achieve individual/family/population-centered outcomes.*

*6. Collaborates with individuals, families, community stakeholders, and the interdisciplinary health care team to ensure safe, clinically efficacious, cost-effective care.*

*7. Articulates the relationships among intrapersonal, interpersonal, social, environmental, cultural, and ethical influences on health care delivery in a diverse, multicultural, global society.*

*8. Uses informatics and electronic technology to document, evaluate, and improve the quality of health care.*

*9. Articulates the influence of policy on health care and professional nursing practice.*

*10. Accesses information and seeks experiences to promote personal and professional growth, advance nursing practice, and improve the care of individuals, families, and populations.*



## **ADMINISTRATION OF THE CONNELL SCHOOL OF NURSING**

### UNDERGRADUATE PROGRAM OFFICE

#### **M. Colleen Simonelli, Associate Dean, Undergraduate Program**

Office: Maloney Hall 218

Phone: 617-552-3232

Email: mary.simonelli@bc.edu

The Associate Dean is responsible for all aspects of the Undergraduate Program at the Connell School of Nursing, including orientation, registration, the advisement system, student progression, quality of institution in the program, and implementation of the curriculum plan.

#### **Anya Villatoro, Assistant Director, Undergraduate Program**

Office: Maloney Hall 217

Phone: 617-552-3277

Email: villatoa@bc.edu

The Assistant Director collaborates with the Associate Dean and other CSON and University offices to ensure high-quality advising and smooth delivery of the curriculum, with particular attention to academic advising for transfer and ROTC students, athletes, and students studying abroad.

#### **Milton Rodriguez, Undergraduate Program Assistant**

Office: Maloney Hall 219A

Phone: 617-552-4925

Email: rodriadu@bc.edu

The Program Assistant supports students, faculty, Assistant Director, and the Associate Dean in the operations of the baccalaureate program.

OFFICE OF STUDENT SERVICES, DIVERSITY, & INCLUSION

**Julianna González-McLean, Assistant Dean of Student Services, Diversity and Inclusion**

Office: Maloney Hall 231

Phone: 617-552-4541

Email: gonzaljl@bc.edu

The Assistant Dean for Student Services, Diversity and Inclusion provides counseling for academic issues complicated by personal and mental health concerns and supports students on test-taking, study skills, and time management. The Assistant Dean is a liaison to many different resources and offices on campus to meet the needs of the CSON students. The Assistant Dean also supports and provides counseling to students, faculty, and staff on issues involving diversity and inclusion and creates programming and workshops in order to develop CSON as an inclusive, respectful, supportive, and welcoming community for all of the members of our community.

**Brandon Huggon, Assistant Director, Student Services**

Office: Maloney Hall 227

Phone: 617-552-1626

Email: huggon@bc.edu

The Assistant Director provides counseling and guidance to students through the development of academic and leadership skills. The Assistant Director supports students with their transition to Boston College and CSON by coaching with test taking, learning strategies, time and management. The Assistant Director also oversees the coordination of the Keys to Inclusive Leadership in Nursing (KILN) program and other co-curricular programming efforts in CSON.

## OTHER SCHOOL OF NURSING ADMINISTRATORS

### **Susan Gennaro, Dean and Professor**

Office: Maloney Hall 292

Dean Gennaro is responsible for the overall administration of the Connell School of Nursing.

### **Christopher Grillo, Associate Dean, Finance and Administration**

Office: Maloney Hall 293

Dean Grillo is responsible for school administrative and budgetary aspects, including the work-study and Undergraduate Research Fellow programs.

### **Susan Kelly-Weeder, Associate Dean, Graduate Programs**

Office: Maloney Hall 220

Dean Kelly-Weeder is responsible for the master's and doctoral programs.

### **Jean Weyman, Assistant Dean for Continuing Education**

Office: Maloney Hall 281

Dean Weyman is responsible for all programs in the Continuing Education office.

### **Christopher Lee, Associate Dean for Research**

Office: Maloney Hall 226

Dean Lee oversees the research initiatives in the Connell School of Nursing.

### **Allyssa Harris, Chairperson, Department of Nursing**

Office: Maloney Hall 359

Dr. Harris provides leadership and support to nursing faculty and students.

### **Jacqueline Sly, Assistant Chairperson, Department of Nursing**

Office: Maloney Hall 368

Ms. Sly assists the Chairperson.

## TEACHERS OF RECORD (TORs)

Teachers of record are professors who are responsible for coordinating faculty and student activities within a course. Their responsibilities include preparing the course syllabus, assigning students to clinical groups, compiling exams, and computing grades.

## **Academic Program**

Sample Class of 2024 Curriculum Plan with "Fall Flex".

(Please see next section for an explanation of Spring/Fall Flex. This refers to the "flexible" junior year semester in which the student can study abroad or slow down their progression in the clinical course sequence).

### *Freshman Year*

#### **FALL SEMESTER**

NURS1010 First-Year Nursing Seminar  
BIOL1300 Anatomy & Physiology I  
BIOL1310 Anatomy & Physiology I Lab  
CHEM1161 Life Science Chemistry  
CHEM1163 Life Science Chemistry Lab  
CHEM1165 Life Science Chemistry Discussion  
2 CORES

#### **SPRING SEMESTER**

NURS2070 Introduction to Professional Nursing  
BIOL1320 Anatomy & Physiology II  
BIOL1330 Anatomy & Physiology II Lab  
MATH1180 Statistics for the Health Sciences  
2 CORES

### *Sophomore Year*

#### **FALL SEMESTER**

BIOL2200 Microbiology  
BIOL2210 Microbiology Lab  
NURS2122 Nursing Assessment Theory  
NURS2121 Health Assessment Clinical  
NURS2080 Pathophysiology  
1 CORE

#### **SPRING SEMESTER**

NURS2230 Adult Health Nursing Theory I  
NURS2231 Adult Health Nursing Clinical I  
NURS2205 Clinical Pharmacology  
HLTH2206 Principles of Nutrition  
NURS2090 Sophomore Formation Seminar  
1 CORE

### *Junior Year*

#### **FALL SEMESTER**

"Flex" Semester

#### **SPRING SEMESTER**

NURS3242 Adult Health Nursing Theory II  
NURS3243 Adult Health Nursing Clinical II  
NURS3244 Childbearing Nursing Theory  
NURS3245 Childbearing Nursing Clinical  
NURS3170 Principles of Evidence-based Nursing

### *Senior Year*

#### **FALL SEMESTER**

NURS4250 Child Health Theory  
NURS4251 Child Health Clinical  
NURS4252 Psych-Mental Health Theory  
NURS4253 Psych-Mental Health Clinical  
1 CORE or elective

#### **SPRING SEMESTER**

NURS4260 Population Health Theory  
NURS4261 Population Health Practice  
NURS4263 Nursing Synthesis Clinical  
NURS4264 Actualizing the Role of Professional Nurse  
1 CORE or elective

## CURRICULUM PLANS

All CSON students take the same nursing and nursing-related science courses in the fall and spring semesters of their first and second years. Students will be assigned to have either the Fall or Spring semester of their Junior year designated as their "flexible" semester. During the course registration period in April of the first year, the Undergraduate Program Office will communicate to students and their advisors which junior year semester will be the student's flexible junior year semester. All students will likely be expected to take at least one clinical course in any semester they are on campus. For academic and/or other reasons and to ensure student appropriate placements unless they are abroad, some students may be assigned to take one (1) junior year clinical course in each semester of their junior year.

**The Undergraduate Program Office will determine the exact junior and senior year clinical sequences for each student based on their flexible semester, athletic and ROTC obligations, and academic needs after taking availability of clinical placement slots into consideration.**

## CORE COURSES

Nursing students must complete **approved core** courses to meet the following University requirements: History (2), Philosophy (2), Theology (2), Writing, Literature, Fine arts, and Math (MATH 1180). The Natural Science and Social Science core is fulfilled through the nursing-related science course sequence and the nursing major as a whole is considered to fulfil the Cultural Diversity requirement. To identify courses in each department that satisfy the core, refer to each semester's schedule of courses on Agora Portal, consult relevant webpages (<http://www.bc.edu/sites/core>) or contact the particular department. Students are encouraged to address their Writing, Literature, Theology and Philosophy core requirements early in their plan of study.

## ELECTIVES

Beyond required nursing major courses and the Core Curriculum, the current School of Nursing curriculum requires students to complete at least three elective courses in any field(s) of interest to them. Students who have received Advanced Placement standing to address specific Core Curriculum requirements will complete additional electives to reach the 117 credits required for graduation from the Connell School of Nursing.

## SEMESTER-LONG STUDY ABROAD AND OTHER INTERNATIONAL EXPERIENCES

Boston College nursing students are encouraged to take advantage of a range of opportunities for international study. One popular program is study abroad for an entire semester, which enriches awareness of other cultures and can assist in developing foreign language fluency. Nursing students can participate in full semester Fall or Spring programs depending which semester in junior year has been designated as their “flexible” semester (see pages 11 and 12). According to the Office of International Programs (OIP), to be eligible for a semester-abroad program, students require a **minimum 3.0 grade point average** at the time of application and apply in their sophomore year. They should note that a 3.0 GPA is not a guarantee of acceptance to any particular program/site and recognize that programs of interest to them may have higher cut-offs. Students should meet with their academic advisors and if necessary, the Undergraduate Program Office to discuss curriculum planning to accommodate a semester abroad. Students who sign up for a semester-long program but decide not to go on it should notify the Undergraduate Program Office as early as possible. Depending on availability of space, they may be allowed to enroll in one clinical course.

At the present time, with the exception of the Quito, Ecuador (Population Health clinical) and Trinity College Dublin, Ireland (Adult Health II clinical) programs, where it is possible to complete a course abroad that can substitute for a BC-based clinical course, currently, CSON students take only courses meeting elective and core requirements in semester-long international programs. Plans are in the works to create further abroad clinical opportunities in the coming years.

Students should be aware that there are fairly stringent practical limits on which and how many core requirements can be addressed in a semester abroad. These limits may affect whether a semester-long international program is the best choice for them.

Students who do not qualify for semester-long study abroad or do not wish to go abroad for a whole semester should note that there are also a variety of summer opportunities through programs administered by Boston College (including programs delivered/facilitated by CSON faculty in Ecuador and Switzerland) and other American colleges and universities, as well as service trips abroad during breaks in the regular academic year that count towards clinical hours in Population Health.

## **Academic Standards & Resources**

The CSON Academic Standards Advisory Committee composed of the professors not responsible for the NURS courses in the BS (nursing) program meets at the end of each semester to review the records of students with course failures, course deficiencies, low GPAs, or other academic concerns. This Committee reviews application of policies about progression in the program in accordance with the BORN regulatory policy described on p. 44 and other relevant university policies. Final progressions decisions are made and implemented by the Associate Dean.

### DEFICIENCIES

CSON undergraduate students are expected to successfully complete 30 credits by the beginning of the second year, 60 credits by the beginning of the third year, and 90 credits by the beginning of the fourth year. A total of 117 credits, including all core and nursing courses, is required for graduation. If a student withdraws from a course, fails a course, or underloads (i.e., takes fewer than 15 credits per semester), the student incurs a deficiency. Deficiencies should be made up as soon as possible. In some cases, a deficiency involving science or nursing courses will prevent a student from moving on in the curriculum. A deficiency may be remediated by taking courses in the summer at Boston College or another accredited 4-year college approved by the Associate Dean. (See guidelines for Summer Courses, page 35.)

### STUDENT ATHLETES

CSON professors make every effort to accommodate the needs of student athletes. It is the student's responsibility to discuss practice, game, and travel schedules with their professors before the beginning of each semester. In the case of conflicts, academic obligations must come first.

### ADHD, LEARNING, PHYSICAL, OR OTHER DISABILITIES

If you are a student with a documented disability seeking accommodations, please contact Kathy Duggan at 617-552-8093, at the Connors Family Learning Center regarding ADHD and learning disabilities, or Rory Stein, Assistant Dean for Students with Disabilities at 617-552-3470, in the Disability Services Office regarding all other types of disabilities. **According to course syllabi, students seeking test or exam related accommodations must provide their professors with appropriate documentation from CFLC or DSO within the first TWO weeks of the semester. Later notification may not allow sufficient time for arrangements.**

CSON faculty and other BC professors will provide reasonable accommodations as soon as possible after the student establishes his or her need for an accommodation and the relevant office communicates with the course professor. Retroactive accommodations, such as revisions to grades or opportunities to retake tests or exams or resubmit assignments after declaration and documentation of a qualifying disability, will not be provided. The Americans with Disabilities Act (ADA) defines retroactive accommodations as "... accommodation[s] ... when the student has already incurred absences, performed poorly on tests, or otherwise failed to meet the academic expectations of the course."

It is the student's prerogative whether or not to request accommodations. In any given semester, a student may choose to request accommodations for no courses, some of their courses or all of their courses. However, students are encouraged to provide documentation to CFLC and/or DSO for evaluation as early as possible in their time at BC and should inform professors of their intentions to request any accommodations specified in their letter from CFLC and/or DSO at the beginning of the semester whenever possible.

Students should also bear in mind specific considerations related to clinical courses on page 24 under the "Clinical Laboratory/Reasonable Accommodations for Qualified Individuals with Disabilities in Clinical Courses" section of this handbook.

#### LATE PAPERS / PROJECTS

Students are responsible for submitting all written work for a course to the instructor by the published deadline in the syllabus. These deadlines tend to be taken very seriously in universities. Professors are not obliged to grant extensions or accept any work submitted beyond announced deadlines. If a student has a legitimate reason for being unable to submit work on time, they may request that the Associate Dean contact their professors with a letter or e-mail of explanation, but all arrangements must be negotiated directly between the student and professor.

Normally, barring health or personal emergencies, extension requests should be received no less than 24 hours prior to the given assignment or exam date. Without 24 hours' notice, the extensions will not be granted.

#### COURSE EXTENSIONS



If any assignments will be submitted after the final examination in a course is taken, a formal extension is required from the professor. Instructors are under no obligation to grant such extensions. The professor submits an “I” (Incomplete) for the course grade, which is automatically changed to an “F” on March 1 for the fall, August 1 for the spring, and October 1 for the summer unless the professor has removed the “Incomplete” notation by entering a specific grade.

#### LOST WORK

Students are responsible for ensuring that their instructors receive assignments (on paper or electronically) on time. Students must learn to use the learning management system (Canvas) assignment upload features, verify e-mail addresses, and always make a copy of a paper or project before it is submitted, especially if it is mailed or left at an office rather than handed to an individual.

#### MAIL ROOM & ELECTRONIC NEWSLETTER

Each student has a mail folder located in the student lounge, Maloney Hall, 2nd Floor. Students are responsible for the materials in their folders. Information about job opportunities for students and other information that may be of interest are also posted on the bulletin boards in the student lounge and in the weekly newsletter sent by the Office of Student Services, Diversity, & Inclusion.

#### EMAIL

Students are required to check their Boston College email account on a regular basis, because important announcements and opportunities are communicated from the Undergraduate Program & Office of Student Services, Diversity, & Inclusion by email.

#### ELECTRONIC TESTING

Nursing and nursing-related science courses may utilize an electronic system called “ExamSoft” for exams and quizzes. Students will need to follow the specific ExamSoft instructions provided by their professors including downloading necessary files prior to the exam date and time and bringing their fully-charged device (laptop or tablet) to the test/exam. Students using devices other than MacBooks and Windows-based laptops must seek out assistance as soon as possible to make appropriate arrangements. **Failure to adhere to any guidelines or instructions could result in a grade of “0” on any particular exam or quiz.**

## GRADE EQUIVALENCIES

The following conversion chart is used to compute grades in undergraduate nursing courses:

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	below 60%

## **Professional and Academic Integrity**

Nursing students are expected to show high standards of integrity and professional behavior in both academic and clinical settings. Integrity is demonstrated in part through adherence to the University's standards involving honesty in academic matters as well as through a student's behavior in class, the clinical laboratory and the clinical field. It is expected that students arrive for class on time and refrain from talking at inappropriate times, using cell phones, viewing websites or email on electronic devices, or otherwise making a disturbance during class. Professors may prohibit the use of computers or other electronic devices in the classroom at their discretion. If a student's behavior is disruptive at any time, they will be asked to leave the classroom or the clinical site.

**Students are referred to the Boston College catalog or student services website for the complete text of the University academic integrity policy. Students are urged to take careful note of the language regarding academic integrity in all CSON and BC course syllabi.**

**All first-year and external transfer students must complete the University online tutorial on academic integrity during their first semester.**

The following are definitions of terms related to academic integrity:

**Cheating** is any fraudulent or dishonest presentation of work. This includes unauthorized aids in exams or other academic exercise submitted for evaluation; the falsification or fabrication of data; copying from another student's work; unauthorized cooperation in doing assignments or examinations; the use of purchased term papers; and dishonesty in requests for extensions of assignments or make-up examinations.

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Collusion** is assisting another student in an act of dishonesty. However, students must learn to work cooperatively rather than competitively, and learn to use the works and ideas of others without violating intellectual honesty.

ETHICAL BEHAVIOR

Students are expected to maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared to provide care to patients/clients. Expectations for CSON undergraduate students regarding ethical behavior in clinical situations are based on the American Nurses' Association Code for Nurses and federal regulations related to privacy of patient information (HIPAA). Students are expected to protect patients' confidentiality and to be honest in their documentation of patients' conditions and assessments and the actions/interventions they provide.

#### SANCTIONS AND PROCEDURES

Faculty and students have a responsibility to take appropriate action when they detect any form of academic or professional dishonesty by referring matters to the Academic Integrity Committee. Students should bring concerns to the attention of the course professor involved or the Chairperson. Behavior that is deemed unethical or unprofessional may result in a student's dismissal from the School or the University.

Please note that penalties ranging from a failing grade on an assignment or a failing a grade in a course to suspension from the University maybe imposed in circumstances where students are found responsible for academic misconduct.

## **Eligibility for Licensure**

In order to become licensed as a Registered Nurse in the United States, nursing school graduates must meet all requirements of the Board of Nursing in the jurisdiction where they wish to practice. In addition to successfully completing an approved educational program and passing a national examination, students should be aware that licensure as a Registered Nurse generally requires demonstrating good moral character. At the time of application for licensure, prospective licensees are typically required to disclose all criminal charges and convictions in a manner specified by the relevant Board.

CSON's undergraduate program is a Registered Nurse education program approved by the Massachusetts Board of Registration in Nursing. Students planning on seeking licensure outside the Commonwealth of Massachusetts upon graduation or at a later date should be aware that licensure is state-specific and additional requirements beyond graduation from CSON may apply. They should contact the relevant Board and/or the Undergraduate Program Office for details, keeping in mind that requirements may change without notice.

## **Criminal Background Checks & Drug Testing**

As part of its contracts with agencies for clinical placements, the School of Nursing requires students to undergo criminal offense record investigations (CORIs) (criminal background checks). Information about this procedure will be discussed with students prior to registering for Adult Health I clinical. The Connell School is not under any obligation to find alternative placements for students with criminal matters that interfere with access to agencies. Students will also be subject to drug testing if it is required by clinical agencies.

## **Clinical Experiences**

Off-campus clinical nursing experiences begin in the sophomore year in Adult Health I Clinical and are an essential component of the curriculum. In clinical placements, students apply knowledge gained in the classroom and lab and through assignments in real-life situations under the direct guidance of a faculty member. Connell School of Nursing students benefit from CSON's location in a city with an exceptional number of world-class health care institutions and organizations.

### UNDERGRADUATE PROFESSIONAL STANDARDS AND PATIENT SAFETY POLICIES

Unsafe clinical practice and/or unprofessional conduct are grounds for failure in any clinical course and may result in immediate removal from the clinical site. Students who demonstrate unsafe or unprofessional conduct in a clinical laboratory or clinical practice site will undergo review by the Undergraduate Academic Standards Advisory Committee and may be dismissed from the program. Students may also be immediately removed from the clinical site, undergo review by the Undergraduate Academic Standards Advisory Committee and/or be dismissed from the program under any of the following circumstances:

1. Clinical performance endangering patient safety;
2. Use of drugs / alcohol rendering the student unfit for safe and competent clinical performance and endangering patient safety;
3. Physical health and/or mental health problems rendering the student unfit for safe and competent clinical performance and endangering patient safety;
4. Unprofessional behavior in the clinical setting; and /or
5. Behavior that violates the standards in the ANA Code of Ethics for Nurses

### HEALTH AND CONDUCT ISSUES IN CLINICAL PLACEMENTS

**Participation in clinical experiences is a privilege, not a right.** Faculty have an ethical duty as nurses as well as a contractual responsibility to agencies to ensure that students are physically and psychologically healthy when providing care.

In any situation where significant concerns regarding the physical or mental health of students in relation to safety or appropriateness of being in clinical settings are brought to the attention of faculty and/or the Undergraduate Program Office, the Associate Dean reserves the right to require that students seek clinical evaluation and permit clinicians/university officials to provide

the Undergraduate Program Office with confirmation of students' health status prior to beginning or continuing clinical placements. Agency-specific safety-related limitations will apply to student under treatment for certain conditions, for instance, infectious diseases, fractures, or sprains/dislocations, among others.

Students' health information is private and students can and should be selective in their disclosures to others. However, in order to protect patients, respect the conditions of our contracts with clinical agencies and prevent further injuries to themselves, students must come forward to their instructors with information about illness or injury that has implications for participation in clinical. Students who are injured or ill and/or whose treating clinicians prescribe restrictions in their mobility or lifting, or who are prescribed rest should inform the Undergraduate Program Office as soon as possible. Failure to do so may result in immediate removal from clinical setting(s) with the student bearing any inconveniences and/or expenses that result from being absent until the issues can be resolved.

While on a clinical placement, students and faculty are guests of healthcare and other institutions and are ambassadors of the Boston College William F. Connell School of Nursing. Students are accountable for all behavior while on site even if outside of patient care areas and/or preceding or following the main part of clinical day.

For obvious safety reasons and to maintain the confidence of staff, patients, and families, students may not be asleep in clinical placements under any circumstances. This applies to any area or any part of the facility during an instructional day, and includes meetings. Students must remain alert and awake in pre-conference, throughout the clinical shift/day, and during post-conference. Students are urged to practice good sleep hygiene and seek appropriate physical and/or mental health care as needed. If a student is found sleeping, they will automatically be sent back to campus. Repeated incidents of sleeping in a clinical setting will result in a failure of a clinical nursing course and/or dismissal from CSON.

Students follow all institutional/organizational policies and procedures while on site. Furthermore, while students are encouraged to be appropriately assertive, they must be willing to accept feedback from CSON faculty and setting preceptors and need to maintain composure and behave civilly towards faculty, agency staff and preceptors at all times. This is critical to ensure patient safety, allow students to demonstrate mastery of course goals, and ensure a satisfactory experience for all in a clinical setting, including fellow students.

## CELL PHONE OR COMPUTER USE FOR PERSONAL MATTERS

Cell phone or computer use for personal matters during a clinical day/shift is not acceptable. If a student is found using these devices for non-clinical purposes, the clinical instructor will alert the TOR and Associate Dean. Students will receive a clinical warning. Repeated offenses will result in failure of a clinical course.

## SOCIAL MEDIA POLICY STATEMENT

The Health Insurance Portability and Accountability Act (HIPAA) provides for protection of personal health information. Therefore, Boston College forbids the disclosure of agency (hospital, clinic, nursing home), patient and/or family private health information on any type of social media. The Boston College William F. Connell School of Nursing does not allow posting of ANY information or pictures related to any clinical experience (including but not limited to Instagram, Snapchat, Facebook, Twitter in both private or public posting options). Students are also accountable for adhering to all other specific course or agency guidelines related to personal electronics. If a student violates any of these policies, Boston College has the right to take appropriate academic and/or legal action up to and including dismissal from the school.

## CREDENTIALING

CSON reserves the right to cancel student enrollments in a clinical course if there are any problems with timely completion of credentialing requirements according to preannounced dates, with students bearing responsibility for any costs and inconvenience in completing the program.

## HEALTH REQUIREMENTS

CSON students must meet health requirements above and beyond those for all Boston College undergraduates. These requirements are mandated by the agencies used as clinical practice sites, and include creating a CastleBranch account, having active health insurance, an annual physical exam, an annual screening for tuberculosis (PPD), immunity to varicella (chicken pox), MMR vaccine (measles, mumps, and rubella), hepatitis B, a flu shot, and an updated tetanus shot as needed. Students who are out of compliance with these requirements will not be allowed to attend clinical practice sites and will have their online course registration blocked. Additional physical examinations and/or other health data may be required by the School of Nursing, and all requirements are subject to change.

## CPR



Students are required to be certified in cardiopulmonary resuscitation (CPR) prior to enrolling in NURS2230 (Adult Health I) and maintain that certification. CPR certification must be at the health care provider level and provide hands-on training related to resuscitation of adults, infants, and children. Appropriate courses include the American Heart Association “Basic Life Support (BLS) for Health Care Providers.” Courses offered at Boston College may be found at [www.bc.edu/clubs/eagleEMS/cprfaclass.html](http://www.bc.edu/clubs/eagleEMS/cprfaclass.html)

It is recommended that students take a CPR course during the summer between their first and second years.

#### LIABILITY INSURANCE

All students are covered by the University liability insurance policy when they are enrolled in a course with a clinical component. This insurance is valid only for activities directly related to School of Nursing courses and does **not** cover students working as aides, nursing assistants, or independent contractors or those who volunteer in emergencies/disasters.

Students who work in healthcare related jobs during the school year or summer are not practicing as nursing students. They are either independent contractors (if working directly for a patient/client) or are employees of an agency. In either situation, students must be careful not to practice nursing without a license or perform procedures restricted to licensed nurses.

#### REASONABLE ACCOMMODATIONS FOR QUALIFIED INDIVIDUALS WITH DISABILITIES IN CLINICAL COURSES

\*\* Adapted from the model technical standards in Marks and Ailey, White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on Employment of People with Disabilities (CCEPD), and the web-published technical standards of the University of Pennsylvania School of Nursing and the New York Rory Meyers University College of Nursing.

The Connell School of Nursing is committed to providing educational opportunities to otherwise qualified students with disabilities and/or learning differences. Such students will be provided with opportunities equal to those provided to non-disabled students to achieve desired educational outcomes. A “qualified individual” with a disability is one who, with or without reasonable accommodations, meets the Connell School of Nursing’s academic requirements and Technical Standards. Students with disabilities are not required to disclose their disability to the Connell School of Nursing. However, students wishing to request reasonable accommodations must register with Boston College’s Connors Family Learning Center (CFLC) and/or Disability Services Office (DSO) to initiate the process.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act define a person with a disability as someone who: (1) has a physical or mental impairment that substantially limits one or more major life activities; OR (2) has a record of such an impairment; OR (3) is regarded as having such an impairment. Students are encouraged to meet with a CFLC and DSO representative when unsure if a condition qualifies as a disability. Please note that limitations created by short-term illnesses are not normally covered by these guidelines.

The CFLC or DSO determine qualified disability status and assist students in obtaining appropriate accommodations and services. Decisions regarding reasonable accommodations are made by taking into consideration each student's disability-related needs, disability documentation and program requirements. While the process for requesting reasonable accommodations may be started at any time, reasonable accommodations may not be implemented retroactively. It is therefore important that students allow ample time for their accommodation requests to be processed. While the Connell School of Nursing will make every effort to work with students with disabilities to accommodate their learning differences or disability-related needs, CSON is not required to provide accommodations that fundamentally alter or waive essential program requirements.

This information is intended to facilitate discussions between the Undergraduate Program Office and other school officials, faculty, and students. The list below presents the capabilities believed to be necessary to participate and succeed in clinical education at CSON with or without reasonable accommodations. If you believe you may have a qualifying disability or that you require reasonable accommodations to meet any of these technical standards, you may contact the DSO, CFLC, or the Associate Dean for further information. Clinical or lab faculty may also come forward to the Undergraduate Program Office to voice concerns regarding a student's ability to meet one or more of the standards to the Associate Dean who will then evaluate the situation and follow-up with the student and others as appropriate.

## Technical Standards Competency Domains

Domain	Standards	Examples
Communication	<ol style="list-style-type: none"> <li>1. Able to communicate sensitively and effectively in interactions with clients (patients/persons, families and/or communities)</li> <li>2. Able to communicate effectively with the healthcare team (patients, their supports, other professional and non-professional team members).</li> </ol>	<ul style="list-style-type: none"> <li>• Accurately and clearly conveys information to and interprets information from patients and the health care team in spoken and written English.</li> <li>• Accurately elicits and interprets information from medical history and other data sources to adequately and effectively evaluate a client's or patient's condition.</li> <li>• Uses and comprehends standard professional nursing and medical terminology when using and/or documenting in a patient's print or electronic record.</li> <li>• Conveys appropriate information to patients and the health care team and teaches, directs and counsels a wide variety of individuals</li> </ul>
Psychomotor	<ol style="list-style-type: none"> <li>1. Able to move in and around care settings, handle equipment safely and participate in the physical care of patients in clinical placement settings</li> </ol>	<ul style="list-style-type: none"> <li>• Possesses sufficient proprioception (position, pressure, movement, stereognosis, and vibration), physical strength and mobility to carry out physical assessments and other nursing procedures</li> <li>• Demonstrates sufficient manual dexterity and fine and gross muscular coordination to provide safe general care and specific treatments</li> <li>• Demonstrates an appropriate and timely response to emergency situations, including any circumstance requiring immediate and rapid resolution.</li> <li>• Navigates patients' rooms, work spaces, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations.</li> <li>• Has the endurance to complete all required tasks during a clinical practice day of a customary or contracted length</li> </ul>
Data gathering and interpretation	<ol style="list-style-type: none"> <li>1. Able to observe patient conditions and responses to health and illness</li> </ol>	<ul style="list-style-type: none"> <li>• Accurately obtains and interprets information from comprehensive assessment of patient status and responses such as assessing respiratory</li> </ul>

	2. Able to assess and monitor health needs	<p>and cardiac function, blood pressure, blood sugar, neurological status, etc.</p> <ul style="list-style-type: none"> <li>• Accurately obtains and interprets information regarding a patient's environment</li> <li>• Synthesizes objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses</li> </ul>
Critical thinking	<ol style="list-style-type: none"> <li>1. Able to think critically, solve problems and make decisions needed to care for persons, families and/or communities across the health continuum in various settings</li> <li>2. Able to accomplish the learning objectives of each course in their specific program as well as the terminal objectives of the program by the time of graduation</li> </ol>	<ul style="list-style-type: none"> <li>• Synthesizes and critically interprets data on ongoing basis to carry out the nursing process (i.e. assessment, diagnosis, goals, plan of care, and evaluation)</li> <li>• Retrieves and critically appraises reference material to use in a patient's nursing plan of care</li> <li>• Uses information from written documents, demonstrations, and patient records to carry out the phases of the nursing process</li> <li>• Accurately follows course syllabi, assignment directions, patient care protocols and corrective learning plans developed by faculty or health care agency staff</li> </ul>
Behavior and social interaction	<ol style="list-style-type: none"> <li>1. Able to demonstrate concern for others, integrity, ethical conduct, accountability, interest and motivation</li> <li>2. Possesses interpersonal skills necessary for interactions with diverse populations of individuals, families and communities in the course of the clinical education program</li> <li>3. Possesses interpersonal skills for professional interactions with members of the healthcare team in the course of the clinical education program</li> </ol>	<ul style="list-style-type: none"> <li>• Conforms to all requirements set forth by the Connell School of Nursing's health care agency's affiliation agreements as well as any additional regulations and practices specific to a particular clinical settings.</li> <li>• Conforms to Connell School of Nursing attendance and clinical dress code/professional appearance requirements for on-campus clinical simulation and off-campus clinical learning session.</li> <li>• Maintains effective, appropriate, and empathic communication and relationships with clients/patients, students, faculty, staff and other professionals under all circumstances.</li> <li>• Makes appropriate judgments regarding safe, confidential, and respectful care and interactions with patients.</li> <li>• Functions calmly and effectively under stress and adapts to changing environments inherent in clinical practice.</li> </ul>

		<ul style="list-style-type: none"> <li>• Integrates constructive criticism from instructors and clinical agency personnel into performance</li> <li>• Correctly judges when a nursing intervention requires additional assistance from clinical faculty or clinical agency staff</li> </ul>
--	--	---

#### STUDENTS ACCOMPANYING EMS OR OTHER PATIENT TRANSPORT

Please be advised that involvement in EMS or other patient transports is not a standard component of BC CSON clinical placements. Students who choose to accompany patients on EMS or other transports do so at their own risk. They are not covered by any Boston College liability or other insurance policies and therefore assume full personal responsibility for this participation.

#### COSTS

Nursing education has a practice component that involves additional costs that students must anticipate in the sophomore year onward. These include uniforms, laboratory fees, criminal background checks, CPR classes, immunizations, transportation costs, and any other supplies as necessary. Students are encouraged to discuss concerns they have around covering such expenses with the Office of Student Services, Diversity, & Inclusion.

#### TRANSPORTATION TO CLINICAL

As is the case in all nursing education programs at Boston College and other schools, students in the BS (nursing) program are responsible for their own transportation to clinical sites and related costs as an unavoidable part of their education. Students generally travel in groups and use public transportation. Travel options and safety concerns will be discussed beginning in the first clinical nursing course. The Office of Student Services, Diversity, & Inclusion and the Undergraduate Program Office continue to monitor the financial burden related to transportation expenses but students should budget for transportation expenses/MBTA fares from 2<sup>nd</sup> semester of sophomore year onward.

Parking at local health care agencies is very expensive and cannot be paid for by the School. Some nursing students are allowed to bring cars to campus, although space on the Boston College campus is limited and permits are costly. Juniors and seniors interested in securing a

parking spot can contact the Assistant Dean of Student Services, Diversity, and Inclusion in the semester before they would like a permit.

## UNIFORM POLICY

As representatives of CSON in its partner agencies, students in clinical placements are responsible for adhering to the following uniform policy:

The uniform is worn only when a student is at a clinical placement functioning as a Boston College nursing student under the guidance of CSON faculty. CSON students obtain their uniforms and name pins from the Boston College Bookstore prior to entering Adult Health I clinical.

The uniform consists of:

- *Maroon scrub pants and top (abdomen must be fully covered).*
- *Official name pin specifying the student's first and last name and "Boston College Connell School of Nursing" is worn on the uniform shirt.*
- *Shoes appropriate to the particular clinical setting*
- *Nails must be trimmed; neutral polish may be worn; no artificial nails are allowed as they harbor microorganisms*
- *Hair is worn off the collar and appropriately styled*
- *Make-up should be kept to a minimum*
- *Jewelry such as watches, wedding bands, Sigma Theta Tau pins, and small studs in ear lobes may be worn. Jewelry in the nose, tongue, or other sites on the face is not acceptable.*

In courses where the uniform is not required (e.g. in some Population Health and Psych-Mental Health sites), students are expected to dress appropriately and professionally. For clinical preparation days where lab coats are required instead of uniforms, professional dress and closed-toed shoes are expected. Jeans or other casual attire are inappropriate. Note that some affiliating agencies have policies prohibiting visible tattoos and/or any facial jewelry.

## PROCEDURE FOR PROTECTION FROM COMMUNICABLE DISEASES

Every clinical student in CSON is required to complete yearly training in Standard Precautions, Prevention of Blood Pathogens and Prevention of Tuberculosis. The training modules are located on the Centralized Clinical Placement website of the Massachusetts Department of Higher Education. This website is updated yearly. Completing training modules is a professional responsibility and required for participation in clinical nursing courses.

Current policies consistent with existing OSHA and CDC guidelines will be posted in the simulation laboratory.

### *Bloodborne Pathogens*

Students who are exposed to blood or bodily fluids will immediately notify their on-site clinical instructor or preceptor and they will follow the protocols for Occupational Exposure to Bloodborne Pathogens in place at their clinical site. If the agency does not have a protocol for occupational exposures, then the student should be directed to the nearest emergency room for treatment. At the earliest reasonable time, but no later than 24 hours following an exposure, the student and faculty will notify the appropriate academic Associate Dean in CSON. CSON will document student exposures according to OSHA Requirements as applicable.

If a student engaged in clinical practice activities has an exposure to potentially infected body fluid from a client, the student should do the following:

- a. Immediately remove soiled clothing and wash the exposed area with soap and water.
- b. Notify faculty member.
- c. Report to nearest emergency room on site at the agency or as directed by the University Health Service within 1-2 hours
- d. Identify self as student with a possible HIV/HBV exposure
- e. Give close attention to filling out the Incident Report for the agency, School of Nursing and University Health Services.

Following insurance submission, Boston College will assume the financial responsibility for uncovered expenses associated with emergency assessment and interventions in the first 72 hours after an exposure incident to ensure that the student or faculty member is given appropriate immediate evaluation and counseling. Students are encouraged to follow directions to have injuries/exposures reported to appropriate officials in the facilities where they have occurred.

### *Tuberculosis*

CSON undergraduate students are not routinely assigned to care for patients with active tuberculosis or suspected tuberculosis because they have not been fit-tested for respirator masks.

Students who have been inadvertently exposed to tuberculosis should be directed to University Health Services OR to their primary health care provider. The student and faculty will notify the Associate Dean.



## **Academic Advising**

It is the student's responsibility to consult with their academic advisor regularly and on an as-needed basis. Each student is assigned a faculty advisor from the School of Nursing at the beginning of their first semester at CSON. That assignment is permanent unless the student requests a new advisor or the faculty member leaves Boston College. **Students should meet with their advisors on a regular basis but must meet with them prior to registration in the fall (for the following Spring) and Spring (for the upcoming Fall) semesters.** The faculty advisor provides the student with the access code number required for online registration each semester. Students are expected to keep their advisors informed about their academic progress and to seek assistance with problems in a timely manner. A detailed Advising Guide may be found on the CSON website on the Current Students page.

## **Registration Policies**

### HOW TO REGISTER FOR COURSES

Prior to the registration period for each semester, students must meet with their faculty advisors to obtain their registration access codes. The Office of Student Services assigns the student a registration time to enroll in courses for the following semester; this is the earliest time s/he will be able to register online. The time cannot be changed. The student may register at this assigned time or anytime later, but the likelihood of any particular course being closed increases the longer the student waits. While students admitted to CSON are guaranteed access to required nursing and nursing-related science classes, it is imperative that students register for clinical nursing courses each semester as instructed by the Undergraduate Program Office, because clinical group assignments are made from the course rosters.

### NURSING THEORY/CLINICAL COURSES

Students are guaranteed access to all required nursing and nursing-related science courses to permit graduation within 8 semesters. **Access to *specific* clinical sequences or sections and to any *specific* courses outside of CSON not required for the nursing major is subject to availability of space and is not guaranteed.** In the first and second year, students take a common sequence of nursing and nursing-related science classes and will choose cores and electives. In the junior and senior years, the Undergraduate Program Office determines the exact clinical sequence for each student with specific consideration to the scheduling needs of student athletes, ROTC members, students who are studying abroad, and students with a special plan of study. Rising seniors who apply and are accepted for the population health trips (Chile, Dominican Republic, Haiti, and Nicaragua) will be randomly assigned a corresponding nursing course to take along population health (I.E. Pedi, Psych, Synthesis). A limited number of placements for each clinical course is available each semester. Therefore, not all students in the same class year will be in the same clinical sequence over the four semesters of junior and senior year. **However, all students will be able to enroll in all the necessary nursing classes in order to graduate on time.** Before the registration period for each semester, juniors and seniors will be told exactly which nursing theory and clinical courses to enroll in. While we make extensive efforts to accommodate student needs and interests and co-curricular commitments, no promises can be made regarding special requests.

**PLEASE NOTE: The Undergraduate Program Office has the right to change a student's clinical sequence at any time leading up to the start of each semester. The Undergraduate Program**

**Office will work with students in scheduling new core or electives courses in the rare instance a change in the clinical sequence occurs.**

#### DROP/ADD/CHANGE COURSES

Students may drop or add a course themselves any time after they have registered until the end of the drop/add period (see date published in the University catalog). Drop/adds after that time must be approved by the Associate Dean.

#### TAKING A COURSE PASS/FAIL

After the first year of study, students may register on a pass/fail basis for electives only. This option is designed to allow students to explore fields of study without being unduly concerned about grades. In a pass/fail course, the student must do all of the work required to achieve a passing grade. If the student passes, the grade will not be averaged into the GPA. If the student fails, the F will be included in the GPA. Course registration may be changed from graded to pass/fail during the drop/add period. Additional details about pass/fail deadline may be found in the Boston College Undergraduate Catalog. **PLEASE NOTE: The right to register for any specific course on a pass/fail basis is at the discretion of the course professor—check the course syllabus and ask the professor if in doubt.**

#### FULL-TIME ENROLLMENT STATUS/OVERLOAD

Students must be registered for at least 12 credits of coursework per semester to be considered full-time at BC and at least nine of the credits must be in courses of three credits or more. **With extremely limited exceptions, all BC undergraduates must be enrolled full-time.** Fifteen credits is considered a “normal” load for the nursing program and in many areas of the University. Permissions to take more than 15 credits in a given semester (or to “overload”) are granted by the Associate Dean with the understanding that students will drop extra courses if their ability to achieve passing grades is at risk. Sophomore, Junior, and Senior Students who have earned at least a 3.0 overall cumulative GPA or a 3.0 GPA in the semester immediately preceding the one for which the overload is sought may register for an additional course or courses (up to a maximum of 24 credits). As a matter of general policy, first-year CSON students are not allowed to overload. Students must notify the Associate Dean by October 1 in the first semester and February 15 in the second semester if they wish to drop overload course(s). Most students who overload do so to enrich their experience at BC. Students considering overloading to accelerate their time to graduation should note the caveats on page 14.

## SUMMER COURSES

Students who wish to take courses over the summer to make up a deficiency or avoid time conflicts for completing program requirements during the regular school year (e.g., students studying abroad who need to fulfill core requirements) should complete an Undergraduate Course Approval Form available on the Student Services webpage. The completed form with a copy of the syllabus or course description should be submitted to the Associate Dean prior to registering for the course. The relevant Boston College department must also approve core courses in advance (with some exceptions). Please contact the Undergraduate Program Office for further details or clarification.

All courses must be taken at accredited four-year colleges. Online courses outside of Boston College are not currently permitted.

## WOODS COLLEGE OF ADVANCING STUDIES COURSES

Seniors may take one Woods College of Advancing Studies (WCAS) course per semester. They must receive approval from the Associate Dean **prior** to registering for the course through a signature on the Course Substitution Form where a notation is made if the student is fulfilling core, major, or minor requirements. The Associate Dean's signature suffices for core courses at WCAS—no MCAS departmental approval is required. Following the procedures of the Office of Student Services, students from the undergraduate day schools register in the Heights Room for any open seats beginning at 8am on the first day of class each semester and bring the completed and signed Course Substitution form with them. Requests from CSON sophomores and juniors will be reviewed after all CSON seniors requesting these courses to complete graduation requirements on time have received seats in those classes. WCAS will not give overrides for students to enroll in closed courses.

## ONLINE/HYBRID SUMMER COURSES THROUGH THE WOODS COLLEGE OF ADVANCING STUDIES

This policy began in summer 2017 and may change in future years. CSON will accept the Woods College online or hybrid (mixed (online) plus in-person) courses given through Boston College. Hybrid or online courses taken at any other institution (4-year or 2-year) are not currently accepted.

## **Academic and Special Opportunities**

### B.S.-D.N.P. PROGRAM (SUBMATRICULATION)

Starting in September of 2019, highly qualified undergraduate nursing students may be admitted to a DNP program at CSON immediately following senior year with provisions for “double counting” specific courses for both B.S. and D.N.P requirements. In anticipation of applying graduate school at CSON under this option, junior and senior students can take graduate nursing courses as electives in their bachelor’s degree.

**Special note:** While as of this writing, a number of details have yet to be confirmed because of changes in our programs at Boston College and shifts in national requirements for entry to advanced practice nursing. A curricular path was just approved in May of 2019 to allow continuous enrollment for the BS program into the DNP (Doctor of Nursing Practice) program. Please the Graduate Program Office for details.

Please note that students who do not plan on continuing to graduate study immediately upon completion of the B.S. (nursing) program may still enroll in graduate nursing courses while undergraduates (see next section).

### UNDERGRADUATE RESEARCH FELLOW PROGRAM (UGRF)

Boston College established the Undergraduate Research Fellows program to enhance the academic experience of undergraduates in all four schools by cultivating their research skills and fostering mentoring relationships between undergraduates and faculty. The program provides a stipend for a student’s assistance on a faculty member’s research project. Students interested in this opportunity should contact the Associate Dean of Research or visit the UGRF page on the CSON research website.

### DIRECTED INDEPENDENT STUDY

In exceptional circumstances, students may be given permission to enroll in a Directed Independent Study course. This option allows an eligible student to develop a proposal to study an area of nursing that is not part of the required nursing curriculum or that the student wishes to pursue in greater depth **if a willing faculty member can be found and the Department Chair gives his or her permission.** A cumulative GPA of 3.0 is a prerequisite. Guidelines for Directed Independent Study (NURS4911, 1-3 credits) are available on the Students\Undergraduate page

of the nursing website. A student should initiate the approval of the proposed independent study prior to registration. Once the proposal has been approved, the Undergraduate Program Office will make sure the student is enrolled in the correct section of NURS4911. Pass/Fail only, no letter grades are awarded.

#### MEDICAL SPANISH

Subject to availability, 10 students per semester may enroll in online modules designed to build Spanish language skills for use in health care settings, based on Canopy Learn software. Details are provided each spring semester to rising upperclassmen via email.

#### MINORS

Nursing students may complete a minor course concentration in another BC undergraduate school by completing the requirements outlined in the university catalog. In addition, nursing students may complete special CSON-specific Hispanic Studies, Psychology, Humanities, Health, and Culture, Global Public Health minors (see the factsheet on Connell School minors on the Current Students section\Student Handbook and CSON resources).

#### FELLOWSHIP AND SCHOLARSHIP OPPORTUNITIES

There are a number of special grant, fellowship, and other award opportunities for undergraduate students. Some examples include Advanced Study Grants for independent summer travel/projects and the Houston and Truman Fellowships. Complete details are available on the website at [www.bc.edu/offices/ufel](http://www.bc.edu/offices/ufel).

#### GLOBAL HEALTH OPPORTUNITIES

The Connell School of Nursing has several global health initiatives. In addition to semester-long and summer programs (page 13) through the Office of International Programs, CSON students have earned credit for their population health course through organized service trips to Chile, Haiti, Jamaica, Guatemala, Nicaragua, and the Dominican Republic. Information about these and other opportunities is circulated as it becomes available and may be found on the Current Student section\CSON International Opportunities.

## **Co-Curricular Activities & Student Participation in the Governance of the School**

Students in the School of Nursing are part of the University community and are encouraged to participate in the wide variety of available co-curricular activities. Some of these activities are specific to the School of Nursing and others are for students throughout the University. Some School of Nursing activities are listed here; students are advised to look at the Boston College Student Guide for a fuller listing of University-wide activities.

### **HONOR SOCIETY**

Alpha Chi is the Boston College School of Nursing's chapter of Sigma Theta Tau International, the Honor Society of Nursing. It is a vibrant, active chapter composed of faculty, students, alumni, and nurses from the community. Students may apply for membership in their junior year. See the website: <http://bc.orgsync.com/org/sigmathetatau/>

### **SCHOOL OF NURSING SENATE**

The Nursing Senate serves as the official representative body of undergraduate students in the Connell School of Nursing. Among its purposes are: to aid in the development of the nursing student; to contribute to standards of nursing education; to serve on School of Nursing Committees; to promote recruitment activities; and to collaborate with Boston College Student Nurses' Association as well as other nursing related health organizations. Membership consists of all undergraduate nursing students. The governing group of the Senate consists of the elected class officers from each class. The bylaws of the Senate may be obtained from the class officers or the Assistant Dean of Student Services, Diversity, and Inclusion.

### **STUDENT NURSES' ASSOCIATION**

Boston College Student Nurses' Association is a local chapter of the National Student Nurses' Association. This organization enables students to gain a broad perspective of various facets of nursing, including community health, legislation and education. In addition, the group provides opportunities to develop leadership skills and to build their professional networks and experience bases by attending state and national meetings.

### **STUDENT INPUT INTO FACULTY PROMOTION AND CONTRACT RENEWAL DECISIONS**

Students are sent the list of faculty who are being evaluated for promotion, contract renewal and/or tenure each year and they are asked to submit evaluations directly to the Dean's office.

The Dean shares this information as appropriate, generally at the tenured faculty meeting in October.

#### STUDENT PARTICIPATION ON CSON COMMITTEES

Students are invited to serve on CSON committees composed largely of faculty, either by appointment through the Senate or by personal invitation from a faculty member. Students are not voting members of these committees, for instance, the Baccalaureate Program Committee and the Educational Policy Committee, but their input is highly valued.



## **Support Services**

Students are encouraged to make use of a number of support services inside and outside Maloney Hall:

The Nursing Laboratories, which are comprised of the Simulation Center, Examination Rooms, and the Main Lab on the second floor of Maloney Hall, are state-of-the-art centers where students complete classwork and practice clinical skills.

The Student Lounge, also located on the second floor of Maloney Hall, and connected to the nursing labs, has collaborative areas that include study rooms equipped with audiovisual equipment, as well as quiet areas for studying. The lounge has a pantry which includes a microwave, lockers that can be used to store items, and loaner laptops and textbooks available to all students.

The Connors Family Learning Center located in the O'Neill Library provides services for students that enhance academic performance. Here students may request tutoring, help in test-taking, and learn about strategies for academic success. Free tutoring is available for most courses.

The University Counseling Services assists students with concerns about personal adjustment and emotional well-being. Counseling services are confidential. Students may contact a counselor directly in Gasson 001 or call 617-552-3310 to make an appointment.

## **How to Prevent Problems and Where & How to Get Help**

### FINANCIAL ISSUES AND OUTSIDE WORK

Given the ever-increasing costs of college, students may decide to work on or off campus to help support themselves and/or help pay tuition. Student Services in Lyons Hall maintains a listing of work/study and other openings on campus as well as a job registry of off-campus employment opportunities to assist students in finding appropriate work.

Occasionally financial pressures cause students to work longer hours than are realistic or possible for a full-time college student. **Nursing and nursing-related science courses are especially demanding of time and energy. Working too much during the academic year can jeopardize your grades and create additional expenses in the long run by delaying your progression through the program and/or generating additional tuition costs to remediate course deficits.**

If you find yourself in serious financial difficulty, there are several steps you should take:

- Consult a financial aid advisor and get the facts on your eligibility for various grants and low interest loans. A wide variety of programs with differing requirements are available for both middle and lower income families. It is especially important to speak with a financial aid advisor if your family's income or expenses change significantly. If you complete your financial aid forms promptly, your advisor can help you determine which programs may benefit you and may also be able to suggest other sources of support. Make sure to ask for current information.
- If you are having specific problems meeting the university's tuition payment schedule, you should consult Student Services in Lyons Hall to determine whether there is some other payment schedule that can be arranged.
- In some cases it may make sense to take a leave of absence for a semester or more to try to save money for tuition. If it appears that this might be the case, you should discuss the pros and cons of taking a leave with the Associate Dean.

## ADVICE FOR SUCCESS

- Read this handbook and other published information (undergraduate catalog, calendars, schedule of courses, web, etc.) carefully. These contain much of the information you need to know.
- Do not assume that deadlines and regulations will be waived just because it seems logical to you. Academic deadlines and regulations are not arbitrary and must be enforced consistently to be fair to everyone.
- Ask questions early and often. Whether you feel that your circumstances warrant special treatment or you are just interested in exploring different opportunities, there are often many more options available earlier than later as situations unfold. This is true whether you are concerned about a late paper, international study, health problems, etc.
- Do not let problems become unmanageable because you are afraid or embarrassed to see your professor, advisor, or Associate Dean. Often students imagine problems or decisions to be more difficult than they really are. Also, in many cases, you may not be aware of all possible solutions. We are here to help, but you need to come forward for us to work with you.
- Roommates' opinions, rumors, and even the experiences of others may reflect different circumstances than your own, so you must make the effort to find people who have the information you need when you are facing challenges/questions. The Undergraduate Program Office is a critical resource for you and your advisor—we encourage you to use it.
- Enjoy your time at Boston College and make the most of it!

## Board of Registration in Nursing Regulation Policies

### Admission

The undergraduate admission to the freshman Nursing class at Boston College is contingent upon successful completion of required high school courses at a level consistent with the University's and the Connell School of Nursing's (CSON) admissions standards. The primary criteria for admission are the high school transcript and SAT/ACT scores. Boston College uses a holistic admissions review. Factors like personal experiences, strengths, and compatibility with the University are also considered. Candidates must provide satisfactory evidence of secondary school graduation (official High School or GED/HiSET transcript), or its equivalent (e.g. Associate, Bachelor, Master, or Doctoral degree). Candidates must include translations and evaluations of non-English transcripts. Candidates must also comply with the immunization requirements specified by the [Massachusetts Department of Public Health](#). Applicants are notified about admissions decisions by the University's Undergraduate Admissions Office.

The faculty of CSON have developed technical standards competency domains that they believe to be necessary for participation and success in clinical education with or without reasonable accommodations. The Director of Undergraduate Admission, the Office of Admission Nursing liaison, and the Dean of the Connell School of Nursing are in frequent communication to ensure that the academic quality and preparation of incoming students meets the Faculty's expectations and standards. More information about the admissions process is available on the [Admissions website](#).

### Progression

Students are advised to follow the recommended sequence of courses. The student carries the responsibility for ensuring that the prerequisites for coursework are met.

#### GOOD ACADEMIC STANDING/WARNING STATUS

In order to remain in good academic standing, all CSON undergraduates must maintain a cumulative grade point average (GPA) of 2.0 in core nursing courses and a 1.67 overall cumulative GPA. If either GPA falls below the relevant minimum standard, the student will be placed on warning status for one semester, during which the GPA must be brought up to the minimum. A student on warning status or leave of absence must meet with their academic advisor. Students who do not progress satisfactorily through the nursing curriculum in its regular sequence, or who take a leave of absence, are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. They will be expected to

complete the curriculum of their new graduation cohort. Continuation in the program is based on space availability. A student who does not follow the School of Nursing curriculum for two semesters will be dismissed from the School of Nursing. Furthermore, a student who fails to demonstrate performance consistent with the safe and ethical practice of professional nursing during clinical will be subject to review and dismissal from the School of Nursing. Students must achieve a minimum GPA of 2.0 (C) in the 15 science and mathematics credits taken in the first year. This average, weighted by credits, is based on grades in BIOL1300, 1310, 1320, 1330 (Anatomy & Physiology lectures and labs), CHEM1161, 1163 (Life Science Chemistry with lab), and MATH1180 (Statistics). This requirement, based on lengthy experience with data regarding student progressions, is intended to minimize failures in sophomore and higher-level nursing courses where the minimum passing grade is C-. The records of students who have not met the 2.0 science GPA requirement (or who have withdrawn from any of the science or mathematics courses) will be reviewed at the December & May meetings of the Undergraduate Academic Standards Committee. Students will then be notified of progression decisions by the Associate Dean. Students must achieve a grade of C- or higher in all required nursing courses in the program (beginning with NURS 2070; see [plan of study](#)). If a student does not meet the minimum of a C- in any NURS course, they will be required to retake it before advancing in the curriculum, will be placed on warning status and will be unable to progress until the deficit is remediated. A student may repeat a nursing course only once after withdrawing from it or not achieving a C- in it. Students will be dismissed from the School of Nursing after two course failures and/or withdrawals to prevent failures in core nursing courses. A total of 117 credits, including all university core, nursing core, and elective courses, is required for graduation.

## **Attendance**

### **CLASS ATTENDANCE**

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professors on the course syllabi. For any absence, students must still meet all course requirements and learning objectives. Attendance in nursing class, clinical, simulation, and lab is expected for all students. Excused absences include: •student illness, •bereavement for an immediate family member, •military obligations, or •religious observances. Students who anticipate military and religious absences should notify the faculty at the beginning of the semester so accommodations can be made to complete the learning objectives in a timely way. Students are required to communicate an unexpected absence in the method requested by the course or clinical faculty.

## CLINICAL ATTENDANCE

Students are expected to attend their clinical placements each week. Students who have an unexcused absence in clinical courses will receive deductions on their clinical evaluation tool and/or documentation of a violation and will receive a reduction in the final course grade. All missed clinical hours must be made up. Each clinical course has different procedures in regards to makeup of missed clinical hours, which are outlined in the respective course syllabi. CSON's contracts with clinical agencies prohibit students from being in settings outside of contracted days and times. Students may NOT negotiate with their clinical instructors to come in early, stay late, or shadow for a day in any setting outside of the assigned clinical dates/times. If a student expects to miss more than one clinical due to a health or personal/family emergency, it is imperative that they notify the Undergraduate Program Office immediately. Students should note that missing more than 2 clinical days in any particular course, even if the absences are excused, will lead to the student being considered to have not met learning objectives for that course and be required to repeat it.

## Course Exemption

Students who apply for and are accepted for transfer to the Connell School of Nursing after completion of their freshman year will be exempt from NURS1010 Freshman Nursing Professional Seminar as this course is specifically geared to first semester freshman in their transition to college. A waiver form will be sent to student services and "waived" will appear on the student's degree audit. The only other exemption possible in CSON is for the same transfer students specified above for MATH1180. The Math department has designated this course as "Freshmen only" thus students entering CSON after freshman year will need to enroll in a University approved math core (or meet the criteria for exemption based on Advanced Placement - see that criteria) and a Statistics course to satisfy both the university and CSON requirements. Upon completion of the above courses, the UG associate dean will complete a course substitution form to reflect completion of the Math core.

## Advanced Placement

### ADVANCED PLACEMENT

Following University policy, students who have achieved acceptable scores on specific College Board Advanced Placement and some other types of examinations are eligible to receive

recognition that waives specific core requirements and allows students to use free electives to meet credit requirements normally filled by core courses. Details are available at:

<http://www.bc.edu/admission/undergrad/process/freshman/advanced-placement.html>

Please note that although AP Biology, Chemistry, Statistics and Calculus are useful preparation for the nursing-related science course sequence, because of differences in content covered in these courses/examinations relative to nursing requirements, high scores on these examinations do not waive any of the science and mathematics courses required of first-year CSON undergraduate students. Beyond required nursing major courses and the University core curriculum, the current School of Nursing curriculum requires students to complete at least three elective courses in any field(s) of interest to them. Students who have received Advanced Placement standing to address specific Core Curriculum requirements will complete additional electives to reach the 117 credits required for graduation from the Connell School of Nursing.

## **Transfer**

### TRANSFER OUT OF CSON TO MCAS/LSOE/CSOM

Students may decide or be required to transfer out of CSON to the Morrissey College of Arts and Sciences (MCAS), Lynch School of Education (LSOE), or the Carroll School of Management (CSOM). Each school has different criteria for transfer and different program requirements. Furthermore, internal transfer places may be severely restricted and no guarantees can be provided about acceptance, particularly to the other professional schools. Students should also note that there are often credit, GPA, and subject requirements for transfer as well. Students are only normally permitted one change of school or college through their undergraduate careers at Boston College. First-year students who decide not to enroll in the nursing-related science courses at Orientation will not be given a spot in the nursing clinical course sequence that begins in the sophomore year. They will be required to sign a form “waiving” (or giving up) their right to a place in the second year of the BS (nursing) program at orientation. They should note that until a transfer is official, their home school is CSON and their advisor of record will be the Undergraduate Program Office for the rest of the first year. That being said, these students are urged to seek academic advising in their intended school as soon as possible to make informed course choices. They will have the entire academic year to find a school (MCAS, LSOE or CSOM), make an internal transfer application and be accepted to another program. Any such students who have not completed the internal transfer process by July 1st immediately following their first year will be asked to leave Boston College.

## POLICY ON TRANSFER OF CREDITS FOR COURSES FROM OTHER ACADEMIC INSTITUTIONS

Credits for coursework taken outside of Boston College by students transferring to the University from other colleges/universities are approved by: 1) the Admissions Office for non-nursing courses completed before matriculating at Boston College; 2) the appropriate BC department as well as the Associate Dean for core courses; or 3) the Associate Dean for electives, and all nursing courses and nursing-specific science courses (e.g., Anatomy & Physiology, Microbiology, Statistics, and Life Science Chemistry). For nursing courses, the Associate Dean reviews course syllabi and confers with course faculty as needed to determine equivalence to Boston College courses prior to acceptance of the credits. All nursing-related science courses taken outside of Boston College after enrollment at CSON to meet program requirements (such as microbiology courses in the summer before the sophomore year) must be taken from an accredited four-year university, will count towards the student's overall GPA and are never taken for enrichment purposes. Approval from the UG Associate Dean must be granted before the student enrolls. Nursing courses taken abroad in Boston College-approved programs can potentially be used in place of specific required nursing courses. The Associate Dean works with the Office of International Programs when such a course substitution is proposed. The Associate Dean and Boston College faculty teaching the equivalent CSON course review the syllabus and supporting materials to determine equivalence in content, contact hours, type and degree of supervision, assignments and grading criteria. Boston College policy determines the maximum number of credits allowed for transfer and the university's policies on credit and grade translation apply.

**GRADUATE COURSES AS AN UNDERGRADUATE:** Undergraduate students who have a 3.0 cumulative GPA may take graduate courses from the list available on the Undergraduate Program website. Students may apply up to two courses taken as undergraduates towards graduate program requirements in the future if the course credits earned are beyond the 117 required for the B.S. degree. [Many graduate programs, including CSON's, allow students to transfer a maximum of two graduate-level courses taken before formally enrolling].



## **Educational Mobility**

Boston College undergraduate program does not currently offer students with previous health experience alternate requirements toward a Bachelor of Science (nursing). Please see regular admissions policy.

## **Withdrawal**

**ALTERNATIVE GRADUATION PLANS** Nearly all CSON undergraduate students graduate in the May ceremonies following eight (8) semesters of full-time enrollment. However, due to course failures/withdrawals and/or leaves of absence for personal or health reasons, graduation dates may move to August or December of the originally forecasted graduation year or to a subsequent year. There are also special circumstances under which CSON undergraduates can finish the BS (nursing) degree within 7 semesters of attendance.

**WITHDRAWAL FROM A COURSE** If a student wishes to withdraw from a course after the drop/add period is over, s/he must request approval from the Associate Dean. When a student withdraws from a course, a “W” will appear on the official transcript, but no grade is averaged into the GPA and no credit is given. The decision to withdraw should be considered carefully with the student’s academic advisor and the Undergraduate Program Office. A withdrawal may create a credit or course deficiency and affect a student’s academic progression, so a low passing grade may be preferable to a withdrawal under some circumstances.

## **LEAVES OF ABSENCE**

Undergraduate nursing students in satisfactory academic standing (minimum 1.67 cumulative GPA and 2.0 GPA in nursing courses) may take a leave of absence. If a student takes a leave of absence after the end of the drop/add period but before the deadline for course withdrawals, a grade of “W” will be listed on the transcript for all courses they were enrolled in that semester. A number of University policies apply to the process. Students considering a leave of absence are urged to discuss options with their advisor and/or the Undergraduate Program Office as early as possible. The student must complete a leave of absence form available at <http://www.bc.edu/content/dam/files/offices/stserv/pdf/leaveofabsence.pdf>, discuss plans with his/her advisor or the UG Associate Dean, and obtain approval from the UG Associate

Dean. Although readmission is normally guaranteed, returns from leaves of absence for health as opposed to personal reasons have special conditions involving submission of documentation before and after the leave to University Health Services or Counseling and the UG Associate Dean. The student must apply for readmission from a leave at least four months before any semester when (s)he will be enrolled in any clinical courses (i.e. from the second semester of sophomore year onward) through the Undergraduate Program Office. Please note that the Bachelor of Science (nursing) program is designed for eight (8) semesters of continuous enrollment and Boston College does not allow part-time studies for undergraduates in day school programs. After two semesters of not following the nursing curriculum (see the general template on page 11), students will be dismissed from the BS (nursing) program.

## **Readmission**

Connell School of Nursing students seeking readmission must initiate the process in the office of the UG Academic Dean. Completed applications for readmission must be made at least four weeks before the start of the semester in which the student seeks to resume study (four months before any semester that will include clinical course(s)). Readmission will be granted in accordance with University policy. Note: If a student was required to leave for academic reasons, a transcript of the student's work must be provided to the UG Associate Dean before a readmission decision will be made. If the student was on leave due to health reasons, a physician's statement certifying student's readiness to return is required. Students are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. They will be expected to complete the curriculum of their new graduation cohort.

## **Graduation**

Beyond required nursing major courses and the Core Curriculum, the current School of Nursing curriculum requires students to complete at least three elective courses in any field(s) of interest to them. Students who have received Advanced Placement standing to address specific Core Curriculum requirements will complete additional electives to reach the 117 credits required for graduation from the Connell School of Nursing.

### **ALTERNATIVE (ACCELERATED/DEFERRED) GRADUATION**

Please Note: The information in the next section will be relevant to a very small number of students and is provided for reference only. Students and their advisors are encouraged to contact the Undergraduate Program Office for clarifications as needed. ALTERNATIVE

**GRADUATION PLANS** Nearly all CSON undergraduate students graduate in the May ceremonies following eight (8) semesters of full-time enrollment. However, due to course failures/withdrawals and/or leaves of absence for personal or health reasons, graduation dates may move to August or December of the originally forecasted graduation year or to a subsequent year. There are also special circumstances under which CSON undergraduates can finish the BS (nursing) degree within 7 semesters of attendance. These circumstances are explained in the next two sections. a)

#### ACCELERATED GRADUATION DECEMBER GRADUATION

Because no AP examinations in sciences or mathematics meet CSON requirements and there are no AP equivalencies for the Theology and Philosophy core, a maximum of 18 credits of core equivalence can be granted in the BS (nursing) degree through advanced placement. Therefore, CSON undergraduate nursing students admitted as freshmen do not qualify for Advanced Standing Graduation as described on the BC website.

(<http://www.bc.edu/admission/undergrad/process/freshman/advanced-placement.html>).

However, with sufficient planning of core courses, taking core and elective classes in summer sessions or as overloads, and with advance permission from the Undergraduate Office to move through the required clinical courses at an accelerated pace, students who can complete all program requirements by the end of their 7th semester will be allowed to graduate in December of their original graduation year. It is critical that students inform the Undergraduate Program Office of their interest in this plan no later than the pre-registration period for fall semester of their junior year (i.e. by second semester of sophomore year). This arrangement is subject to the availability of space in clinical courses and the Undergraduate Program Office reserves the right to limit the number of students allowed to take this path. **IMPORTANT:** Please note effective Spring 2018, there are financial penalties imposed on students who use overloads (greater than 15 credits in a semester) or summer classes at universities other than BC to meet credit requirements within 7 semesters. There will be financial aid considerations to be kept in mind as well. Students exploring this option are urged to consult the Undergraduate Office as early as possible. Students who complete graduation requirements in December can attend a Graduation Mass in December and may attend commencement ceremonies the following May. They may only participate in senior week activities in the May following graduation. Please contact the Offices of Student Involvement and Residential Life for more information. December graduates can apply for licensure immediately after their degrees are granted.

## DEFERRED GRADUATION AUGUST GRADUATION

Students who have up to six (6) credits of incomplete coursework or unfulfilled program requirements at the end of their final spring semester may walk and participate in the May commencement ceremonies. They complete degree requirements over the Summer session immediately after May graduation. However, such students receive their degrees and normally become licensure-eligible in August. DECEMBER GRADUATION Students who, after the Spring semester of their senior year, have more than six (6) credits of program requirements outstanding or require courses that are not offered in the Summer semester will normally enroll in an additional semester of at least twelve (12) credits the following fall and graduate in December. Students who complete graduation requirements in December can attend a December Graduation Mass and may participate in commencement ceremonies the following May. They may only participate in Senior Week activities the following May. Please contact the Offices of Student Involvement and Residential Life for more information. December graduates can apply for licensure immediately after their degrees are granted.

## **Student Rights and Grievances**

### ACADEMIC EVALUATION DISPUTES/ GRIEVANCES

Instructors are expected to provide a syllabus specifying due dates for assignments and examinations and the weight given to each course component in determining the final grade. The instructor has the right to determine which course components will be graded and the weight that will be given to each and is responsible for grading students consistently. Students who believe that they have been graded unfairly should first meet with the instructor, bring a copy of the paper or exam in question, and request an explanation for the grade. Students who have discussed the grade with the instructor and still feel that the grade was unfair may appeal to the Teacher of Record and/or the Chairperson. If this discussion does not produce a resolution the student finds satisfactory, a formal appeal may be filed with the Associate Dean. The detailed grievance procedure is posted on the CSON website under Current Student Resources for Current Students/Undergraduate.