



BOSTON COLLEGE

Connell School of Nursing

Graduate Student Handbook

Prelicensure

2025-2026

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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 in making the most of your education at Boston College.

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

A handwritten signature in dark ink, appearing to read 'M. Colleen Simonelli', with a stylized flourish at the end.

M. Colleen Simonelli, RN, PhD
Clinical Professor and Associate Dean, Student Services
Boston College
William F. Connell School of Nursing

*Unless otherwise noted, in this document, “Associate Dean” refers to the Associate Dean, Student Services.

Important Contacts

GRADUATE STUDENT SERVICES

Graduate Programs Office	617-552-4928
Sean Sendall, Assistant Dean of Graduate Enrollment, Student Services, and Financial Aid	617-552-4745
Nathaly Figueroa, Assistant Director of Graduate Student Services	617-552-1626

DEANS

Dr. Katherine Gregory, Dean	617-552-4251
Dr. M. Colleen Simonelli, Associate Dean, Student Services	617-552-3232
Dr. Diana Bowser, Associate Dean, Research and Integrated Science	617-552-1804
Dr. Leah Gordon, Associate Dean, Inclusive Excellence, Diversity, and Belonging	617-552-8011
MaryBeth Crowley, Associate Dean, Finance and Administration	617-552-2079
Dr. Lisa Wood-Magee, Associate Dean, Academic Affairs and Faculty Development	617-552-3296

CHAIRS

Dr. Stewart Bond	617-552-4275
Dr. Corrine Jurgens	617-552-6838
Dr. Kellie LaPierre	617-552-4270

CONTACTS FOR SPECIALTY PROGRAMS

Adult-Gerontology Primary Care Program:	Dr. Kellie LaPierre	617-552-4270
Direct Entry Prelicensure Master's:	Dr. Beth McNutt-Clarke	617-552-0192
DNP Program:	Dr. Sarah Given	617-552-1410
Family Health Program:	Dr. Bethany Croke	617-552-4250
Nurse Anesthesia:	Dr. Susan Emery	617-552-6844
Nurse-Midwifery:	Dr. Katharine Hutchinson	617-552-1246
Pediatric Primary Care Program:	Dr. Sherri St. Pierre	617-552-8008
Ph.D. Program:	Dr. Christopher Lee	617-552-1804
Psychiatric/Mental Health Program:	Dr. Karen Pounds	617-552-4250
	Dr. Danielle Walker	617-552-8814
Women's Health Program:	Dr. Katharine Hutchinson	617-552-1246

OTHER CONTACTS

Clinical Placement:	Ted Hannigan	617-552-2833
Professional Development & Continuing Ed.:	Mary Moriarty	617-552-4256

UNIVERSITY SERVICES

University Counseling Services	617-552-3310
Graduate Financial Aid	617-552-3300
Murray Graduate Student Center	617-552-1854
Technology Help Center	617-552-4357
O'Neill Library	617-552-4455
Nursing Reference Librarian	617-552-4457
Registrar/Student Services	617-552-3300
Student Accounts	617-552-3300

GENERAL INFORMATION

HISTORY 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 programs. The following September, a group of 27 high school graduates enrolled in the baccalaureate program.

Boston College began offering graduate courses in 1952. In the spring of 1956, nursing sought to bring its program into conformity with the standards of the profession, and proposed a Master of Science degree in Nursing, with a minor in education. Boston College began awarding the Master of Science degree in Nursing in 1958. The Ph.D. program, approved by the board of trustees in September 1986, began in fall 1988. Ten students were admitted in the program's initial year; the program expanded to 30 students at the end of three years. The Doctor of Nursing Practice (DNP) program was initiated in 2019, as a practice-focused terminal doctoral degree.

The School of Nursing was dedicated in honor of the late Boston-area businessman and philanthropist William F. Connell on September 12, 2003. Connell was a 1959 graduate of Boston College and served on the University's board of trustees for 24 years.

CONNELL SCHOOL OF NURSING MISSION STATEMENT

The mission of the Boston College Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the University's 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 lifelong 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 health care for a diverse global society.

CONNELL SCHOOL OF NURSING PHILOSOPHY

Nursing is the art and science of human caring. The recipients of nursing care are individuals, families, communities, and populations who are sick and well; culturally and linguistically diverse; within all socioeconomic strata; and at all stages in the life cycle. The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing.

Nursing focuses on the life processes and patterns of the individual in the context of the family and the community and also the health needs of the population. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups. Nursing education prepares students for the appropriate level of knowledge and skills by building on the liberal arts and sciences. Nursing curricula are logically ordered to provide core knowledge and the application of that knowledge. The preparation for nursing care requires a holistic approach in education, and education is most effective when it involves active participation by the learner. Students are supported in developing clinical skills and the ability to think and act ethically. Students are active participants in shaping the learning environment within the Boston College William F. Connell School of Nursing.

The Boston College William F. Connell School of Nursing instills the values of service to others, truth through scholarly inquiry, and justice through promoting equal access to care for all people. Service,

scholarship, and justice in caring include all people in the global community, particularly the underserved. The faculty believe that promoting the physical, psychological, and spiritual aspects of health are essential to understanding the human dimension of holistic nursing care. Nurses engage in partnerships with individuals and groups to promote and optimize wellness. The nurse respects the uniqueness of the person and the individual's right to choose and actively participate in decisions about health care. Nursing promotes self-determination by empowering clients and advocating for those who cannot do so independently.

ACCREDITATION & CERTIFICATION

The Bachelor of Science, Master of Science, and Doctor of Nursing Practice degrees from the Connell School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). Prelicensure education is approved by the Massachusetts Board of Registration in Nursing (BORN). Graduates are eligible to apply to take the certification examinations offered by the credentialing bodies of their specialty. The Nurse Anesthesia program is accredited by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs through June 2026, this program is a collaborative effort with the Associated Physicians of Harvard Medical Faculty Physicians. The Nurse-Midwifery program is pre-accredited by the Accreditation Commission for Midwifery Education (ACME).

PROGRAM OUTCOMES

1. Master of Science, Registered Nurse Program Outcomes can be found in *Appendix A*
2. Master of Science, Advanced Generalist Program Outcomes can be found in *Appendix B*.

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.

The Connell School's Master of Science, Registered Nurse 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 (*see Appendix C.13 for graduation policy details*) 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 state Board for specific details, keeping in mind that requirements may change without notice.

ACADEMIC POLICIES & PROCEDURES

MASSACHUSETTS BOARD OF REGISTRATION IN NURSING (BORN) POLICIES

For full MA BORN policies on prelicensure education, please see *Appendix C*.

GRADUATE ADMISSION POLICY

Please see *Appendix C.1*.

GRADUATE COURSEWORK AND PROGRESSION

Please see *Appendix C.2*.

ACADEMIC STANDARDS REVIEW COMMITTEE

The CSON Academic Standards Review Committee (ASRC) is a committee composed of CSON faculty and staff and an external representative to CSON, from the Division of Student Affairs within the University. The ASRC is advisory to the Dean. ASRC voting members are elected by the faculty. Elected members on the committee shall serve for a 2-year term and may be reelected for one additional consecutive 2-year term.

The committee membership will consist of the following persons:

Voting Members:

- Committee Chair, Faculty
- Four additional CSON full-time faculty members representing both Professors of the Practice and Tenure-Track Faculty

Advisory Members (Non-Voting):

- Associate Dean Inclusive Excellence, Diversity, and Belonging
- Associate Dean Student Outreach and Support, Division of Student Affairs
- Assistant Dean, Undergraduate Student Services
- Assistant Dean, Graduate Student Services

The ASRC will meet at the end of each semester and summer term to review the records of CSON students with course failures, course deficiencies, and low GPAs. The Committee may also meet at any time during the academic year in exigent circumstances upon faculty request (i.e., unprofessional conduct or clinical safety concerns, student grievance). Students will be notified before undergoing Committee review. This Committee makes recommendations about progression in the program and or academic standing in accordance with the policies described below and other relevant University policies.

ACADEMIC AND PROFESSIONAL INTEGRITY

Please see *Appendix C.3*.

CSON CLASS and CLINICAL ATTENDANCE POLICY

Please see *Appendix C.4*.

GRADUATE PROFESSIONAL STANDARDS AND PATIENT SAFETY POLICIES

Should a student become aware of a risk to patient safety, the student **MUST IMMEDIATELY** report this to their preceptor, the clinical coordinator, and program administration. There are **NO** exceptions to this policy.

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 Academic Standards Review Committee and may be dismissed from the program. Students may also be immediately removed from the clinical site, undergo review by the Academic Standards Review Committee and/or be dismissed from the program under the following conditions:

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
 - a. Expected ethical behavior in clinical situations is based on the American Nurses' Association Code of Ethics for Nurses (ANA, 2025). Students are expected to protect patients' confidentiality at all times, and to be honest in any documentation regarding the patient's condition and their own assessments and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients. Unprofessional conduct is considered serious and may result in dismissal from the school.
5. Behavior that violates the ANA Code of Ethics for Nurses.

USE OF SOCIAL MEDIA

Please see *Appendix C.5*.

ADVANCED PLACEMENT POLICY

Please see *Appendix C.6*.

COURSE EXEMPTION POLICY

Please see *Appendix C.7*.

VETERAN AND ROTC APPLICANTS

Please see *Appendix C.8*.

TRANSFER / OPT-OUT POLICY

Please see *Appendix C.9*.

EDUCATIONAL MOBILITY

Please see *Appendix C.10*.

WITHDRAWAL AND LEAVE OF ABSENCE

Please see *Appendix C.11*.

READMISSION POLICIES

Please see *Appendix C.12*.

GRADUATION

Please see *Appendix C.13*.

STUDENT RIGHTS AND GRIEVANCES

Please see *Appendix C.14*.

ACADEMIC EVALUATION DISPUTES

Please see *Appendix C.14*.

POLICY ON NOT REGISTERED (NR) STUDENTS

Matriculated students who are not registered for a course during a given semester must complete a leave of absence or withdrawal form online. Failure to do so may result in the university deactivating the student's enrollment and their dismissal from the program.

GRADUATE STUDENT PARENTAL & ADOPTION ACCOMMODATION POLICY

Boston College recognizes the importance of family obligations to its graduate students. Any full-time graduate student in good academic standing who is the parent of a newborn child or an adoptive child

under the age of 13 newly placed in the home is eligible for an accommodation. This student accommodation is not an employee medical leave or a leave of absence from the academic program.

Following the birth of a child, a graduate student who is the parent of the child is eligible for an accommodation extending for a period of up to twelve consecutive weeks. A graduate student who is the parent of an adoptive child under the age of 13 newly placed in the home is eligible for an accommodation extending for a period of up to twelve consecutive weeks immediately following the placement of the child in the home. The accommodation must be taken within the 12-month period following birth or placement of the child.

During the accommodation period, the graduate student will be relieved of the service requirements that accompany his or her funding. During the remainder of the semester (before and/or after the accommodation period), the student's program will assign service duties consistent with the academic nature of a graduate assistantship.

During the accommodation period, the graduate student may attend classes and work on course assignments to the extent possible. The student and graduate program director should work with the professors in these courses to adjust, to the extent reasonably possible, attendance requirements, assignment deadlines, and exam dates during the accommodation period. Graduate program directors and professors should work with graduate students to establish appropriate timetables for completing course work and exams during the semester in which the accommodation is taken.

Funding provided by the University, including funding for health insurance, will continue during the accommodation period. In addition:

- The accommodation policy will not extend the total number of years of funding available to a student.
- Students who receive an accommodation under this policy will automatically receive a one semester extension to their maximum time to complete their degree for every childbirth or adoption placement. Total extensions invoked under this policy will ordinarily not exceed a year.
- For students with 9-month stipends, funding is for the academic year only.

Students funded by government grants or other external sources must follow the policies of their funding agency. If external funding is suspended or reduced during the accommodation period, the University will assume funding responsibility for the accommodation period. Details of the arrangement should be worked out in writing between the student, graduate program director and the Associate Dean for Graduate Academic Affairs, and reported to the Vice Provost for Faculties before the accommodation period begins.

Graduate students anticipating a childbirth or adoption accommodation must notify their advisor and submit a written request to their graduate program director and the Associate Dean. The Associate Dean will inform the Vice Provost for Faculties of all such requests. Requests for accommodation should be made as soon as practicable and ideally no less than three months before the expected start of the accommodation period in order to allow appropriate arrangements to be made to cover any teaching, teaching assistantship, or research responsibilities. Departments are encouraged to work out specific arrangements with students, on a case-by-case basis, within the broad framework of this policy.

FACULTY

Faculty may be full-time or part-time. Most full-time faculty teach in more than one level of the program. Clinical Coordinators are faculty who are responsible for coordinating faculty and student activities within a course. Their areas of responsibility include the course syllabus, compiling exams, and computing grades.

COMMUNICATIONS

The Graduate Programs Office uses BC email for all communications. Upon admission, every student receives a BC email address. Students must activate their BC email address in order to receive important announcements. All students are responsible for checking their BC email routinely. Students can visit <http://g.bc.edu> to log in to the BC email account. Students may forward their email messages from their University e-mail accounts to non-university e-mail systems. In such cases, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to deliver or retain official University communications. Students should send test messages to and from their University e-mail account on a regular basis, to confirm that their email service is functioning reliably.

Each faculty member and staff member has voicemail and email. Each faculty or staff person at BC can be reached via email. Email addresses may be obtained by searching the directory on Agora (<https://services.bc.edu/directorysearch/search!displayInput.action>)

COURTEOUS CELL PHONE USE

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

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

Students should not use cell phones in the clinical setting.

EXAMS AND QUIZZES

Students are responsible for taking all tests, quizzes, and examinations when they are given and have no inherent right as students to be given a make-up examination. Therefore, students should pay special attention to the announced dates and double check the time, date, and place of all examinations.

If a student anticipates missing an exam, they should contact the professor in advance and ask if she or he will discuss options. Any arrangements must be worked out between the faculty member and the student.

LOST WORK

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

GRADING

In each course in which the student registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, or F. For further information, please refer to the Graduate Academic Standard Policy section.

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

A	94-100 %
A-	90-93
B+	87-89
B	84-86

B-	80-83
C	74-79
F	Below 74

INCOMPLETE GRADES

All required work in any course must be completed by the date set by the course faculty member. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an “I” (incomplete). All of the course requirements for an incomplete course must be completed, and the “I” grade resolved, within the deadlines set forth by the university (March 1st for fall courses; August 1st for spring courses; October 1st for summer courses). After these deadlines, the “I” grade will convert to an “F” grade. Any exceptions must be approved by the Associate Dean for Student Services.

All courses must be successfully completed and all incomplete course grades must be resolved in order for students to be eligible to complete the clinical practicum sequence. Students must successfully complete any pre-requisite course (and all of the requirements within that course) before being allowed to enroll in a subsequent course for which the incomplete course was a prerequisite. Students may not enroll in a graduate course while they have an “I” (incomplete) in a prerequisite course.

LATE PAPERS/RESEARCH PROJECTS AND EXAMINATIONS

Students are responsible for submitting all work for a course to the faculty member by the specified deadline and taking examinations at their scheduled time and location (except as arranged in advance for specific learning needs). Professors are not obliged to accept any work beyond the deadline or to grant extensions. Any requests for extensions must be made prior to the original due date. All arrangements for submission of the work must be negotiated directly between the faculty member and the student. Students who anticipate a conflict with a scheduled examination should notify the Faculty as soon as possible prior to the scheduled exam. Faculty members are not obliged to provide early or late exams. Make-up examinations will be given at the discretion of the faculty and only under extreme circumstances. Students who do not show up for a scheduled examination without prior notification to the course Faculty will receive a grade of “0” for the exam.

TIME LIMITS

Students in the MS program have five (5) years from initial enrollment to complete their program of study.

Graduate students who exceed the program time limits or who fail to make progress towards their degree will be reviewed by the Academic Standards Review Committee and may be subject to dismissal from the program.

ACADEMIC ADVISEMENT

It is the student's responsibility to take advantage of the advisement process. Each student is assigned to an academic advisor. Students are expected to meet with their advisors on a regular basis, keep their advisors informed about their academic progress and seek assistance with problems in a timely manner. Advisor information is available on the Agora Portal.

SUMMER SESSIONS

The Connell School of Nursing normally offers graduate courses* during Summer terms.

*Courses with fewer than 10 students enrolled may be canceled.

FINANCIAL AID

FINANCIAL AWARDS

A limited number of Connell School of Nursing partial scholarships are available in the form of tuition remission and endowment scholarships. Financial awards are contingent upon compliance with all academic standards and regulations. See the CSON website (<https://www.bc.edu/content/bc-web/schools/cson/admission-aid/tuition-aid.html>) for additional information about external sources of scholarships and financial aid.

TEACHING ASSISTANTSHIPS (TA)

Teaching assistants are graduate students enrolled in the Connell School of Nursing who are in good academic standing. The graduate school has a limited number of teaching assistantships available each semester. The teaching assistant (TA), in addition to the student's program of studies, is usually responsible for up to 15 hours per week of teaching/instructional activities in the undergraduate or graduate program performed under the supervision of the course faculty and/or Clinical Coordinator. TAs are compensated with a stipend. The Graduate Programs Office will send out applications for TA positions prior to each semester.

RESEARCH ASSISTANTSHIPS (RA)

Research assistantships may be available through faculty grants. The nature and number of hours involved are determined by the faculty member holding the grant. Students who wish to be considered for these opportunities should contact the Office for Nursing Research.

TUITION REMISSION (TR)

The Graduate Programs Office provides partial tuition remission awards on the basis of merit and/or financial need.

ENDOWMENT SCHOLARSHIPS

Through generous funding from private endowments, the Connell School of Nursing is able to offer small partial tuition scholarships to the most qualified students who meet the criteria for the specific endowment scholarship. The Graduate Programs Office will distribute applications for endowment scholarships.

PROCEDURES FOR FINANCIAL AID RECIPIENTS

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

OTHER SOURCES OF FINANCIAL AID

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. Students receiving loans are expected to meet their ethical, legal and professional responsibilities in repayment of these loans. Another useful website for scholarship information is www.discovernursing.com. Information about university-wide teaching or graduate assistantships may also be available through the Murray Graduate Center website: [Murray House - Graduate Student Life - Boston College \(bc.edu\)](http://Murray House - Graduate Student Life - Boston College (bc.edu))

UNIVERSITY RESOURCES

Information about activities and resources for graduate students across the university is located at the Graduate Student Life website: [Home - Graduate Student Life - Boston College \(bc.edu\)](http://Home - Graduate Student Life - Boston College (bc.edu))

GRADUATE NURSES ASSOCIATION (GNA)

The Graduate Nurses Association (GNA) meets regularly in the Connell School of Nursing to provide a forum for concerns and interests of graduate students. They sponsor coffee hours, luncheons and other social events so that graduate students can interact with each other and with faculty on an informal basis. The GNA also hosts a graduate student banquet prior to May commencement for graduating students and their families. They are also involved in a variety of projects to help fund various groups in the community. The GNA office can be reached at bcgradnurses@bc.edu. The GNA has membership in the GSA and two members of the GNA are appointed to represent graduate nursing students at GSA meetings and activities.

THE LIBRARIES

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

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

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

Information on use of the libraries is contained in the Guide to the Boston College Libraries, on the Boston College website, and other brochures available in the libraries. There is a reference librarian assigned to each discipline. The reference librarian for nursing is listed in the Important Contacts section. Students should arrange for orientation to the library resources through the many library offerings provided.

GRADUATE CONSORTIUM

Graduate students in the Connell School of Nursing may cross register for one (1) course each semester (fall/spring) at Boston University, Brandeis, or Tufts. Cross registration information can be found at <https://www.bc.edu/bc-web/offices/student-services/registrar/course-registration/cross-registration.html>. Prior approval by the host institution is necessary. Students should consult with the appropriate BC consortium liaison at the host school about cross registration. Before registering for courses in the consortium, students are required to seek approval from their academic advisor and the Associate Dean of Academic Affairs and Faculty Development. Cross registration is not available during the summer sessions.

GRADUATE CONSORTIUM IN WOMEN'S STUDIES

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

MURRAY GRADUATE STUDENT CENTER

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

STUDENT LOUNGES

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

The simulation laboratory in Maloney Hall is a state-of-the art facility in which students may learn and practice a variety of nursing skills. This may be used by students as part of their coursework. The nursing student lounge is located on the 2nd floor of Maloney Hall and is available for use by all undergraduate and graduate students. The lounge houses a printer, two small refrigerators and a microwave, as well as student lockers. If students are interested, they can reserve a locker through the Graduate Programs Office; lockers are first-come, first-serve and may be reserved for a full academic year.

WIRELESS NETWORK

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

AHANA STUDENT PROGRAMS

For more information, please visit the [Thea Bowman AHANA and Intercultural Center website](#).

CAREER CENTER

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting, which includes providing group and individual assistance in resume writing, interview preparation, and job-hunting strategies. They also offer an on-campus-recruiting program, current job listings and a credentials service. These services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

Graduate students are encouraged to visit the Career Center in Southwell Hall at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications. Students are encouraged to make an

appointment through the Career Center's website:
<https://www.bc.edu/bc-web/offices/student-affairs/sites/careers.html>.

OFFICE OF CAMPUS MINISTRY

The Office of Campus Ministry strives to deepen the faith of Boston College students by offering opportunities to discover, grow, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Chaplains from a variety of faiths are available. Offices are located in McElroy Commons, Room 233.

UNIVERSITY COUNSELING SERVICES (UCS)

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

OFFICE OF THE VICE PRESIDENT OF STUDENT AFFAIRS (VPSA)

The Office of the Vice President of Student Affairs (VPSA) coordinates the planning, implementation and evaluation of programs and services for graduate student development. This includes overseeing students' clubs and organizations, programming, the Graduate Student Association, alcohol and drug education, off-campus and commuting student affairs, and international student services. The VPSA is also responsible for coordinating policies and procedures concerning student conduct and discipline, and the judicial process. Graduate students can visit the Director of Graduate Life at the John Courtney Murray, S.J. Graduate Center on 292 Hammond Street or contact via 617-552-1855 or gsc@bc.edu.

SERVICES FOR STUDENTS WITH DISABILITIES

Any student who wishes to request reasonable accommodations due to a documented disability should notify the faculty within the first two (2) weeks of a course. For more information regarding services for students with disabilities contact [The Office of Student Outreach and Support Services](#). For more information regarding services for students with learning disabilities contact [The Connors Family Learning Center](#).

CONNORS FAMILY LEARNING CENTER

The Connors Learning Center provides free tutoring to the student body at large, support services to students with learning disabilities or attention deficit disorder, and instructional support for graduate students and faculty. They also assist students who need help improving their writing skills. The Connors Family Learning Center is located on the second floor of the O'Neill Library.

GRADUATE STUDENT ASSOCIATION (GSA)

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

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

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

The GSA is located in the Murray Graduate Student Center at 292 Hammond Street across Beacon Street from McElroy Commons. Contact gsa@bc.edu for more information.

UNIVERSITY HEALTH SERVICES (UHS)

The primary goal of University Health Services (UHS) is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. It is located on the ground floor of 2150 Commonwealth Avenue on the Chestnut Hill Campus; the phone number is 617-552-3225. The entrance is on St. Thomas More Road. The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, physical therapy, allergy, and immunization clinics. The in-patient infirmary is open 24 hours a day when school is in session.

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

UNIVERSITY MEDICAL INSURANCE

The Commonwealth of Massachusetts has mandated that all students, graduate and undergraduate, taking at least 75% of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Students in the School of Nursing who register for 7 or more credits are considered 75% full-time. Additionally, all students attending clinical are considered full-time. Boston College will offer all students the option of participating in the medical insurance plan offered at the University (linked above under the University Health Services section) or submitting a waiver. Students are not employees of the clinical site and therefore are not covered by Workers' Compensation.

MASTER OF SCIENCE PROGRAM

Curricular Overview of the Prelicensure Master's Program

The prelicensure master's program prepares students for entry into practice as licensed registered nurses. Students enter the program from diverse non-nursing backgrounds, having earned a bachelor's degree in another field. Graduates are equipped with advanced disciplinary knowledge and skills to deliver culturally sensitive, safe, and high-quality person-centered care across the lifespan. They are prepared to enhance care delivery through leadership, mentorship, evidence-based practice, and interdisciplinary collaboration. Graduates will meet the entry-level competencies outlined in the AACN Essentials and will be eligible to sit for the National Council Licensure Examination (NCLEX-RN).

DIRECT ENTRY, MASTER OF SCIENCE IN NURSING, ADVANCED GENERALIST PROGRAM

The DE-MS AGM program is an accelerated program designed for individuals who have a baccalaureate or higher degree in another field and who are not already nurses. In this program, students complete extensive pre-requisite courses prior to acceptance and enrollment. Students study and complete generalist nursing requirements on an intensive full-time basis over five (5) semesters. After successfully completing the program, students are conferred a Master of Science in Nursing as an Advanced Generalist Nurse and are eligible to sit for the NCLEX.

Following completion and degree conferral, students may enter the post-licensure curriculum for Nurse Practitioner education.

A sample of the Direct Entry, Master of Science in Nursing, Advanced Generalist Program can be found in *Appendix D*.

DIRECT ENTRY, MASTER OF SCIENCE IN NURSING, REGISTERED NURSE PROGRAM

The Direct Entry, Master of Science in Nursing, Registered Nurse program (DE MS-RN) is an accelerated program designed for individuals who have a baccalaureate degree, or higher, in another field and who are not already nurses. In this program, students complete extensive pre-requisite courses prior to acceptance and enrollment. Students study and complete prelicensure nursing requirements on an intensive full-time basis over four (4) semesters. After successfully completing the program, students are conferred a Master of Science in Nursing as a Generalist Nurse and are eligible to sit for the NCLEX.

Following completion and degree conferral, students may enter the post-licensure curriculum for Nurse Practitioner education.

A sample of the Direct Entry, Master of Science in Nursing, Registered Nurse Program can be found in *Appendix E*.

TECHNICAL STANDARDS COMPETENCY DOMAINS

Domain	Standards	Examples
Communication	<ol style="list-style-type: none">1. Able to communicate sensitively and effectively in interactions with clients (patients/persons, families and/or communities)2. Able to communicate effectively with the healthcare team (patients, their supports, other professional and non-professional team members).	<ul style="list-style-type: none">• Accurately and clearly conveys information to and interprets information from patients and the health care team in spoken and written English.• Accurately elicits and interprets information from medical history and other data sources to adequately and effectively evaluate a client's or patient's condition.• Uses and comprehends standard professional nursing and medical terminology when using and/or documenting in a patient's print or electronic record.• Conveys appropriate information to patients and the health care team and teaches, directs and counsels a wide variety of individuals
Psychomotor	<ol style="list-style-type: none">1. Able to move in and around care settings, handle equipment safely and participate in the physical care of patients in clinical placement settings	<ul style="list-style-type: none">• Possesses sufficient proprioception (position, pressure, movement, stereognosis, and vibration), physical strength and mobility to carry out physical assessments and other nursing procedures

		<ul style="list-style-type: none"> • Demonstrates sufficient manual dexterity and fine and gross muscular coordination to provide safe general care and specific treatments • Demonstrates an appropriate and timely response to emergency situations, including any circumstance requiring immediate and rapid resolution. • 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. • Has the endurance to complete all required tasks during a clinical practice day of a customary or contracted length
Data gathering and interpretation	<ol style="list-style-type: none"> 1. Able to observe patient conditions and responses to health and illness 2. Able to assess and monitor health needs 	<ul style="list-style-type: none"> • Accurately obtains and interprets information from comprehensive assessment of patient status and responses such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Accurately obtains and interprets information regarding a patient's environment • Synthesizes objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses
Critical thinking	<ol style="list-style-type: none"> 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 2. Able to accomplish the learning outcomes of each course in their specific program as well as the terminal objectives of the program by the time of graduation 	<ul style="list-style-type: none"> • Synthesizes and critically interprets data on ongoing basis to carry out the nursing process (i.e. assessment, diagnosis, goals, plan of care, and evaluation) • Retrieves and critically appraises reference material to use in a patient's nursing plan of care • Uses information from written documents, demonstrations, and patient records to carry out the phases of the nursing process • Accurately follows course syllabi, assignment directions, patient care protocols and corrective learning plans developed by faculty or health care agency staff
Behavior and social interaction	<ol style="list-style-type: none"> 1. Able to demonstrate concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Possesses interpersonal skills necessary for interactions with diverse populations of individuals, families and communities in the course of the clinical education program 3. Possesses interpersonal skills for professional interactions with members of the healthcare team in the course of the clinical education program 	<ul style="list-style-type: none"> • 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. • 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. • Maintains effective, appropriate, and empathic communication and relationships with clients/patients, students, faculty, staff and other professionals under all circumstances.

		<ul style="list-style-type: none"> • Makes appropriate judgments regarding safe, confidential, and respectful care and interactions with patients. • Functions calmly and effectively under stress and adapts to changing environments inherent in clinical practice. • Integrates constructive criticism from instructors and clinical agency personnel into performance • Correctly judges when a nursing intervention requires additional assistance from clinical faculty or clinical agency staff
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MASTER OF SCIENCE PROGRAM FORMS

Available on the Current Student Resources webpage:

https://www.bc.edu/bc-web/schools/cson/sites/students.html#master_s

- MS, Advanced Generalist Plan of Study
- Direct Entry Generalist Plan of Study
- Independent Study Form
- Research Elective Form
- Graduate Student Grievance Procedure
- Immunization Release Form
- Emergency Contact Form

UNIVERSITY FORMS

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

https://www.bc.edu/content/bc-web/offices/student-services/registrar/academic-forms.html#graduate_for_ms

- Graduate Withdrawal/Leave of Absence Form



CLINICAL PRACTICE

The Clinical Placement Office is responsible for collecting and documenting all graduate students' required immunizations and other requirements requested by clinical partners, to send appropriate records to each clinical site. The Clinical Placement Office is also responsible for notifying students about (and ensuring compliance with) requirements that are unique to their agencies. The standard requirements include:

- Personal Health Insurance, either private or through BC
- An Immunization and Health Verification Form signed by a healthcare provider
- Proof of immunity for MMR, Varicella and Hepatitis B; Hepatitis B- 3 vaccines and Titer, MMR- 2 vaccines and Titer, Varicella- 2 vaccines or Titer
- A negative PPD within one (1) year (summer prior to clinical year) or appropriate follow-up if PPD is positive
- Other immunizations required for all BC students: Tdap (with booster), polio, meningitis (or signed waiver), flu, COVID-19 and booster.
- All graduate students are required to submit updated documentation for expired immunizations and submit proof of a yearly physical
- CPR certification within the year (Not to expire before June of the current year – Must be at the health care provider level through the American Heart Association or the American Red Cross)
- All graduate students are required to complete an **annual** Criminal Offender Record Information (CORI) check for Massachusetts. In addition, students will be asked to complete an expanded national background check.
- Proof of N95 fit-testing
- Copy of Resume/Curriculum Vitae

In addition, certain sites may require a two-step PPD or a blood test within 90 days of the start date. Individual sites may have additional requirements. All requirements are subject to change. If you have a specific question or concern about a health requirement for clinical, please reach out to the clinical placement office.

Students are not allowed to attend any clinical activities and are not allowed in clinical agencies / sites until all clinical requirements have been met and documented with the Clinical Placement Office. Additionally, clinical sites may refuse placement for students who are non-compliant with the specific vaccination policies of the site, which may result in delays or an inability to complete clinical education requirements. It is the student's responsibility to make sure that all requirements are met prior to the announced deadline. The Clinical Placement Office will notify students who are not in compliance with these requirements. In the event that a student is still not compliant with these requirements after notification, the Clinical Coordinator for the clinical practicum and the Associate Dean of Student Services will be notified. At this point, clinical faculty will need to follow up and the student(s) will not be allowed in clinical areas until all requirements are met.

CLINICAL PLACEMENTS & PRECEPTORS

Students should not attempt to arrange their own clinical experiences, nor should they make changes to their clinical placements. Sites and preceptors must be reviewed and approved by the clinical coordinator and the Clinical Placement Office. Clinical placements that are not approved and arranged in accordance with school policies cannot be counted towards the minimum clinical hours required for licensure.. In order to avoid potential conflicts of interest, clinical preceptors should not be family members or family friends of students they are asked to precept. Similarly, students should not engage in

personal relationships with preceptors and clinical supervisors in order to avoid the perception of conflict of interest and bias. Clinical placements may be located outside of the Boston area. Students are responsible for providing their own transportation and all costs pertaining to that transportation.

Students must complete their assigned clinical hours within the academic semesters. In the event a student needs to complete clinical hours during school breaks, they need to contact the Graduate Programs Office as soon as possible.

COSTS

Nursing education has a practice component that involves additional costs that students must anticipate throughout the duration of the program. These include uniforms, laboratory fees, criminal background checks, CPR classes, immunizations, transportation costs, and any other supplies as necessary.

TRANSPORTATION TO CLINICAL

As is the case in all nursing education programs at Boston College and other schools, students in the Connell School of Nursing 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. Parking at local health care agencies can be expensive and cannot be paid for by the School.

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 clinical.

The uniform consists of:

- o Maroon scrub pants and top (abdomen must be fully covered).*
- o The official name pin specifying the student's first and last name and "Boston College Connell School of Nursing" is worn on the uniform shirt. ID badge must be visible.*
- o Shoes appropriate to the particular clinical setting. No sandals, or open toed shoes.*
- o Nails must be trimmed; neutral polish may be worn; no artificial nails are allowed as they harbor microorganisms*
- o Hair is worn off the collar and appropriately styled*
- o Neatly trim beards and mustaches*
- o Make-up should be kept to a minimum*
- o 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 some clinical agencies. Only wear jewelry that does not pose safety risks.*

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 placements where scrubs are not required instead of uniforms, professional dress and closed-toed shoes are expected. Jeans or other casual attire are inappropriate.

- o Clothing should be conservative, clean, and appropriate.*
- o Neat, well-fitting attire without holes or wrinkles*

Note that some affiliating agencies have policies prohibiting visible tattoos and/or any facial jewelry.

IMMUNIZATION / HEALTH REQUIREMENTS

Commonwealth of Massachusetts law requires all graduate nursing students to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus, diphtheria, varicella, hepatitis B, and COVID-19. Students are also required to have the meningitis vaccine or sign a waiver if they decide not to be immunized against meningitis. Students who fail to provide adequate documentation of immunizations will not be permitted to register and attend classes. The only exceptions permitted are when immunization requirements conflict with personal religious belief, supported by documentation from a religious leader, or when a physician documents that immunizations should not be given due to pre-existing medical problems. The Connell School of Nursing also requires certified evidence of good health and an annual TB test completed just prior to enrollment in a clinical practicum course. More frequent testing for TB may be required by specific clinical agencies. Some clinical sites may require drug testing; any positive tests could result in, up to, dismissal from the program.

EXPANDED NATIONAL BACKGROUND CHECKS (ENBC)

Hospitals and health care agencies that are used by Connell School of Nursing for clinical experiences require that all students and faculty undergo expanded national criminal background checks before they can be at that agency. The mechanism for this is called an ENBC or iCORI check. All students must have permission on file in the Graduate Programs Office for Boston College to obtain ENBC checks and permission for the actual ENBC requests. Failure to have these on file could prevent a student from participating in a clinical practicum. A background check that comes back positive (i.e., shows a misdemeanor or felony) may prevent the student from participating in a clinical practicum.

Clinical agencies may refuse to take students with positive criminal histories. This could potentially delay or prevent completion of the program. Students are encouraged to contact the Clinical Placement Office (csoncp@bc.edu). Some school systems and other health care agencies may also require fingerprinting. Some organizations require that fingerprinting be completed through their designated fingerprinting agency. Students will need to complete the requirements of the specific agency where they will be placed for clinical practice. Flexibility may be required as requirements change over time.

SAFE, COMPETENT AND PROFESSIONAL CLINICAL PRACTICE

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

DOCUMENTATION OF PRECEPTED CLINICAL EXPERIENCES

It is the student's responsibility to maintain written documentation regarding supervised clinical experiences and practica. Specific requirements for clinical documentation are determined by the clinical coordinator. In general, at a minimum, this documentation should include dates, hours, preceptor, agency, population focus, age group seen and activities. It is the student's responsibility to document all clinical hours and obtain the appropriate supervisor's sign-off.

BLOOD-BORNE PATHOGENS EXPOSURE POLICY

Every clinical student in the Connell School of Nursing is required to complete yearly training in Standard Precautions, Prevention of Blood Borne 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.

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 Blood-Borne 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, the student and faculty will notify the Associate Dean of Student Services.

The Connell School of Nursing will document student exposures according to OSHA Requirements as they apply.

TUBERCULOSIS EXPOSURE POLICY

Connell School of Nursing graduate students are not routinely assigned to care for patients with active tuberculosis or suspected tuberculosis because they have not been fit-tested for a respirator mask.

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

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

If a student, while 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, the Connell School of Nursing and University Health Services. A copy of the agency report form must be forwarded to the Associate Dean of Student Services within 72 hours of the exposure

Boston College will assume the financial responsibility, if necessary, for emergency assessment and interventions through the first 72 hours after an exposure incident. No member of the Boston College community, either student or faculty member, shall be denied medical evaluation and counseling. The Connell School of Nursing will keep a confidential record of medical treatment and evaluation according to OSHA standards.

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 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 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 on a case by case basis 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 difference or disability-related needs, the Connell School of Nursing is not required to provide accommodations that fundamentally alter or waive essential program requirements.

This information is intended to facilitate discussions between the Office of Student Services and other school officials, faculty, and students as a list of capabilities believed to be necessary to participate and succeed in a clinical education with or without reasonable accommodations. If you believe you may have a qualifying disability or are concerned that you require reasonable accommodations to meet any of these technical standards, you may contact DSO, CFLC, or the Associate Dean of Student Services for further information. Clinical or lab faculty may also come forward to the Office of Student Services to indicate concerns regarding these technical standards for participation in clinical placements that will then be discussed with the student with appropriate steps taken.

APPENDICES

APPENDIX A. MASTER OF SCIENCE, REGISTERED NURSE PROGRAM OUTCOMES

Outcome domains:

1. Knowledge for Nursing Practice
Integrates concepts from liberal arts and the natural and social sciences to develop a philosophy of care that guides professional nursing practice.
2. Person-Centered Care
Provides evidence-based, compassionate, person-centered care that values the intrinsic worth of all human beings and integrates altruism, autonomy, human dignity, respect, integrity, and social justice.
3. Population Health
Collaborates with individuals, families, relevant stakeholders, and other healthcare professionals to ensure safe, effective, and efficient care and policies that promote equitable community and population health outcomes.

4. **Scholarship for the Nursing Discipline**
Applies scientific evidence and theoretical knowledge from nursing and other disciplines to provide person-centered and population-focused care across the lifespan and diverse healthcare environments.
5. **Quality and Safety**
Employs established and emerging principles of safety and improvement science to promote quality health care.
6. **Interprofessional Partnerships**
Demonstrates intentional collaboration and effective, respectful communication with professional partners and care team members to address healthcare needs and optimize healthcare delivery and outcomes.
7. **Systems-Based Practice**
Coordinates systems-level opportunities and resources to provide diverse populations safe, high-quality, cost-effective, and equitable care.
8. **Informatics and Healthcare Technologies**
Uses information and communication technologies and informatics processes in accordance with professional and regulatory standards to deliver safe, high-quality, efficient, and equitable care to diverse populations.
9. **Professionalism**
Develops a sustainable professional identity that integrates diversity, equity, and inclusion and undergirds reflective, ethical, lawful, and just nursing practice.
10. **Personal, Professional and Leadership Development**
Participates in personal and professional activities that promote resilience and well-being, lifelong learning, acquisition of nursing expertise, and leadership development to advance optimal healthcare for individuals, families, and populations.

APPENDIX B. MASTER OF SCIENCE, ADVANCED GENERALIST PROGRAM OUTCOMES

The graduate of the MS program will be prepared to:

1. Implement a philosophy of nursing congruent with values that support the intrinsic worth of each human being.
2. Synthesize knowledge from science and the humanities to promote ethical nursing care for individuals, families and populations.
3. Integrate knowledge from nursing and other disciplines to identify and address root causes of health problems in diverse individuals, families and populations.
4. Develop systems knowledge and leadership skills to guide and support culturally sensitive, safe, and high quality patient care across health care settings.
5. Utilize implementation science to inform clinical practice, promote change, and improve quality of care for individuals, families and populations.
6. Apply clinical and administrative data, evidenced-based findings, and performance measures to improve quality of care within a practice setting or organization.
7. Utilize technology and data to coordinate and enhance care for individuals, families and populations.
8. Apply knowledge of policy development and advocacy strategies to influence policies that promote individual, family and population health.
9. Collaborate with patients and interdisciplinary colleagues to promote and improve health of i
10. Articulate a plan for continuing personal and professional development.

APPENDIX C. MA BOARD OF REGISTRATION IN NURSING REQUIRED POLICIES

1. ADMISSION

Graduate nursing students are admitted through the CSON Graduate Student Services Office in accordance with the university admissions procedures. CSON admits students into the Direct Entry Master of Science programs, which prepare students to become licensed and practice as registered nurses (RNs).

The graduate admission process at Boston College is highly selective. A holistic review of applications for admission, ensuring that all aspects of candidates' applications are carefully considered, is utilized. While academic preparation is the most important factor considered, admission decisions are made holistically. A wide range of criteria are considered including but not limited to: academic performance, the rigor of applicants' prior college transcripts, performance on standardized tests, leadership, recommendations, co-curricular involvement, work experience, potential for future success, and when appropriate, the ability to succeed despite facing significant obstacles or hardships.

Candidates are required to submit an application, standardized test scores (if applicable), college transcripts, letters of recommendation, and two completed essays through the online application system. Candidates are admitted to start the program one time each year in the summer.

While there are no minimum cut-offs for graduate admission consideration, the typical enrolled student profile includes a mean undergraduate GPA of 3.43, mean standardized test results of 71st, 53rd, and 72nd percentiles in the verbal, quantitative, and analytical/writing sections of the GRE, respectively. For international students who do not speak English as their primary language, the recommended minimum English language proficiency scores are 100 on the TOEFL and 7.5 on the IELTS. Candidates must include translations and evaluations of non- English transcript

All candidates must comply with the immunization requirements specified by the [Massachusetts Department of Public Health](#).

Boston College does not set its level of selectivity; the size and quality of the applicant pool does. Therefore, decisions are made after all applications have been fully evaluated. This ensures that decisions are equitable and consistent within the context of our highly competitive pool. Class size is carefully monitored to ensure adequate availability of clinical placements.

CSON faculty have developed technical standards competency domains that they believe are necessary for participation and success in clinical education with or without reasonable accommodations.

The Assistant Dean, Graduate Enrollment, Student Services, and Financial Aid, the Direct Entry Master's Program Director, and the Associate Dean, Student Services work collaboratively and are in frequent communication during the admission cycles to ensure that the academic quality and preparation of incoming students meets the faculty's expectations and standards.

Candidates are notified of admission decisions by the CSON Assistant Dean, Graduate Enrollment, Student Services, and Financial Aid.

2. PROGRESSION

Graduate students in the Connell School of Nursing are expected to maintain good academic standing at all times and progress through their program of study. Those who are not in good academic standing or are not progressing are reviewed by the Academic Standards Review Committee (ASRC).

All CSON graduate students are expected to maintain a B- average across all courses to remain in good academic standing. The minimum acceptable grade for graduate courses is a B- (80%). Students will

undergo academic review by the ASRC if they have an average less than a B- or earn a grade less than a B- (80%) in a course.

EVALUATION OF ACADEMIC PROGRESS

If at any point during the semester, a student is identified as at risk for not achieving the required B- (80%) in a graduate prelicensure nursing theory course, the student will be notified and a student-centered remediation plan will be implemented. Students with an 80% or below average at mid semester will meet with faculty to develop an individualized remediation plan. The plan will be documented in writing including the steps for remediation. The faculty will notify (in writing) the student, student advisor, CSON Office of Student Services, and CSON Assistant Director of Learning and Student Success.

Students who are identified as at risk of failing a clinical course will also be asked to remediate during the semester. The clinical instructor will identify students at risk of failure at the midpoint of the semester, and inform the course clinical coordinator. The faculty and student will develop an individualized remediation plan that will be documented in writing including the steps for remediation. The CSON Assistant Director of Learning and Student Success, Director of the Learning Labs and Simulation Centers, and the Office of Student Services will also be notified. Remediation will take place during the semester.

If any student receives a grade of C (74-79) as a final grade in a graduate prelicensure nursing course**, the ASRC will be convened to hear the case. If the ASRC allows the student to progress, the student will be placed on academic notice, the Assistant Director of Learning and Student Success will implement the student success plan recommended by the ASRC, will monitor progress with the plan, and communicate the student's adherence to the plan during the period of academic notice .

If a student receives a failing grade F (< 74%) in a graduate prelicensure nursing course or strategically withdraws from a course (i.e., withdraws from the course to avoid failure), the ASRC will be convened to hear the case. The student will be placed on academic notice and at minimum, and will be required to retake the course before advancing in the curriculum. The student must achieve the minimum passing grade of (80%) B- on retake. Students may repeat a graduate prelicensure nursing course only once after a course failure or strategically withdrawing from the course. A successful course re-take does not negate the original course failure or withdrawal to prevent a failure; it merely satisfies the requirement for the student to progress in the curriculum. All prelicensure nursing courses must be taken at Boston College.

If a student has had more than one failing grade (< 74%), more than one strategic withdrawal, or a combination of a failing grade and a strategic withdrawal, the Academic Standards Review Committee will be convened to hear the case. Students will be dismissed from the School of Nursing after a second course failure and/or strategic withdrawals.

Students who are on academic notice are not eligible for teaching assistantships, research assistantships, fellowships and/or any type of merit-based tuition remission award.

Students who demonstrate unsafe clinical practice or unprofessional conduct in clinical, classroom settings, and/or interactions with BC faculty or staff, will undergo academic review and may be dismissed from the program. 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.

If a student undergoes academic review by the ASRC, the ASRC Chair will notify the student of the outcome of the academic review within five (5) business days of the committee meeting. If the student is dissatisfied with the decision, they may submit a formal appeal. See Students Rights & Grievances – Appeal of Academic Standards Review Committee Decision.

****GRADUATE PRELICENSURE NURSING COURSES**

NURS 8000 Direct Entry Clinical Pharmacology
NURS 8004 Direct Entry Adult Nursing Clinical with laboratory
NURS 8005 Direct Entry Psychiatric Mental Health Nursing Theory
NURS 8006 Direct Entry Psychiatric Mental Health Clinical
NURS 8007 Direct Entry Child Health Theory
NURS 8008 Direct Entry Child Clinical
NURS 8009 Direct Entry Childbearing Theory
NURS 8010 Direct Entry Childbearing Clinical
NURS 8011 Nursing Synthesis Practicum
NURS 8012 Population Health Clinical
NURS 8013 Direct Entry Adult Health Theory
NURS 7001 Foundations of Nursing Practice
NURS 7002 Direct Entry Pathophysiology
NURS 7004 Direct Entry Clinical Pharmacology
NURS 7007 Direct Entry Adult Health Nursing Clinical
NURS 7008 Direct Entry Adult Health Nursing Theory
NURS 7009 Direct Entry Psychiatric Mental Health Clinical
NURS 7010 Direct Entry Psychiatric Mental Health Theory
NURS 8010 Direct Entry Childbearing Clinical
NURS 7012 Direct Entry Population Health Theory
NURS 7013 Direct Entry Child Health Nursing Clinical
NURS 7014 Direct Entry Child Health Nursing Theory
NURS 7015 Direct Entry Childbearing Clinical
NURS 7016 Direct Entry Childbearing Theory
NURS 7006 Role of the Professional Nursing in Diverse Healthcare Environments
NURS 7011 Direct Entry Population Health Nursing Clinical
NURS 7017 Nursing Care Across Settings Synthesis Practicum

3. ACADEMIC INTEGRITY

Students are expected to demonstrate high standards of integrity 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.

Students are expected to read and follow Boston College's graduate standards on academic integrity. The standards can be found using the following link to the university website: [Academic Integrity \(Graduate Standards\)](#) Students are urged to take careful note of the language regarding academic integrity in all CSON course syllabi.

Faculty and students have a responsibility to take appropriate action when they detect any form of academic or professional dishonesty. Graduate students who misrepresent their work in papers, examinations, or lab experiences will be referred to the CSON Academic Standards Review Committee. The procedures for addressing graduate student academic integrity infractions can be found using the following link to the university website: [Academic Integrity \(Graduate Procedures\)](#).

4. ATTENDANCE

CLASS ATTENDANCE

Students are expected to attend classes regularly, take tests, and submit assignments at the times specified by the professors on course syllabi. For any absence, students must still meet all course requirements and learning outcomes. Attendance in nursing classes, clinicals, simulations, and labs 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 that accommodations can be made to complete the learning outcomes in a timely way. Students are required to communicate an unexpected absence no later than two hours before class or clinical in the method requested by the faculty.

CLINICAL ATTENDANCE

Students are expected to attend their clinical placements each week. CSON's contracts with clinical agencies prohibit students from being in the clinical setting 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 day due to a health or personal/family emergency, it is imperative that they notify the Associate Dean, Student Services immediately. 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. Students should note that missing more than two (2) clinical days in any particular course, even if the absences are excused, may lead to the student being considered to have not met the required clinical hours for that course.

5. USE OF SOCIAL MEDIA

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 (including but not limited to Instagram, Snapchat, Facebook, X [formerly known as Twitter] in both private or public posting options). The Boston College William F. Connell School of Nursing does not allow posting of ANY information or pictures related to any clinical experiences, including those in CSON learning and simulation labs. Students are also accountable for adhering to all other specific course or agency guidelines related to use of personal electronics and social media. 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.

6. ADVANCED PLACEMENT

Students enrolled in the Direct Entry Master's program may not waive graduate coursework based on previously completed Advanced Placement coursework and/or examinations.

7. COURSE EXEMPTION

The Direct Entry Master's program is an accelerated and intensive curriculum that prepares graduates to become licensed and practice as registered nurses. Due to the specific course work and sequencing required to complete the pre-licensure program, course exemptions are not allowed.

8. ADVANCED PLACEMENT OR TRANSFER OF MILITARY EDUCATION, TRAINING OR SERVICE FOR A MILITARY HEALTH CARE OCCUPATION

The School of Nursing recognizes healthcare knowledge and skills acquired through military education, training, and service. Advanced placement or transfer of course credits are not permitted. The admission application fee can be waived for U.S. military veterans upon request. The School works with Boston College's Veterans Office and ROTC programs to provide support services, including academic advising, benefits coordination, and mentoring opportunities. The University policies and programs for veterans and ROTC applicants can be found at the following link: [Boston College Military & Veteran Support](#).

9. TRANSFER

Direct entry students are not permitted to transfer course credits into the program. Prerequisite courses can be taken at another institution but no credits toward the Direct Entry Master's program will be accepted.

10. EDUCATIONAL MOBILITY

The CSON Direct Entry Master of Science, Registered Nurse program does not currently offer students with previous health experience alternate requirements toward the degree.

11. WITHDRAWAL

WITHDRAWAL FROM A COURSE

Students who withdraw from a course after the registration period but before the last three weeks of class will have a grade of "W" recorded in their permanent record. The last date for withdrawal from a course is specified on the academic calendar each semester. Students are not permitted to drop courses during the last three weeks of classes or during the exam period; students who are still registered at this point will receive a final grade. Graduate students may only repeat a course once.

WITHDRAWAL FROM BOSTON COLLEGE

Students in good standing who wish to withdraw from Boston College in good standing are required to file a withdrawal form online (to be approved by the Associate Dean, Student Services). In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean, Student Services will complete this form.

LEAVE OF ABSENCE (LOA)

Graduate students enrolled in a degree program who do not register for coursework in any given semester must request a LOA for that semester. LOAs are granted for one semester at a time. Students may complete a Leave of Absence request form online at [Academic Forms & Diploma Information \(Graduate Forms\)](#) which will be routed to CSON Graduate Student Services for the Associate Dean's approval. Leave time will be considered a portion of the total time limit for the degree unless due to active military service.

Students must meet any conditions specified for return from an LOA. Students must notify CSON Graduate Student Services by March 1st for a Fall return, or September 1st for a Spring return. When a student takes an LOA from Boston College for health reasons, returning to Boston College requires a review by Director of University Counseling Services at 617-552-3310) and/or the Director of University Health Services and Primary Care Sports Medicine at 617-552-3225), as appropriate. The review is conducted by University personnel in order to ensure that the student is best positioned for success in order to complete the academic program. This review by either director will be shared with the Associate Dean, Student Services, who will then determine readmission.

12. READMISSION

Graduate student readmission will be granted in accordance with University policies.

13. GRADUATION

The University awards degrees in May, August and December; commencement ceremonies are held only in May.

MAY GRADUATION

Graduate degrees are awarded at the annual May commencement. Diplomas are distributed to individual students at the School of Nursing (CSON) ceremony immediately following the completion of the University commencement exercises. Diplomas will be mailed to students unable to attend

commencement. Diplomas or transcripts will not be awarded or issued until all degree credits have been recorded on the student's permanent record and all accounts and fees have been paid.

AUGUST AND DECEMBER GRADUATIONS

Graduate students who have completed all degree requirements by August 30th or December 31st are eligible to receive their degree as of those dates. The procedure is the same as for May graduation. Since there are no commencement exercises in December or August, the names of those receiving degrees will be included in the Boston College program for the following May commencement. Students with a planned August graduation who would like to participate in the preceding May CSON ceremonies must notify the Graduate Programs Office by January 15th. December graduates will only be eligible to participate in the following May graduation ceremonies.

Students in the Direct Entry Master of Science, Registered Nurse program will complete their program and graduate in August.

14. STUDENT RIGHTS AND GRIEVANCES

In some cases, a student's grievance may be more appropriately addressed by another University grievance procedure. Students should pursue the matter through that procedure. For example, if the student believes that they have experienced discriminatory harassment, the student should follow the discriminatory harassment policies described in the University Policy against Discriminatory Harassment in the Boston College Policies and Procedure Manual.

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. Students who believe that they have been graded unfairly should first meet with the instructor, bring a copy of the paper, exam, or other evaluation in question, and request an explanation for the grade. This does not apply to final course grades that lead to an ASRC review.

Students should communicate with the faculty member involved as soon as possible, but no later than the close of the semester immediately following the semester in which the action giving rise to the complaint occurred. The faculty member should communicate within two weeks of the student's request to discuss the dispute.

If such a discussion results in a mutually acceptable resolution, the matter will be considered closed. It is recommended that the resolution be documented in a signed written statement that is retained by both parties. This written statement should be completed no later than two weeks after the mutually acceptable resolution has been reached. If the instructor and student are unable to resolve their differences the student may pursue a grievance via the Academic Standards Review Committee (ASRC) process. The student may notify the Associate Dean, Student Services to initiate the process.

If a mutually acceptable remedy cannot be achieved, the faculty member involved will notify the ASRC Chair in writing of the dispute and pertinent information within one (1) week. Within one (1) week of receiving this communication, the ASRC Chair will outreach to the student to request a written statement regarding their grievance. The student will have one (1) week following outreach from the ASRC Chair to submit a written statement explaining their grievance. The ASRC will review materials submitted by all parties and render a written decision within two (2) weeks.

APPEAL OF ACADEMIC STANDARDS REVIEW COMMITTEE DECISION

The student has the right to request an appeal in cases where they can identify that there has been a procedural violation or a demonstrable mistake of fact. A written petition of appeal must be submitted by the student to the Associate Dean, Student Services within thirty (30) days of written notification of the ASRC decision. The petition should succinctly state all facts relevant to procedural violations or factual errors and clearly specify the nature of the complaint and the remedy requested. The Associate Dean for Student Services will notify the appropriate CSON Department Chair.

The CSON Department Chair will appoint an Ad Hoc Appeals Committee to review the decision. The Ad Hoc Committee shall be composed of three faculty members (not members of the ASRC). The Department Chair will provide oversight but will not be a voting member. In the event that the student's Department Chair, advisor, preceptor, Dean or Associate Dean is a party to the grievance that person should recuse themselves from considering the matter, and the appropriate administrator will identify a replacement to serve in that role. The final decision regarding the Ad Hoc Committee membership rests with the Department Chair.

The Department Chair and Ad Hoc Committee will receive from the ASRC Chair all materials that the ASRC reviewed to make its decision. The Ad Hoc Committee members may request additional materials that they deem necessary to conduct an independent review of the process and circumstances. The Ad Hoc Committee will conduct an independent review of the appeal, which will include meeting with the student to discuss the grievance, the faculty, and other individuals involved. In presenting to the Ad Hoc Committee, the student shall introduce material of a substantiating nature and may request additional information from specific sources or individuals having knowledge relevant to the issue under appeal.

Within thirty (30) days of receiving the formal appeal, the Ad Hoc Committee will provide a written statement of the committee's resolution of the matter to the Associate Dean for Student Services and the Associate Dean of Academic Affairs and Faculty Development. The Associate Dean for Student Services will share the Ad Hoc Committee's written decision with the student. The Associate Dean of Academic Affairs and Faculty Development will share the written decision with the faculty against whom the grievance was brought.

Confidentiality of the student(s) and faculty members(s) involved should be maintained at all times.

If the student is dissatisfied with the decision of the Ad Hoc Committee, the student may submit a written appeal to the Dean. The appeal must be submitted as soon as possible but no later than thirty (30) days after the student has received the written decision of the Ad Hoc Committee.

A formal appeal to the Dean consists of a written explanation of the appeal, which should include the reasons the student believes that there was a procedural violation or a demonstrable mistake of fact (e.g. the faculty member's or preceptor's evaluation was arbitrary, unethical, or based on extrinsic error) and the reasons why previous decisions were not satisfactory. Copies of the decisions made by the ASRC and the Ad Hoc Committee will be forwarded to the Dean for their consideration in this review of the student's appeal. Within thirty (30) days of receipt of the student's appeal, the Dean will render a decision. The decision of the Dean is final, and will be communicated to the student in writing, with copies to the person(s) against whom the grievance was brought, and the CSON Department Chair and Associate Deans.

APPENDIX D. DIRECT ENTRY, MASTER OF SCIENCE, ADVANCED GENERALIST PLAN OF STUDY

Fall Semester 1 (17 credits)
HLTH8000 Examining Diversity in Nursing and Health Care (3 cr.)

NURS8013 Direct Entry Adult Health Nursing Theory (6 cr.)
NURS8004 Direct Entry Adult Health Clinical w/lab (5 cr.)
NURS8000 Direct Entry Clinical Pharmacology (3 cr.)
Spring Semester 1 (13 credits)
NURS8007 Direct Entry Child Health Nursing Theory (3 cr.)
NURS8008 Direct Entry Child Health Nursing Clinical (2 cr.)
NURS8009 Direct Entry Childbearing Nursing Theory (3 cr.)
NURS8010 Direct Entry Childbearing Nursing Clinical (2 cr.)
NURS8715 Nursing Leadership in Complex Health Care Settings (3 cr.)
Summer Semester (9 credits)
NURS8011 Nursing Synthesis Practicum [Clinical] (3 cr.)
NURS9720 Epidemiology (3 cr.)
NURS8712 Health Care Quality Management (3 cr.)
Fall Semester 2 (10 credits)
NURS9816 Population Health Principles, Program Planning and Evaluation (3 cr.)
NURS8012 Population Health Clinical (2 cr.)
NURS8005 Direct Entry Psych-Mental Health Nursing Theory (3 cr.)
NURS8006 Direct Entry Psych-Mental Health Nursing Clinical (2 cr.)
Spring Semester 2 (9 credits)
NURS8716 Health Care Policy for Nursing Leaders (3 cr.)
NURS8717 Foundations of Evidence Based Advanced Nursing Practice (3 cr.)
NURS8718 Health Information Technology for Nursing Professionals (3 cr.)
Total Credits: 58
<i>Master's conferred in May & sit for the NCLEX</i>

*Curricula Subject to Change

APPENDIX E. DIRECT ENTRY, MASTER OF SCIENCE, REGISTERED NURSE PLAN OF STUDY

Summer Semester 1 (9 credits)
NURS7001 Foundations of Nursing Practice (3 cr.)
NURS7002 Direct Entry Pathophysiology (3 cr.)
HLTH8000 Examining Diversity in Nursing and Health Care (3 cr.)
Fall Semester (16 credits)
NURS7004 Direct Entry Clinical Pharmacology (3 cr.)
NURS7007 Direct Entry Adult Health Nursing Clinical (4 cr.)
NURS7008 Direct Entry Adult Health Nursing Theory (3 cr.)
NURS7009 Direct Entry Psychiatric Mental Health Nursing Clinical (3 cr.)
NURS7010 Direct Entry Psychiatric Mental Health Nursing Theory (3 cr.)
Spring Semester (14 credits)
NURS7012 Direct Entry Population Health Nursing Theory (2 cr.)
NURS7013 Direct Entry Child Health Nursing Clinical (3 cr.)
NURS7014 Direct Entry Child Health Nursing Theory (3 cr.)
NURS7015 Direct Entry Childbearing Nursing Clinical (3 cr.)

NURS7016 Direct Entry Childbearing Nursing Theory (3 cr.)
Summer Semester 2 (9 credits)
NURS7006 Role of the Professional Nurse in Diverse Healthcare Environments (3 cr.)
NURS7011 Direct Entry Population Health Nursing Clinical (2 cr.)
NURS7017 Nursing Care Across Settings: Synthesis Practicum (4 cr.)
Total Credits: 48
<i>Master's conferred on August 30th & eligible to sit for the NCLEX</i>

**Curricula Subject to Change*