



BOSTON COLLEGE

Connell School of Nursing

Undergraduate Student Handbook

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, 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 (CSON) who define policies and curriculum, information on the Boston College website (www.bc.edu), and various procedures in the Undergraduate Program Office. The CSON faculty and staff are committed to your personal and professional development and your success.



M. Colleen Simonelli, RN, PhD
Clinical Professor and Associate Dean, 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

CSO UNDERGRADUATE STUDENT SERVICES

Dr. M. Colleen Simonelli, Associate Dean, Student Services	617-552-3232
Anya Villatoro, Assistant Dean of Undergraduate Program & Student Success	617-552-4541
Kirk Staine, Associate Director of Undergraduate Student Services	617-552-3277
Jessica Angel, Undergraduate Program Assistant	617-552-8863
Hilary Scheintaub, Assistant Director, Student Learning and Success	617-552-3494

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, Department Chairperson	617-552-4275
Dr. Kellie LaPierre, Department Chairperson	617-552-4270
Dr. Corrine Jurgens, Department Chairperson	617-552-6838

OTHER CONTACTS

Clinical Placement: Ted Hannigan	617-552-2833
Professional Development & Continuing Ed.: Mary Moriarty	617-552-4256
Sean Sendall, Assistant Dean of Graduate Enrollment, Student Services, and Financial Aid	617-552-4745

UNIVERSITY SERVICES

Connors Family Learning Center	617-552-8055
Nursing Reference Librarian	617-552-4457
Office of Global Education	617-552-3827
O'Neill Library	617-552-4455
Registrar/Student Services	617-552-3300
Student Affairs	617-552-8600
Technology Help Center	617-552-4357
University Counseling Services	617-552-3310
University Health Services	617-552-3225

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

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

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

PROGRAM OUTCOMES

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

1. Respects the intrinsic worth of all human beings by valuing and integrating altruism, autonomy, human dignity, integrity, and social justice into professional nursing practice across all health care settings and populations.
2. Synthesizes concepts from a liberal arts Jesuit education to develop a philosophy of care that guides professional nursing practice.
3. Uses management and leadership skills to coordinate and promote quality health care.

4. Uses empirical evidence and theoretical knowledge from nursing and other disciplines to influence health promotion and disease prevention in individuals, families, and populations across the lifespan and across health care environments.
5. Generates clinical judgments based on assessment data and implements interventions to achieve individual/family/population-centered outcomes.
6. Collaborates with individuals, families, community stakeholders, and the interdisciplinary health care team to ensure safe, clinically efficacious, cost-effective care.
7. Articulates the relationships among intrapersonal, interpersonal, social, environmental, cultural, and ethical influences on health care delivery in a diverse, multicultural, global society.
8. Uses informatics and electronic technology to document, evaluate, and improve the quality of health care.
9. Articulates the influence of policy on health care and professional nursing practice.
10. Accesses information and seeks experiences to promote personal and professional growth, advance nursing practice, and improve the care of individuals, families, and populations.

Eligibility for Licensure

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

CSON's undergraduate program is a Registered Nurse education program approved by the Massachusetts Board of Registration in Nursing. Students planning on seeking licensure outside the Commonwealth of Massachusetts upon graduation (*see Appendix A.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 Board and/or the Undergraduate Program Office for details, keeping in mind that requirements may change without notice.

ACADEMIC POLICIES AND PROCEDURES

CURRICULUM SEQUENCING & COURSES

All CSON students take the same nursing and nursing-related science courses in the fall and spring semesters of their first and second years. Students will be assigned to have either the Fall or Spring semester of their Junior year designated as their “flexible” semester. During the course registration period in April of the first year, the Undergraduate Program Office will communicate to students and their advisors which junior year semester will be the student’s flexible junior year semester. The purpose of the "Flex" semester is to determine which semester (fall or spring) CSON students are able to apply for a semester-long study abroad program. Students who go abroad will complete the required junior nursing course set in their non-flex semester. For students who do NOT go abroad; please note the "Flex" semester assignment is NOT determinative of junior year clinical rotation assignments.

The Undergraduate Program Office will determine the exact junior and senior year clinical sequences for each student based on their flexible semester, Division 1 athletic, ROTC obligations, and academic needs after taking availability of clinical placement slots into consideration. Clinical sequence assignments will vary based on the aforementioned considerations.

(Please see Appendix B for SAMPLE Curriculum Plan with "Fall Flex". This refers to the “flexible” junior year semester in which the student can study abroad).

CORE COURSES

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

ELECTIVES

Beyond required nursing major courses and the Core Curriculum, the current School of Nursing curriculum requires students to complete at least 7 credits of elective courses in any field(s) of interest to them. Students who have received Advanced Placement (*for Advanced Placement Standing details see Appendix A.6 and for Advanced Placement for Transfer of Military Education, Training or Service or Military Health Care Occupation see Appendix A.8*) to address specific Core Curriculum requirements will complete additional electives to reach the 117 credits required for graduation (*see Appendix A.13 for graduation policy details*) from the Connell School of Nursing.

DEFICIENCIES

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

SEMESTER-LONG STUDY ABROAD AND OTHER INTERNATIONAL EXPERIENCES

Boston College nursing students are encouraged to take advantage of a range of opportunities for international study. One popular program is study abroad for an entire semester, which enriches awareness of other cultures and can assist in developing foreign language fluency. Nursing students can participate in full semester Fall or Spring programs depending on which semester in junior year has been designated as their “flexible” semester (see pages 12 and 13). According to the Office of Global Education (OGE), to be eligible for a semester-abroad program, students require a **minimum 3.0 grade point average** at the time of application and apply in their sophomore year. They should note that a 3.0 GPA is not a guarantee of acceptance to any particular program/site and recognize that programs of interest to them may have higher cut-offs. Students should meet with their academic advisors and if necessary, the Undergraduate Program Office to discuss curriculum planning to accommodate a semester abroad. Students who sign up for a semester-long program but decide not to go on it should notify the Undergraduate Program Office as early as possible. Depending on availability of space, they may be allowed to enroll in one clinical course.

At the present time, with the exception of the Quito, Ecuador and Australian Catholic University Melbourne programs, where it is possible to complete a course abroad that can substitute for a BC-based clinical course, currently, CSON students take only courses meeting elective and core

requirements in semester-long international programs. Plans are in the works to create further abroad clinical opportunities in the coming years.

Students should be aware that there are fairly stringent practical limits on which and how many core requirements can be addressed in a semester abroad. These limits may affect whether a semester-long international program is the best choice for them. Students who do not qualify for semester-long study abroad or do not wish to go abroad for a whole semester should note that there are also a variety of summer opportunities through programs administered by Boston College (including programs delivered/facilitated by CSON faculty in Ecuador and Switzerland) and other American colleges and universities, as well as service trips abroad during breaks in the regular academic year (see Global Health Opportunities, Important Resources section of this handbook).

ACADEMIC CONSIDERATION PRACTICES

SHORT-TERM ACADEMIC CONSIDERATION

Academic consideration refers to an action or actions taken by the Undergraduate Program Office, in response to a student with an extenuating circumstance. **Academic consideration** includes but is not limited to: an excused absence, a deferral, an extension, a modified schedule for assignments, projects, labs, an alternative assignment, or other consideration deemed appropriate by the Undergraduate Program Office in consultation with the relevant faculty. **Extenuating circumstances** refer to a personal circumstance beyond the student's control having a direct and substantial impact on the student's ability to meet essential academic requirements or standards in a course(s). Examples include but are not limited to: short-term physical or mental illness, serious injury, required treatment (e.g., surgery) bereavement, traumatic event.

To make a request for Academic Consideration students must contact the Associate Dean directly. The Associate Dean will contact their professors with a letter or e-mail of explanation to facilitate the Academic Consideration process. The instructor will work with the student to determine and implement reasonable academic consideration.

*Adapted from *Protocol for Short-Term Academic Consideration* (p.3-5), November 2017, Queens University.

LATE PAPERS / PROJECTS

Students are responsible for submitting all written work for a course to the instructor by the published deadline in the syllabus. These deadlines tend to be taken very seriously in universities. Professors are not obliged to grant extensions or accept any work submitted beyond announced deadlines. Normally, barring health or personal emergencies, extension requests should be received no less than 24 hours prior to the given assignment or exam date. Without 24 hours' notice, the extensions will not be granted.

COURSE EXTENSIONS

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

LOST WORK

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

ADHD, LEARNING, PHYSICAL, OR OTHER DISABILITIES

If you are a student with a documented disability seeking accommodations, please contact the [Connors Family Learning Center](#) (CLFC) regarding ADHD and learning disabilities, or the [Disability Services Office](#) (DSO) regarding all other types of disabilities. **According to course syllabi, students seeking test or exam related accommodations must provide their professors with appropriate documentation from CFLC or DSO within the first TWO weeks of the semester. Later notification may not allow sufficient time for arrangements.**

CSON faculty and other BC professors will provide reasonable accommodations as soon as possible after the student establishes their need for an accommodation and the relevant office communicates with the course professor. Retroactive accommodations, such as revisions to grades or opportunities to retake tests or exams or resubmit assignments after declaration and documentation of a qualifying disability, will not be provided. Accommodations begin upon formal approval from the relevant office (i.e. CFLC & DSO).

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

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

STUDENT ATHLETES

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

GRADING AND TESTING

GRADE EQUIVALENCIES

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

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

ELECTRONIC TESTING

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

PROFESSIONAL & ACADEMIC INTEGRITY

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

computers or other electronic devices in the classroom at their discretion. If a student's behavior is disruptive at any time, they will be asked to leave the classroom or the clinical site.

Students are referred to the Boston College catalog or student services website for the complete text of the [University academic integrity policy](#). Students are urged to take careful note of the language regarding academic integrity in all CSON and BC course syllabi. Please also see Appendix A.3. All first-year and external transfer students must complete the University online tutorial on academic integrity during their first semester.

The following are definitions of terms related to academic integrity:

- **Cheating** is any fraudulent or dishonest presentation of work. This includes unauthorized aids in exams or other academic exercise submitted for evaluation; the falsification or fabrication of data; copying from another student's work; unauthorized cooperation in doing assignments or examinations; the use of purchased term papers; and dishonesty in requests for extensions of assignments or make-up examinations.
- **Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.
- **Collusion** is assisting another student in an act of dishonesty. However, students must learn to work cooperatively rather than competitively, and learn to use the works and ideas of others without violating intellectual honesty.

ETHICAL BEHAVIOR

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

SANCTIONS AND PROCEDURES

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

assignment or a failing grade in a course to suspension from the University may be imposed in circumstances where students are found responsible for academic misconduct.

ACADEMIC STANDARDS REVIEW COMMITTEE

The CSON Academic Standards Review Committee (ASRC) is a committee composed of CSON faculty and staff and an external representative from Student Affairs. 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 in *Appendix A.1*, *Appendix A.2* and other relevant University policies.

The ASRC Chair will notify the student of the outcome of academic review within five (5) business days of the committee meeting. A student may communicate a formal appeal of the ASRC decision to the Associate Dean for Student Services if they believe there has been a procedural violation, a mistake of fact, or an arbitrary or unethical evaluation. The Associate Dean for Student Services will notify the relevant Department Chair of the appeal and the Department Chair will initiate the process of independent review. The relevant Department Chair will be determined by the program of study in which the student is enrolled (i.e. baccalaureate, graduate direct-entry, graduate post-baccalaureate, PhD). (*See Students Rights & Grievances policy for further details; Appendix A.14*)

ACADEMIC ADVISING

It is the student's responsibility to consult with their academic advisor regularly and on an as-needed basis. Each student is assigned a faculty advisor from the School of Nursing at the beginning of their first semester at CSON. That assignment is permanent unless the student requests a new advisor or the faculty member leaves Boston College. **Students should meet with their advisors on a regular basis but must meet with them prior to registration in the fall (for the following Spring) and Spring (for the upcoming Fall) semesters.** The faculty advisor provides the student registration

clearance required for online registration each semester. Students are expected to keep their advisors informed about their academic progress and to seek assistance with problems in a timely manner. A detailed Advising Guide may be found on the CSON website on the Current Students page.

REGISTRATION POLICIES

HOW TO REGISTER FOR COURSES

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

NURSING THEORY/CLINICAL COURSES

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

PLEASE NOTE: The Undergraduate Program Office has the right to change a student's clinical sequence at any time leading up to the start of each semester. The Undergraduate Program Office will work with students in scheduling new core or elective courses in the rare instance a change in the clinical sequence occurs.

DROP/ADD/CHANGE COURSES

After discussing plans to alter course enrollment with their academic advisor or the undergraduate program office, students may drop or add a course themselves any time after they have registered until the end of the drop/add period (see date published in the University catalog). Drop/adds after that time must be approved by the Associate Dean.

TAKING A COURSE PASS/FAIL

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

FULL-TIME ENROLLMENT STATUS/OVERLOAD

Students must be registered for at least 12 credits of coursework per semester to be considered full-time at BC and at least nine of the credits must be in courses of three credits or more. **With extremely limited exceptions, all BC undergraduates must be enrolled full-time.** Fifteen credits is considered a “normal” load for the nursing program and in many areas of the University. Permissions to take more than 17 credits in a given semester (or to “overload”) are granted by the Associate Dean with the understanding that students will drop extra courses if their ability to achieve passing grades is at risk. Sophomore, Junior, and Senior Students who have earned at least a 3.0 overall cumulative GPA or a 3.0 GPA in the semester immediately preceding the one for which the overload is sought may register for an additional course or courses (up to a maximum of 24 credits). As a matter of general policy, first-year CSON students are not allowed to overload. Students must notify the Associate Dean by October 1 in the first semester and February 15 in the second semester if they wish to drop overload course(s). Most students who overload do so to enrich their experience at BC. Students considering overloading to accelerate their time to graduation should note the policy details regarding Alternative (Accelerated/Deferred) Graduation on Appendix A.14 Graduation.

GUIDELINES FOR SUMMER COURSES

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

the Undergraduate Program Office for further details or clarification. All courses must be taken at accredited four-year colleges.

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

This policy began in summer 2017 and may change in future years. CSON will accept the Woods College online or hybrid (mixed (online) plus in-person) courses given through Boston College. Hybrid or online courses taken at any other institution (4-year) may also be accepted pending departmental approval.

CLINICAL PRACTICE & EXPERIENCES

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

Criminal Background Checks & Drug Testing

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

UNDERGRADUATE PROFESSIONAL STANDARDS AND PATIENT SAFETY POLICIES

In keeping with the required training all students attending clinical complete through the Centralized Clinical Placement System students are to adhere to professional conduct standards including but not limited to:

- o Smoking may be permitted only in designated areas (students should follow the policy of the clinical site)*
- o Answer phones promptly, identify yourself clearly as a student*
- o Do not take orders or receive critical results over the phone*
- o Avoid personal calls on organization telephones*
- o Cell phones must not be used in patient rooms*
- o No texting, pictures, or personal internet use during clinical hours*

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 any of the following circumstances:

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

HEALTH AND CONDUCT ISSUES IN CLINICAL PLACEMENTS

Participation in clinical experiences is a privilege, not a right. The clinical placement site may request Boston College to permanently or temporarily withdraw any student from the Clinical Experience Program whose conduct, competence, or health status creates, in its reasonable determination, a health or safety risk to patients or employees of the Facility.

In any situation where significant concerns regarding the physical or mental health of students in relation to safety or appropriateness of being in clinical settings are brought to the attention of faculty and/or the Undergraduate Program Office, the Associate Dean reserves the right to require that students seek clinical evaluation and permit clinicians/university officials to provide the Undergraduate Program Office with confirmation of students' health status prior to beginning or continuing clinical placements. Agency-specific safety-related limitations will apply to a student under treatment for certain conditions, for instance, infectious diseases, fractures, or sprains/dislocations, among others.

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

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

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

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

CELL PHONE OR COMPUTER USE FOR PERSONAL MATTERS

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

SOCIAL MEDIA POLICY STATEMENT *(Also listed Appendix A.5)*

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

CREDENTIALING

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

HEALTH REQUIREMENTS

CSON students must meet health requirements above and beyond those for all Boston College undergraduates. These requirements are mandated by the agencies used as clinical practice sites, and include creating a CastleBranch account, having active health insurance, an annual physical exam, an annual screening for tuberculosis (PPD), varicella vaccine (chicken pox), MMR vaccine (measles, mumps, and rubella), hepatitis B series, Tdap vaccine (and an updated booster shot as needed), an annual flu shot, and a COVID-19 vaccine. Clinical sites may refuse placement for students who are non-compliant with Flu, COVID-19, or other vaccination policies of the site; which may result in delays of or inability to complete clinical education requirements. Students who are out of compliance with these requirements will not be allowed to attend clinical practice sites and will have their online course registration blocked. Additional physical examinations and/or other health data may be required by the School of Nursing and/or clinical sites, and 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.

CPR

Students are required to be certified in cardiopulmonary resuscitation (CPR) prior to enrolling in NURS2230 (Adult Health I) and maintain that certification. CPR certification must be at the health care provider level and provide hands-on training related to resuscitation of adults, infants, and children. Appropriate courses include the American Heart Association “Basic Life Support (BLS) for Health Care Providers.”

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

LIABILITY INSURANCE

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

Students who work in healthcare related jobs during the school year or summer are not practicing as nursing students. They are either independent contractors (if working directly for a patient/client) or

are employees of an agency. In either situation, students must be careful not to practice nursing without a license or perform procedures restricted to licensed nurses.

REASONABLE ACCOMMODATIONS FOR QUALIFIED INDIVIDUALS WITH DISABILITIES IN CLINICAL COURSES

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

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

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

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

This information is intended to facilitate discussions between the Undergraduate Program Office and other school officials, faculty, and students. The list below presents the capabilities believed to be necessary to participate and succeed in clinical education at CSON with or without reasonable accommodations. If you believe you may have a qualifying disability or that you require reasonable

accommodations to meet any of these technical standards, you may contact the DSO, CFLC, or the Associate Dean for further information. Clinical or lab faculty may also come forward to the Undergraduate Program Office to voice concerns regarding a student's ability to meet one or more of the standards to the Associate Dean who will then evaluate the situation and follow-up with the student and others as appropriate.

STUDENTS ACCOMPANYING EMS OR OTHER PATIENT TRANSPORT

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

COSTS

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

TRANSPORTATION TO CLINICAL

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

Parking at local health care agencies is very expensive and cannot be paid for by the School. Some nursing students are allowed to bring cars to campus, although space on the Boston College campus is limited and permits are costly. Juniors and seniors interested in securing a parking spot can contact the Assistant Dean of Student Services, Diversity, and Inclusion in the semester before they would like a permit.

UNIFORM POLICY

Students are required to complete all annual training through the Centralized Clinical Placement System, and to follow the designated 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 I 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.

PROCEDURE FOR PROTECTION FROM COMMUNICABLE DISEASES

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

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

Bloodborne Pathogens

Students who are exposed to blood or bodily fluids will immediately notify their on-site clinical instructor or preceptor and they will follow the protocols for Occupational Exposure to Bloodborne Pathogens in place at their clinical site. If the agency does not have a protocol for occupational

exposures, then the student should be directed to the nearest emergency room for treatment. At the earliest reasonable time, but no later than 24 hours following an exposure, the student and faculty will notify the appropriate academic Associate Dean in CSON. CSON will document student exposures according to OSHA Requirements as applicable.

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

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

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

Tuberculosis

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

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

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.

		<ul style="list-style-type: none"> • 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 • 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 	<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)

	<p>2. Able to accomplish the learning objectives of each course in their specific program as well as the terminal objectives of the program by the time of graduation</p>	<ul style="list-style-type: none"> ● 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	<p>1. Able to demonstrate concern for others, integrity, ethical conduct, accountability, interest and motivation</p> <p>2. Possesses interpersonal skills necessary for interactions with diverse populations of individuals, families and communities in the course of the clinical education program</p> <p>3. Possesses interpersonal skills for professional interactions with members of the healthcare team in the course of the clinical education program</p>	<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 (see Appendix A.4) 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. ● 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

IMPORTANT RESOURCES

STUDENT COMMUNICATION

ELECTRONIC NEWSLETTER

Information about job opportunities for students and other information that may be of interest are posted in the weekly newsletter sent by the Assistant Director for Graduate Student Services.

EMAIL

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

ACADEMIC AND SPECIAL OPPORTUNITIES

Graduate Coursework Opportunities for CSON Nursing students

Please note that students who do not plan on continuing to graduate study immediately upon completion of the B.S. (nursing) program may still enroll in graduate nursing courses while undergraduates (*see Appendix A.9: Graduate Courses as an Undergraduate*).

Please contact the Graduate Program Office for details: csongrad@bc.edu

UNDERGRADUATE RESEARCH FELLOW PROGRAM (UGRF)

Boston College established the Undergraduate Research Fellows program to enhance the academic experience of undergraduates in all four schools by cultivating their research skills and fostering mentoring relationships between undergraduates and faculty. The program provides a stipend for a student's assistance on a faculty member's research project. Students interested in this opportunity

should contact the Associate Dean of Research or visit the UGRF page on the CSON research website.

DIRECTED INDEPENDENT STUDY

In exceptional circumstances, students may be given permission to enroll in a Directed Independent Study course. This option allows an eligible student to develop a proposal to study an area of nursing that is not part of the required nursing curriculum or that the student wishes to pursue in greater depth **if a willing faculty member can be found and the Department Chair gives his or her permission.** A cumulative GPA of 3.0 is a prerequisite. Guidelines for Directed Independent Study (NURS4911, 1-3 credits) are available on the Students\Undergraduate page of the nursing website. A student should initiate the approval of the proposed independent study prior to registration. Once the proposal has been approved, the Undergraduate Program Office will make sure the student is enrolled in the correct section of NURS4911. Pass/Fail only, no letter grades are awarded.

MEDICAL SPANISH

Subject to availability, 10 students per semester may enroll in CSON Continuing Education Medical Spanish course offering to build Spanish language skills for use in health care settings. Details are provided each spring semester to rising upperclassmen via email.

MINORS

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

FELLOWSHIP AND SCHOLARSHIP OPPORTUNITIES

There are a number of special grant, fellowship, and other award opportunities for undergraduate students. Some examples include Advanced Study Grants for independent summer travel/projects and the Houston and Truman Fellowships. Complete details are available on the Boston College Office of the Provost and Dean of Faculties website in the Provost Committee section (University Fellowship Committee).

GLOBAL HEALTH OPPORTUNITIES

The Connell School of Nursing has several global health initiatives. In addition to semester-long and summer programs (page 8) through the Office of Global Education, CSON students have enhanced their nursing skills and knowledge through organized global health trips to Chile, Jamaica, Australia, Belize, and Switzerland. Information about these and other opportunities is circulated as it becomes

available, general information may be found on the Current Student section\CSO International Opportunities.

CO-CURRICULAR ACTIVITIES & STUDENT PARTICIPATION IN SCHOOL

GOVERNANCE

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

HONOR SOCIETY

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

STUDENT NURSING ORGANIZATION

The Student Nursing Organization serves as the official representative body of undergraduate students in the Connell School of Nursing.

- A. Mission Statement of the organization: Bring together and mentor students preparing for initial licensure as registered nurses through opportunities to network and connect with fellow students and faculty for advice and support.
- B. The purpose of this organization shall be to The Student Nurses Organization of Boston College is a student-initiated academic group dedicated to promoting the interests and needs of all students interested in the nursing profession. The objective of the association is to support its members, offer peer networking among students of all grades, and encourage student-faculty interactions, and provide information about nursing opportunities both pre and post graduation.
- C. The *Student Nursing Organization* of Boston College understands and is committed to fulfilling its responsibilities of abiding by all Boston College policies, which includes the Student Code of Conduct, Student Organization Handbook, and all federal, state, and local laws.

The bylaws of the Senate may be obtained from the e-board officers or the Office for Student Involvement, Division of Student Affairs.

STUDENT INPUT INTO FACULTY PROMOTION AND CONTRACT RENEWAL DECISIONS

Students are sent the list of faculty who are being evaluated for promotion, contract renewal and/or tenure each year and they are asked to submit evaluations directly to the Dean's office. The Dean shares this information as appropriate, generally at the tenured faculty meeting in October.

STUDENT PARTICIPATION ON CSON COMMITTEES

Students are invited to serve on CSON committees composed largely of faculty, invitation from a faculty member. Students are not voting members of these committees, but their input is highly valued.

SUPPORT SERVICES

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

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

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

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

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

How to Prevent Problems and Where & How to Get Help

FINANCIAL ISSUES AND OUTSIDE WORK

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

Occasionally financial pressures cause students to work longer hours than are realistic or possible for a full-time college student. **Nursing and nursing-related science courses are especially demanding of time and energy. Working too much during the academic year can jeopardize your grades**

and create additional expenses in the long run by delaying your progression through the program and/or generating additional tuition costs to remediate course deficits.

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

- Consult a financial aid advisor and get the facts on your eligibility for various grants and low interest loans. A wide variety of programs with differing requirements are available for both middle and lower income families. It is especially important to speak with a financial aid advisor if your family's income or expenses change significantly. If you complete your financial aid forms promptly, your advisor can help you determine which programs may benefit you and may also be able to suggest other sources of support. Make sure to ask for current information.
- If you are having specific problems meeting the university's tuition payment schedule, you should consult Student Services in Lyons Hall to determine whether there is some other payment schedule that can be arranged.
- In some cases it may make sense to take a leave of absence (*see Appendix A.11 for details regarding leaves of absence*) for a semester or more to try to save money for tuition. If it appears that this might be the case, you should discuss the pros and cons of taking a leave with the Associate Dean.

ADVICE FOR SUCCESS

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

- Enjoy your time at Boston College and make the most of it!

APPENDIX

***Appendix A.* MA BOARD OF REGISTRATION IN NURSING REQUIRED POLICIES**

1. ADMISSION

The undergraduate admission to the freshman nursing class at Boston College is contingent upon successful completion of required high school courses at a level consistent with the University's and the Connell School of Nursing's (CSON) admissions standards. Boston College uses a holistic admissions review. Candidates must provide satisfactory evidence of secondary school graduation (official High School or GED/HiSET transcript), or its equivalent (e.g. Associate, Bachelor, Master, or Doctoral degree). Candidates must include translations and evaluations of non-English transcripts. Factors like personal experiences, strengths, and compatibility with the University are also considered. Boston College has a test-optional admission policy. Candidates who opt not to submit test scores will receive full consideration during the selection process. Candidates must also comply with the immunization requirements specified by the Massachusetts Department of Public Health. Applicants are notified about admissions decisions by the University's Office of Undergraduate Admission.

CSON faculty have developed technical standards competency domains that they believe to be necessary for participation and success in clinical education with or without reasonable accommodations. The Boston College Dean of Undergraduate Admission & Financial Aid, the Office of Admission Nursing Liaison, and the Dean of the Connell School of Nursing are in frequent communication to ensure that the academic quality and preparation of incoming students meet the Faculty's expectations and standards. More information about the admissions process is available on the Boston College Admission website.

2. PROGRESSION

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

GOOD ACADEMIC STANDING/WARNING STATUS

In order to remain in good academic standing, all CSON undergraduates must maintain a cumulative grade point average (GPA) of 2.0 in core nursing courses (required NURS or HLTH courses as noted on a student's degree audit) and a 1.67 overall cumulative GPA. If either GPA falls below the relevant minimum standard, the student will be placed on warning status for one semester, during which the GPA must be brought up to the minimum. A student on warning status or leave of absence must meet with their academic advisor. Students who do not progress satisfactorily through the nursing curriculum in its regular sequence, or who take a leave of absence, are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. They will be expected to complete the curriculum of their new graduation cohort. Continuation in the program is based on space availability. A student who does not follow the School of Nursing curriculum for two semesters will be dismissed from the School of Nursing. Furthermore, a student who fails to demonstrate performance consistent with the safe and ethical practice of professional nursing during clinical will be subject to review and dismissal from the School of Nursing.

SCIENCE & MATHEMATICS GPA REQUIREMENT & EARLY INTERVENTION POLICY

To support student success and ensure readiness for nursing coursework, first-year students' cumulative GPA will be monitored and calculated each semester with the goal of a minimum 2.0 GPA (C average) across 15 credits of science and mathematics courses. This credit-weighted average includes grades from the following courses:

- Anatomy & Physiology (BIOL 1300, 1310, 1320, 1330 – lectures and labs)
- Life Science Chemistry (CHEM 1161, 1163 – with lab)
- Statistics (MATH 1180)

Extensive data on student progression has demonstrated that meeting this benchmark is critical in minimizing academic difficulties in higher-level nursing courses, where the minimum passing grade is C-. Students who do not meet the 2.0 science GPA requirement or who withdraw from any of the required science or mathematics courses will be flagged for early intervention. Their records will be reviewed during the December and May meetings of the Academic Standards Review

Committee (ASRC). Based on this review, students may be required to participate in additional academic support measures, including but not limited to:

- Targeted advising and academic coaching
- Supplemental coursework or structured study programs
- Completion of a success plan designed in collaboration with academic support staff

Students will be notified of progression decisions and any required interventions by the ASRC Chair following these meetings. Dismissal from the program will be weighed and may result for students who do not adhere to ASRC academic recommendations and requirements

Students must achieve a grade of C- or higher in all required nursing courses in the program (beginning with NURS 2070; see Plan of Study). If a student does not meet the minimum of a C- in any NURS or required HLTH course, (s)he will be required to retake it before advancing in the curriculum, will be placed on warning status and will be unable to progress until the deficit is remediated. A student may repeat a nursing course only once after withdrawing from it or not achieving a C- in it. A successful course re-take (achieving a C- or above upon 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. Students will be dismissed from the School of Nursing after two course failures and/or withdrawals to prevent failures in core nursing courses (required NURS OR HLTH courses). A total of 117 credits, including all university core, nursing core, and elective courses, is required for graduation.

3. ACADEMIC INTEGRITY

Students are expected to demonstrate high standards of integrity and professional behavior in both academic and clinical settings. Integrity is demonstrated in part through adherence to the University's standards involving honesty in academic matters as well as through a student's behavior in class, the clinical laboratory and the clinical field.

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

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

Faculty and students have a responsibility to take appropriate action when they detect any form of academic or professional dishonesty. Undergraduate student infractions are referred to the University-Wide Undergraduate Academic Integrity Committee. The procedures for addressing academic integrity infractions can be found using the following link to the university website: **Academic Integrity (Undergraduate Procedures)**

4. ATTENDANCE

CLASS ATTENDANCE

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professors on the course syllabi. For any absence, students must still meet all course requirements and learning objectives. Attendance in nursing 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 objectives in a timely way. Students are required to communicate an unexpected absence in the method requested by the course or clinical faculty.

CLINICAL ATTENDANCE

Students are expected to attend their clinical placements each week. Students who have an unexcused absence in clinical courses will receive deductions on their clinical evaluation tool and/or documentation of a violation and will receive a reduction in the final course grade. CSON's contracts with clinical agencies prohibit students from being in settings outside of contracted days and times. Students may NOT negotiate with their clinical instructors to come in early, stay late, or shadow for a day in any setting outside of the assigned clinical dates/times. If a student expects to miss more than one clinical due to a health or personal/family emergency, it is imperative that they notify the 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 clinical hour requirements 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 the 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

Following university policy, students who have achieved acceptable scores on specific College Board Advanced Placement and some other types of examinations are eligible to receive recognition that waives specific core requirements and allows students to use free electives to meet credit requirements normally filled by core courses. Details are available at: [Boston College Advanced Placement Policy](#) Please note that although AP Biology, Chemistry, Statistics and Calculus are useful preparation for the nursing-related science course sequence, because of differences in content covered in these courses/examinations relative to nursing requirements, high scores on these examinations do not waive any of the science and mathematics courses required of first-year CSON undergraduate

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

7. COURSE EXEMPTION

Students who apply for and are accepted for transfer to the Connell School of Nursing after completion of their freshman year will be exempt from NURS 1010 Freshman Nursing Professional Seminar as this course is specifically geared to first semester first-year students in their transition to college. A waiver form will be sent to the BC Office of Student Services and “waived” will appear on the student’s degree audit.

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

The School of Nursing recognizes healthcare knowledge and skills acquired through military education, training, and service. The program provides a pathway for veterans, active military personnel, and ROTC students to receive recognition of prior learning through advanced placement or transfer credit. This policy applies to veterans with healthcare occupation experience (Army Health Care Specialist, Navy Hospital Corpsman, Air Force Medical Technicians, etc.); current service members with healthcare training; and ROTC students participating in healthcare-related military training programs affiliated with Boston College. The admission application fee is waived for U.S. military veterans. 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

TRANSFER OUT OF CSON TO MCAS/LSOE/CSOM

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

the entire academic year to find a school (MCAS, LSOE or CSOM), make an internal transfer application, and be accepted to another program. Any such students who have not completed the internal transfer process by July 1st immediately following their first year will be asked to leave Boston College.

POLICY ON TRANSFER OF CREDITS FOR COURSES FROM OTHER ACADEMIC INSTITUTIONS

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

GRADUATE COURSES AS AN UNDERGRADUATE

Undergraduate students who have a 3.0 cumulative GPA may take graduate courses on a space available basis and should contact the Assistant Director, Graduate Student Services to coordinate course enrollment. Students may apply up to two courses taken as undergraduates towards graduate program requirements in the future if the course credits earned are beyond the 117 required for the B.S. degree. [Many graduate programs, including CSON's, allow students to transfer a maximum of two graduate-level courses taken before formally enrolling].

10. EDUCATIONAL MOBILITY

Boston College undergraduate program does not currently offer students with previous health experience alternate requirements toward a Bachelor of Science (nursing) degree. Please contact the Office of Undergraduate Admission.

11. WITHDRAWAL

WITHDRAWAL FROM A COURSE

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

LEAVES OF ABSENCE

Undergraduate nursing students in satisfactory academic standing (minimum 1.67 cumulative GPA and 2.0 GPA in nursing courses) may take a leave of absence. If a student takes a leave of absence after the end of the drop/add period but before the deadline for course withdrawals, a grade of “W” will be listed on the transcript for all courses they were enrolled in that semester. A number of University policies apply to the process. Students considering a leave of absence are urged to discuss options with their advisor and CSON Undergraduate Student Services as early as possible. The student must complete a leave of absence form (available at [Academic Forms: Withdrawal/Leave of Absence Form](#)), discuss plans with their advisor or the Associate Dean, Student Services and obtain approval from the Associate Dean. Although readmission is normally guaranteed, returns from leaves of absence for health as opposed to personal reasons have special conditions involving submission of documentation before and after the leave to University Health Services or Counseling and the Associate Dean, Student Services. The student must apply for readmission through CSON Undergraduate Student Services from a leave at least four months before any semester when they will be enrolled in any clinical courses (i.e. from the second semester of sophomore year onward). Please note that the Bachelor of Science (nursing) program is designed for eight (8) semesters of continuous enrollment and Boston College does not allow part-time studies for undergraduates in day school programs. After two semesters of not following the nursing curriculum students will be dismissed from the BS (nursing) program.

12. READMISSION

CSON students seeking readmission must initiate the process through CSON Undergraduate Student Services. Completed applications for readmission must be made at least six weeks before the start of the semester in which the student seeks to resume study (four months before any semester that will include clinical course(s). Readmission will be granted in accordance with University policy. Note: If a student was required to leave for academic reasons, a transcript of the

student's work must be provided to the Associate Dean, Student Services before a readmission decision will be made. If the student was on leave due to health reasons, a physician's statement certifying the student's readiness to return is required. Students are not guaranteed that the curriculum and courses from which they departed will be in place upon their return. They will be expected to complete the curriculum of their new graduation cohort.

13. GRADUATION

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

ALTERNATIVE (ACCELERATED/DEFERRED) GRADUATION

Please Note: The information in the next section will be relevant to a very small number of students and is provided for reference only. Students and their advisors are encouraged to contact CSON Undergraduate Student Services for clarifications as needed. **ALTERNATIVE GRADUATION PLANS** Nearly all CSON undergraduate students graduate in the May ceremonies following eight (8) semesters of full-time enrollment. However, due to course failures/withdrawals and/or leaves of absence for personal or health reasons, graduation dates may move to August or December of the originally forecasted graduation year or to a subsequent year. There are also special circumstances under which CSON undergraduates can finish the BS (nursing) degree within 7 semesters of attendance. These circumstances are explained in the next two sections. a) **ACCELERATED GRADUATION (DECEMBER GRADUATION)** Because no AP examinations in sciences or mathematics meet CSON requirements and there are no AP equivalencies for the Theology and Philosophy core, a maximum of 18 credits of core equivalence can be granted in the BS (nursing) degree through advanced placement. Therefore, CSON undergraduate nursing students admitted as freshmen do not qualify for Advanced Standing Graduation as described on the BC website: Advanced Standing Graduation. However, with sufficient planning of core courses, taking core and elective classes in summer sessions or as overloads, and with advance permission from CSON Undergraduate Student Services to move through the required clinical courses at an accelerated pace, students who can complete all program requirements by the end of their 7th semester will be allowed to graduate in December of their original graduation year. It is critical that students inform CSON Undergraduate Student Services of their interest in this plan no later than the pre-registration period for fall semester of their junior year (i.e. by second semester of sophomore year). This arrangement is subject to the availability of space in clinical courses and CSON Undergraduate Student Services reserves the right to limit the number of students allowed to take this path. **IMPORTANT:** Please note effective Spring 2018, there are financial penalties imposed on students

who use overloads (greater than 15 credits in a semester) or summer classes at universities other than BC to meet credit requirements within 7 semesters. There are financial aid considerations to be kept in mind as well. Students exploring this option are urged to consult CSON Undergraduate Student Services as early as possible. Students who complete graduation requirements in December can attend a Graduation Mass in December and may attend commencement ceremonies the following May. They may only participate in senior week activities in the May following graduation. Please contact the BC Offices of Student Involvement and Residential Life for more information. December graduates can apply for licensure immediately after their degrees are granted; b) DEFERRED GRADUATION (AUGUST GRADUATION) Students who have up to six (6) credits of incomplete coursework or unfulfilled program requirements at the end of their final spring semester may walk and participate in the May commencement ceremonies. They complete degree requirements over the Summer session immediately after May graduation. However, such students receive their degrees and normally become licensure-eligible in August. c) DEFERRED GRADUATION (DECEMBER GRADUATION) Students who, after the Spring semester of their senior year, have more than six (6) credits of program requirements outstanding or require courses that are not offered in the Summer semester will normally enroll in an additional semester of at least twelve (12) credits the following fall and graduate in December. Students who complete graduation requirements in December can attend a December Graduation Mass and may participate in commencement ceremonies the following May. They may only participate in Senior Week activities the following May. Please contact the BC Offices of Student Involvement and Residential Life for more information. December graduates can apply for licensure immediately after their degrees are granted.

NURSING THEORY/CLINICAL COURSES

Students are guaranteed access to all required nursing and nursing-related science courses to permit graduation within 8 semesters. Access to specific clinical sequences or sections and to any specific courses outside of CSON not required for the nursing major is subject to availability of space and is not guaranteed. In the first and second year, students take a common sequence of nursing and nursing-related science classes and will choose core and elective courses. In the junior and senior years, CSON Undergraduate Student Services determines the exact clinical sequence for each student with specific consideration to the scheduling needs of student athletes, ROTC members, students who are studying abroad, and students with a special plan of study. A limited number of placements for each clinical course is available each semester. Therefore, not all students in the same class year will be in the same clinical sequence over the four semesters of their junior and senior years. However, all students will be able to enroll in all the necessary nursing classes in order to graduate on time. Before the registration period for each semester, juniors and seniors will be told exactly which nursing theory and clinical courses to enroll in. While we make extensive efforts to accommodate student needs and interests and co-curricular commitments, no promises can be made regarding special requests. PLEASE NOTE: CSON Undergraduate Student Services has the right to change a student's clinical sequence at any time leading up to the start of each semester. CSON

Undergraduate Student Services will work with students in scheduling new core or elective courses in the rare instance a change in the clinical sequence occurs.

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 policy 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 for 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 for 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

Appendix B. SAMPLE Curriculum Plan with "Fall Flex"

(Please see the CURRICULUM PLANS section for an explanation of Spring/Fall Flex. This refers to the "flexible" junior year semester in which the student can study abroad).

Freshman Year

FALL SEMESTER

NURS1010 First-Year Nursing Seminar
BIOL1300 Anatomy & Physiology I
BIOL1310 Anatomy & Physiology I Lab
CHEM1161 Life Science Chemistry
CHEM1163 Life Science Chemistry Lab
CORE: _____
CORE: _____

SPRING SEMESTER

NURS2070 Introduction to Professional Nursing
BIOL1320 Anatomy & Physiology II
BIOL1330 Anatomy & Physiology II Lab
MATH1180 Statistics for the Health Sciences
CORE: _____
CORE: _____

Sophomore Year

FALL SEMESTER

BIOL2200 Microbiology
BIOL2210 Microbiology Lab
NURS2122 Health Assessment Theory
NURS2121 Health Assessment Clinical
NURS2080 Pathophysiology
CORE: _____

SPRING SEMESTER

NURS2230 Adult Health Nursing Theory I
NURS2231 Adult Health Nursing Clinical I
NURS2205 Pharmacology
HLTH2206 Principles of Nutrition Across the Lifespan
CORE: _____

The Undergraduate Programs Office will determine the exact clinical sequence for each student for Junior and Senior year. There are a total of six clinical courses to be completed in the four semesters that make up Junior and Senior year. If a student participates in semester study abroad, they will have to complete two clinical courses in each of the three semesters they are at CSON (unless their abroad program has an established clinical partnership with CSON).

Students who do not study abroad will have four semesters to complete the six required clinical courses. The Office will never assign more than two clinicals in a semester, and while distribution of clinicals will vary, students can expect a manageable workload each semester.

Junior Year

FALL SEMESTER

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

SPRING SEMESTER

Core: _____
Core: _____
Elective: _____
Elective: _____
Elective: _____
(Students may receive 1 senior year clinical sequence assignment if space allows would fill 2 course slots above.)

Senior Year

FALL SEMESTER

NURS4263 Nursing Synthesis Clinical

NURS4264 Actualizing the Role of the
Professional Nurse

NURS4252 Psych-Mental Health Theory

NURS4253 Psych-Mental Health Clinical

Core/Elective: _____

SPRING SEMESTER

NURS4260 Population Health Theory

NURS4261 Population Health Practice

NURS4250 Child Health Theory

NURS4251 Child Health Clinical

Core/Elective: _____

(Sequencing may vary. Semester combinations may look different.)

Please Note: Beginning junior year clinical sequence assignments will vary on a student by student basis. As a result, the above plan provides one example of what an individual student plan could be.