BOSTON COLLEGE

2012–2013

EVER TO EXCEL

Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

Boston College Bulletin 2012–2013

Connell School of Nursing, Graduate Programs

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The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations, and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination on the basis of their race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover, it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity: Boston College Office for Institutional Diversity (OID), 140 Commonwealth Avenue, Chestnut Hill, MA 02467, Phone: 617-552-2323, Email: diversity@bc.edu.

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or (jody.mooradian@bc.edu).

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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INTRODUCTION

The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top 40 universities in the nation in ratings compiled by publications such as *Barron's* and *U.S. News and World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,088 full-time undergraduates and 4,818 graduate students, hailing from all 50 states and more than 80 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.7 million books, periodicals, and government documents, and more than 4 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor and the Master of Laws from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

The Boston College School of Theology and Ministry was formed on June 1, 2008, when the former Weston Jesuit School of Theology and the Institute of Religious Education and Pastoral Ministry joined to offer a full array of ministerial and theological courses and degrees. Both a graduate divinity school and an ecclesiastical faculty of theology regulated by the Apostolic Constitution Sapientia Christiana (1979), the school offers both master's and doctoral degrees, civil and ecclesiastical degrees, and a wide variety of continuing education offerings, including online programs through Church in the 21st Century (C21 Online).

The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical, and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society;
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs;
- and by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty, and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863, and is one of 28 Jesuit colleges and universities in the United States. With three teachers and 22 students, the school opened its doors on September 5, 1864. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion, of course, had its place in the classroom as well as in the nonacademic life of the College.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the upper campus in 1941, and the lower campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the main campus. With 15 buildings standing on 40 acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College in 1929; the Graduate School of Social Work in 1936; and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively, and are now known as the Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of

Education. The Weston Observatory, founded in 1928, was accepted as a Department of Boston College in 1947, offering courses in geophysics and geology. In 2002, the Evening College was renamed the Woods College of Advancing Studies, offering the master's as well as the bachelor's degree.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by 12 Arts and Sciences departments. The Schools of Education and Nursing, the Carroll School of Management, Graduate Programs, and the Graduate School of Social Work also offer doctoral programs.

In 1927, Boston College conferred one earned bachelor's degree and fifteen master's degrees to women through the Extension Division, the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970, all undergraduate programs had become coeducational. Today, female students comprise more than half of the University's enrollment.

In July 1996, the University's longest presidency, 24 years, came to an end when Rev. J. Donald Monan, S.J., became chancellor and was succeeded in the presidency by Rev. William P. Leahy, S.J. During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the upper campus and Newton campus, and the construction of a new office building for faculty and administration on lower campus. These projects provided on-campus housing for more than 80% of the University's undergraduates.

Since 1996, the University's endowment has grown from $590 million to approximately $1.5 billion, with the "Ever to Excel" campaign raising more than $440 million in gifts from approximately 90,000 donors.

In September 2002, Rev. William P. Leahy, S.J., initiated "The Church in the 21st Century" to examine critical issues confronting the Catholic Church. A milestone in the history of the University took place on June 29, 2004, when Boston College acquired 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston. The following November, the University also purchased 78.5 acres of land in Dover from the Dominican Fathers to serve as a retreat and conference center. In August 2007, the University purchased an additional 18 acres of Brighton land from the Archdiocese, including several administrative and academic buildings. On December 5, 2007, Boston College unveiled its 10-year, $1.6 billion expansion plan, including a recreation complex, residences for undergraduates, a fine arts district, and new athletic facilities.

In the fall of 2008, BC's new School of Theology and Ministry opened its doors on the Brighton campus. In 1939 Weston College had been designated as a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008 it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry. In June 2009, after a series of public hearings, the City of Boston gave its approval to BC's expansion plan for the Lower and Brighton campuses. In late August 2011, after 15 months of extensive renovations, Gasson Hall, the University's first building on the Heights, reopened for classes. Work on nearby Stokes Hall, the 186,000 square foot academic building on Middle Campus, is scheduled to finish in the fall of 2012, with classes beginning in spring of 2013.

Accreditation of the University

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of School and Colleges (NEASC) and has been accredited by NEASC since 1935.

CIHE is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education and adheres to the standards of the Council for Higher Education Accreditation. As part of CIHE's guidelines, member institutions of NEASC undergo a peer review process every ten years which involves the preparation of a comprehensive self-study. Boston College's next full review for accreditation will occur in 2017.

For information regarding the accreditation process please reference: http://cihe.neasc.org or the New England Association of School and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of this information, please contact the Boston College Office of Institutional Research at 617-552-3111 or oir@bc.edu. The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; School of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

The Campus

Located between Boston and Newton, Boston College benefits from its proximity to one of America's greatest cities and its setting in a quiet residential suburb. Often cited as a model of university planning, the Main Campus is located in idyllic Chestnut Hill, just six miles from the heart of culturally rich Boston.

The 120-acre Chestnut Hill campus comprises three levels: the Upper Campus, which contains undergraduate residence halls; the Middle Campus, which contains classrooms, laboratories, administrative offices, and student facilities; and the Lower Campus, which includes Robsham Theater, Conte Forum, and student residences as well as dining, recreational, and parking facilities.

The Newton Campus is situated one and one-half miles from the Chestnut Hill campus on a 40-acre site that includes Boston College Law School, as well as undergraduate dormitories, athletic fields, and student service facilities.

The Brighton Campus, recently acquired from the Archdiocese of Boston, is located across Commonwealth Avenue from the Chestnut Hill Campus on a 65-acre site that will include administrative offices, an arts district, an athletics complex, and residence halls.

ACADEMIC RESOURCES

Art and Performance

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theatre productions, ranging from classical to contemporary. Among the musical groups, students find a gospel choir, a pep band, a cappella groups, and jazz ensembles. The McMullen Museum of Art regularly mounts critically acclaimed exhibitions, including past surveys of work by Edvard Munch and Caravaggio. The Theatre Department presents six dramatic and musical productions each year while student organizations produce dozens of other projects. The annual Arts Festival is a 3-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts.

Campus Technology Resource Center (CTRC)

The CTRC, located on the second floor of the O'Neill Library (room 250), is a resource for campus technology support and services. The CTRC provides a productive environment for the creative use of technology to enhance the academic experience. They offer a wide range of services to the Boston College community including email, printing, scanning, video editing, and music technology stations. Users also have access to Windows and Macintosh computers for various standard and specialized software applications for word processing, spreadsheets, statistical analysis, programming, graphics production, database management, and faculty sponsored applications. The Walk-in Help Desk (located in O'Neill 248) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, and password assistance. To learn more, visit www.bc.edu/ctrc.

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email (help.center@bc.edu), and internet (www.bc.edu/help) to the BC community 24 hours a day, seven days a week.

The Hardware Repair Center

The Hardware Repair Center is located in O'Neill 208 and provides warranty and non-warranty repair of Apple, Dell, HP and Lenovo computers. For hours, rates and contact information please visit: http://www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html.

Language Laboratory

The Boston College Language Laboratory serves the language learning and teaching needs of all of the University's language and literature departments, non-native speakers of English and the BC community at large from its center in Lyons Hall, room 313. By providing access to installed and portable equipment to be used with audio, video, cable television and multimedia learning tools, the Lab pursues its mission to promote and facilitate the acquisition and enhancement of language skills and cultural competence. In addition to its listening/recording stations and teacher console, the facility includes: Mac and PC workstations, wireless laptops, laser printers, a materials development workstation, TV/video/DVD viewing rooms and media carrels, a CD listening station, and portable audio and video equipment.

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

The Language Lab also supports the course planning and classroom teaching needs of language and literature faculty by encouraging recommendations for new acquisitions, assisting in the preparation of course materials, and serving as a multimedia classroom for the facilitation of curricular programming, including student participation in online language and intercultural learning exchanges with global partners.

Boston College community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. For more information about the Language Laboratory, call 617-552-8473 or visit www.bc.edu/schools/cas/language.

The Libraries

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.1 million volumes and over 37,000 print and electronic serials. In addition to O'Neill, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Law School Library, the O'Connor Library (at the Weston Observatory), the Social Work Library, and the Theology and Ministry Library. Available in the Libraries are workstations with productivity software, scanners, networked printers, as well as group study rooms.

Digital Library Services

The Boston College Libraries provide online access to a wide range of articles in journals, magazines and newspapers, as well as e-books, government documents, images, streaming video and audio, and other digital content. These resources, as well as detailed information about physical books and other items in the Libraries, are accessible via a central online discovery system as well as more than 500 subject-specific databases.

Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan and WorldCat Local.

The Libraries also provide more than 240 online research guides, including guides for broad and narrow subjects and specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, text, 24/7 chat, and online tutorials.

The Boston College Libraries website is at http://bc.edu/libraries.

Digital Institutional Repository

The eScholarship@BC digital repository is a central online system maintained by the Boston College University Libraries. The goal is to showcase and preserve Boston College's scholarly output and to maximize research visibility and influence. eScholarship@BC encourages community contributors to archive and disseminate scholarly work, peer-reviewed publications, books, chapters, conference proceedings, and small data sets in an online open access environment.

eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College.

As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design and technical support to the journal staff. For access and more information about eScholarship@BC, visit www.bc.edu/escholarship.

United States Government Publications

Boston College Libraries is a member of the Federal Depository Library Program. O'Neill Library receives selective government documents in electronic format, and maintains a legacy print collection. These materials are available to the general public as well as to Boston College students, faculty, and staff. Researchers can locate government documents in the online discovery system, and through a number of databases such as ProQuest Congressional and Hein Online.

Questions about the availability of government publications should be directed to the Government Documents librarian or the Reference staff at O'Neill Library.

Media Center

The Media Center on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, compact discs, audiocassettes, and LPs. Media materials can be located via the online discovery system. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media materials, digital video cameras, and a scanning station.

Interlibrary Loan

An Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Books, journal articles, microfilm, and theses and government documents may be borrowed from other libraries across the nation. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the *Find It* option that appears in many online databases.

Boston Library Consortium

The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of New Hampshire, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries by using WorldCat Local, one of the databases available to the BC community. With a Consortium borrower's card, faculty and students may visit a BLC library and check-out directly from the member library. In order to receive a BLC card, ask at the O'Neill Circulation Desk for more information about the Consortium services.

Association of Research Libraries (ARL)

ARL is a nonprofit organization of 124 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of its membership and the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than $1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

The Libraries of Boston College include:

Bapst Art Library, a beautiful collegiate Gothic building that served as the main library for over 60 years, has been restored to its original splendor and houses the resources for library research in art, architecture, art history, and photography. A gallery which displays student artwork is located off the lobby, while the Graduate Study and Research Space is located in the mezzanine of the Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study 24 hours a day, five days a week when classes are in session. For more information, visit www.bc.edu/bapst.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 250,000 volumes, some 16 million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, please see www.bc.edu/burns. Burns sponsors an active exhibit and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at: www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

The **University Archives** are the official non-current papers and records of an institution that are retained permanently for their legal, fiscal, or historical values. The University Archives, a department within the John J. Burns Library, contains: the office records and documents of the various University offices, academic and other; copies of all University publications, including student publications; movie footage of Boston College football; some audiovisual materials; and tape recordings of the University Lecture Series and other significant events. A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the University Archives is the repository for the records of Newton College of the Sacred Heart (1946–1975) and the documents of the Jesuit Community of Boston College (1863–).

The **Educational Resource Center,** a state-of-the-art-center, serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and nonfiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These

materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit www.bc.edu/erc.

Located on the Newton Campus**,** the **Law School Library** has a collection of approximately 468,000 volumes and volume equivalents of legal and related materials in a variety of media. The collection includes primary source materials consisting of reports of judicial decisions and statutory materials as well as a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. Most law-related licensed databases, with the exception of LexisNexis and Westlaw, are open for the entire university's use and may be accessed remotely. The Library possesses substantial and growing collections of international and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit www.bc.edu/lawlibrary.

The **Catherine B. O'Connor Geophysics Library:** Located at Weston Observatory, this library contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit www.bc.edu/libraries/collections/weston.html.

The **Thomas P. O'Neill, Jr., Library** is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. Collections include approximately 2.1 million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit, www.bc.edu/libraries/collections/oneill.html.

The **Connors Family Learning Center (CFLC),** located on the second floor of O'Neill Library in the Eileen M. and John M. Connors, Jr., Learning Center, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. One of the CFLC's three professional staff members assists students with learning disabilities, helping to ensure their academic success at Boston College. The Center offers free peer tutoring as well as sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning.

The **Social Work Library,** located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Graduate School of Social Work. The collection also serves the departments of Psychology, Political Science, Sociology, Nursing, and related disciplines. Services are provided on-site by two librarians and two staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit www.bc.edu/libraries/collections/socialwork.html.

The **Theology and Ministry Library** (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in biblical studies, Catholic theology, history, canon law, and Jesuitana. The TML is a member library of the Boston Theological Institute Libraries and Resources Network whose libraries' combined collections number nearly a million and a half volumes in theology and related disciplines.

In addition, because of its close relationship to the highly respected *New Testament Abstracts* which are edited and published at Boston College, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information visit www.bc.edu/libraries/collections/theology.html.

Media Technology Services

Media Technology Services, a division of Information Technology Services, provides a full range of media and technology services to the entire University. MTS can assist members of the Boston College community who are using technology in the areas of teaching and learning, research projects, conference planning, and event support.

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services is located in Campion Hall, Room 36. For more information, call 617-552-4500 or visit www.bc.edu/offices/mts/home.html.

Divisions within MTS include:

- Classroom Support Services
- Graphic Services
- Photography Services
- Audio Services
- Video Services
- Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- Project Management and Technical Support Services

University Research Institutes and Centers

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

Boisi Center for Religion and American Public Life

Through its many campus events, seminars, publications, and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, and media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit www.bc.edu/boisi.

Center for Christian-Jewish Learning

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration, but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

The building of new, positive relationships between Jews and Christians requires sustained collaborative academic research. Therefore, under the Center's auspices, scholars and thinkers representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related, yet distinct, traditions of faith and culture.

The Center is thus dedicated to conducting educational research and to offering programs, both in the University and the wider community, in which Christians and Jews explore their traditions together. For more information, visit www.bc.edu/cjlearning.

Center for Corporate Citizenship

The Boston College Center for Corporate Citizenship has a membership base of 400 global companies who are committed to leveraging their social, economic, and human resources to ensure business success and a more just and sustainable world. The Center, which is a part of the Carroll School of Management, achieves results through the power of research, education, and member engagement. The Center offers publications including an electronic newsletter, research reports, and a weekly media monitor; professional development programs; and events that include an annual conference, roundtables, and regional meetings. Contact the Center for Corporate Citizenship at 617-552-4545, www.bccorporatecitizenship.org, or ccc@bc.edu.

Center for East Europe, Russia, and Asia

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages and Literatures, and Theology departments, and offer over 80 academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

Information is available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons Hall, Room 210) and Roberta Manning (History, Maloney Hall, Room 417).

Center for Human Rights and International Justice

The Center for Human Rights and International Justice, a collaborative effort of faculty from various departments and schools at Boston College, addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, applied research, and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit www.bc.edu/humanrights.

Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Rahner House, 96 College Road, or call 617-552-1777 or visit www.bc.edu/centers/cis.

Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. Our focus is conducting research and disseminating knowledge on current issues in higher education worldwide. We are concerned with academic institutions in the Jesuit tradition, as well as with other universities. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center activities include the publication of *International Higher Education,* a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

For more information on the Center for International Higher Education, visit www.bc.edu/cihe.

Center for Optimized Student Support

The mission of the Center for Optimized Student Support is to study the most effective ways to address the out-of-school factors impacting student learning and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, and the American Enterprise Institute. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's research experts explore trends in Social Security, private pensions, and other sources of retirement income and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

For more information on publications, events, and financial support programs, call (617-552-1762), send an email (crr@bc.edu), or visit the Center's website (http://crr.bc.edu).

Center for Student Formation

The Center for Student Formation engages students to explore the connection between their talents, dreams, and the world's deep needs. By incorporating faculty and staff into all areas of programming, the Center provides opportunities in which students may fully integrate their intellectual, social, and spiritual experiences. In addition to sponsoring events for faculty, staff, and students, the Center for Student Formation collaborates with University departments to serve as a resource for new program design and implementation.

Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education and is especially known for its work with large-scale assessment surveys such as the National Assessment of Educational Progress and in the analyses of policies related to test-based educator accountability.

Further information on CSTEEP is available on its website at www.bc.edu/research/csteep.

Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. The Center's mission is to create fresh and valid thinking about the spiritual foundations of wealth and philanthropy in order to create a wiser and more generous allocation of wealth. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming $41 trillion wealth transfer.

CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. Other initiatives include (1) educating fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision making about their finances and philanthropy; (2) analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; (3) estimating wealth transfer projections for states and metropolitan regions; and (4) analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Additionally, the Center had conducted the study titled "The Joys and Dilemmas of Wealth," which surveyed people worth $25 million or more and delved into the deeper meanings, opportunities, and hindrances facing wealth holders. The Center, known for its 2009 wealth transfer estimate of $41 trillion, has recently produced a completely revised Wealth Transfer model, indicating an even greater projection for wealth transfer than the 2009 study. Based on the new model, the Center has produced a wealth transfer reports for North Dakota and Rhode Island, and is now working on estimates for various Florida metro areas and counties as well as the Boston Metro Area.

Over the past 20 years, CWP has received generous support from the T. B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, Wells Fargo, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., the Boston Foundation, the John Templeton Foundation, the Wieler Family Foundation, Eaton Vance Investment Counsel, and Silver Bridge financial advisement. For more information, visit www.bc.edu/cwp.

Center for Work & Family

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to affect the lives and work environments of four million employees. As work-life issues continue to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center's values are:

- **Bridging Research and Practice:** We seek to advance the depth and quality of knowledge in the work-life field and serve as a bridge between academic research and organizational practice.
- **Transforming Organizations:** We believe any work-life initiative is also an organizational change initiative. We help identify and develop organizational models to meet the needs of a contemporary workforce and provide expertise to assist in implementing these changes successfully.
- **Strengthening Society:** We believe employers who recognize and manage the interdependence of work, family, and community build stronger organizations and a more vibrant society.

The Center's initiatives fall into three broad categories: workplace partnerships, research, and education.

- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships: the Work and Family Roundtable, established in 1990, the New England Work and Family Association (NEWFA), established in 1992, and the Global Workforce Roundtable, established in 2006.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employees' lives. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as customized educational programs that can be presented within organizations. The publications produced by the Center are available as educational resources, including an Executive Briefing Series, which addresses strategic issues relevant to the current business climate.

  For more information, visit www.bc.edu/cwf or follow @BCCWF.

Institute of Medieval Philosophy and Theology

The Institute is a center that unites the teaching and research efforts of the faculty members in the Philosophy and Theology departments who specialize in Christian, Jewish, and Arabic medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy or Theology departments, and students matriculate in one of these two departments. The focus of the Institute is on the relationship between medieval philosophy and theology and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships through the Philosophy and Theology Departments; sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

Formed in 1954, The Institute for Scientific Research (ISR) is the largest sponsored research center at Boston College. It embodies the University's motto "Ever to Excel." It has been and continues to be at the forefront of world-class innovative research.

Our highly skilled team of scientists, engineers, mathematicians, and research associates uses its expertise for theoretical and experimental studies that include space physics, space chemistry, solar-terrestrial research, space weather, and seismic studies.

Our current projects include heavenly explorations, such as observing the celestial sky to interpret the changes in infrared emissions in space, and earthbound pursuits, such as defining the effects of solar storms on space-based communication and navigation systems.

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include the following:

- Air Force Research Laboratory (AFRL)
- Air Force Office of Scientific Research (AFOSR)
- Office of Naval Research (ONR)
- National Science Foundation (NSF)
- National Aeronautics and Space Administration (NASA)
- Federal Aviation Administration (FAA)
- Other sponsors and partners from industry and academia

As an organized research institute at Boston College, ISR supports the research mission of Boston College to conduct national and international significant research that advances insight and understanding, enriches culture, and addresses pressing social needs. Through our research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit www.bc.edu/isr.

Institute for the Study and Promotion of Race and Culture (ISPRC)

The ISPRC was founded in 2000, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

The ISPRC solicits, designs, and disseminates effective interventions with a proactive, pragmatic focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. An annual Summer Workshop focuses on teaching applied skills to mental health professionals, educators, and students in related fields. For more information, visit www.bc.edu/isprc.

Irish Institute

The Irish Institute is a division of the Center for Irish Programs at Boston College. The mission of the Institute is to promote the peace and normalization process on the island of Ireland and to contribute to social, political, and economic stability through cross-border and cross-community cooperation. Professional development programming by the Institute introduces Irish and Northern Irish participants to successful models of best practices in the U.S., as well as offering an opportunity for cultural exchange that promotes mutual understanding among the U.S., Ireland, and Northern Ireland.

Since its founding in 1997, more than 1,000 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Irish Institute's 2012–2013 programming will address, among other issues, the relationship between the arts and business, cost-cutting policy making, disabilities and equal access, the marine economy, political leadership, social enterprise and unemployment, executive leadership, and global management strategy.

The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information, visit our website at www.bc.edu/irishinstitute or contact Director, Dr. Robert Mauro at 617-552-4503.

Jesuit Institute

The Jesuit Institute was established in 1988 to contribute towards the response to the question of identity. The Institute, initially funded by the Jesuit Community at Boston College, is not an additional or separate academic program. Rather, it is a research institute that works in cooperation with existing schools, programs, and faculty primarily but not exclusively at Boston College. Within an atmosphere of complete academic freedom essential to a university, the Institute engages positively in the intellectual exchange that constitutes the University. Its overarching purpose is to foster research and collaborate interchange upon those issues that emerge at the intersection of faith and culture. Through its programs, the Institute does this in two ways: by supporting the exploration of those religious and ethical questions raised by this intersection, and by supporting the presence of scholars committed to these questions. Visit www.bc.edu/centers/jesinst.

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986,

the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study). In 2011, nearly 90 countries and 900,000 students participated in TIMSS and PIRLS.

TIMSS assesses mathematics and science at 4th and 8th grades, as well as advanced mathematics and physics at 12th grade (TIMSS Advanced). PIRLS assesses reading comprehension at the fourth grade and has a less difficult version for developing countries (prePIRLS). The TIMSS & PIRLS International Study Center is funded by the International Association for the Evaluation of Educational Achievement (IEA), headquartered in The Netherlands. For more information, visit timss.bc.edu or pirls.bc.edu.

Weston Observatory of the Department of Earth and Environmental Sciences

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research division of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Observatory's Boston College Educational Seismology Project uses seismology as a medium for inviting students into the world of science research by inquiry-based learning through investigations of earthquakes recorded by seismographs located in dozens of K–12 classrooms. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school interns and BC students working on a variety of geophysical research projects to help the senior scientists for a unique educational opportunity. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the media, first responders, the general public, and other stakeholders.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and currently monitors earthquake activity in the northeast U.S., as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern scientific research equipment in a number of different areas of seismology research. For more information, visit www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

Athletics Department

In keeping with its tradition as a Catholic and Jesuit university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletics Department offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletics Department provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletics Department plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The University's pursuit of a just society is fostered through the Athletics Department's commitment to the highest standards of integrity, ethics, and honesty. The Athletics Department promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

The Athletics Department supports and promotes the University's goal of a diverse student body, faculty, and staff. In this spirit, the Athletics Department supports equitable opportunities for all students and staff, including minorities and women.

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, graduate students may obtain advice and guidance regarding career goals, internships, and job search techniques. Students may also network with BC alumni through LinkedIn accounts. Professional assistance and advice on navigating a comprehensive, educational Career Center website is available.

Graduate career services for business students are available through the Career Strategies Office of the Carroll School of Management, Graduate Programs. Law students also have their own career services office on the Newton Campus.

Office of Campus Ministry

Boston College is built on the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Campus ministers strive to serve the Boston College Catholic community, as well as support men and women of other faith traditions in their desire to deepen their relationship to God.

The Office of Campus Ministry provides regular opportunities for the celebration of the Eucharist, the Sacrament of Reconciliation, Confirmation and other sacraments on campus. It fosters involvement in these celebrations through the liturgical arts program, music ministry groups, and the training of lectors and Eucharistic ministers. Reconciliation services are scheduled during Advent and Lent, while individual confessions are available before Masses or by appointment Campus Ministry also supports Ecumenical and Multi-faith services throughout the year, such as the Interfaith Thanksgiving Service, the Martin Luther King Memorial Service, and the Service of Remembrance.

The Office of Campus Ministry offers opportunities for students and others to participate in experiences designed to promote justice and charity. Service projects include the Appalachia Volunteer Program (Spring and Summer), Urban Immersion, 4Boston, Loyola Volunteers, and the Arrupe International Service/Immersion trips to Belize, Nicaragua, El Salvador, Guatemala, Jamaica (Winter and Summer) and

Cuernavaca, Puebla, Chiapas, Morelos in Mexico. Campus Ministry also connects graduating seniors with the Jesuit Volunteer Corps and other postgraduate volunteer programs.

The Office of Campus Ministry provides pastoral counseling for anyone tested or confused by life's twists and turns and its ups and downs. It also offers spiritual guidance for students and others seeking to deepen their relationship to God through the Spiritual Exercises of St. Ignatius of Loyola. Further, Campus Ministry provides students with prayer group experiences (CURA) and religious retreats throughout the year, like Kairos, the Busy Student Retreat, and Manresa (the Silent Retreat)—all faithful to the Ignatian tradition.

Office of Campus Ministry is located in McElroy 233, 617-552-3475. For more information visit www.bc.edu/ministry.

Dining Services

Graduate students may open an optional Eagle-One account, which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts that are ideal for graduate and law students. Want to save money? Opening an optional Dining Bucks account saves you 10% on every purchase you make in a dining hall or outlet such as the Bean Counter or Hillside. Dining Bucks are also accepted in vending machines although with no discount. These accounts, which are fully refundable if you don't use them, may be opened online any time of the year through the Agora Portal.

Disability Services Office

Services for graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to students who provide appropriate documentation are individualized and may include, but are not limited to, sign language interpreters, CART services, electronic textbooks, extended time on exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. Additionally, parking permits are granted for temporarily disabled students. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact Assistant Dean Paulette Durrett at 617-552-3470 or visit www.bc.edu/disability.

Services and accommodations for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact Dr. Kathy Duggan at 617-552-8093 or visit www.bc.edu/connors.

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is a student-run organization that serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Graduate School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA coordinates the functions and activities of the Graduate African American, Hispanic, Asian, and Native American Student Association (Grad AHANA), and the Graduate International Student Association (GISA). The GSA serves two primary purposes: providing programming to meet graduate students' needs, and providing advocacy within the greater Boston College community for issues of import to graduate students. Membership in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is lead by an Executive Board consisting of a President, Vice-President, and Financial Director, and by a Senate consisting of one member each from the constitute schools, Grad AHANA, and GISA. The GSA is advised by the Office of Graduate Student Life. GSA offices are located in the Murray Graduate Student Center at 292 Hammond Street, across Beacon Street from Middle Campus. For more information, visit www.bc.edu/gsa.

The Office of Graduate Student Life/John Courtney Murray, S.J. Graduate Student Center

As part of the Division of Student Affairs, the mission of the Office of Graduate Student Life is to facilitate student learning and formation in their fullest sense (integrating intellectual, ethical, religious and spiritual, and emotional-social development) and to promote an inclusive community of engaged learners while advancing the Jesuit Catholic heritages and values of Boston College. To this end, the Office of Graduate Student Life provides outreach to graduate and professional students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both co-curricular and academic support to the graduate student community.

The John Courtney Murray, S.J. Graduate Student Center is an essential component of the Office's mission, serving as a center of hospitality and community building. It provides a number of services and amenities, including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and a free DVD lending library for all current graduate students. Spaces within the house can be reserved for events and group meetings. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

For more information about programs and services provided by the Office of Graduate Student Life, call 617-552-1855 or visit www.bc.edu/gsc.

University Health Services

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a fee-for-service basis.

All students may have access to the facilities for first aid or in case of an emergency.

The Health/Infirmary fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

Additional information is available at the University Health Services website: www.bc.edu/healthservices. For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center on the first floor of Cushing Hall.

Immunization

Graduate students registering at the credit levels listed below are required to comply with Massachusetts General Laws (the College Immunization Law):

School	Credit Level
Woods College of Advancing Studies—Graduate	9
College of Arts and Sciences—Graduate	9
Lynch School of Education—Graduate	9
Law	12
Carroll School of Management—Graduate	9
Connell School of Nursing—Graduate	9
Graduate School of Social Work	9
School of Theology and Ministry	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster (received within the past 10 years)
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing
- In addition, the Connell Graduate School of Nursing also requires the positive blood titers showing proof of immunity for measles, mumps, rubella, and varicella

If proof of immunization for measles, mumps, and/or rubella is not available for students enrolled in any graduate program, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration, and an administrative fee of $65 will be charged to your student account.

The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems.

University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling, psychological, and psychiatric services to the students of Boston College. The goal of UCS is to assist students in understanding and solving problems that interfere with their personal development and success as students. Services available include individual counseling and psychotherapy, psychiatric services, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center is to support students who seek opportunities to serve others. We do this by communicating volunteer needs, offering advisement and resources for service initiatives, providing educational opportunities, and collaborating with other University departments who engage with students in service. The Center supports the education and formation of our students by promoting conscientious service in the context of Catholic social teaching and contemporary Jesuit education. Services include:

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
- Community partnerships in the Greater Boston area
- Annual volunteer fairs
- An English Language Learners program for BC employees who practice their language skills with BC student tutors
- Post-graduate volunteer programming, including an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
- Advisement for domestic service projects
- Partnership with Big Brothers Big Sisters of Massachusetts Bay
- Support and training for University departments and student groups on volunteer projects
- Annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, Hoops for Hope, Jemez Pueblo Service Program, Nicaragua Faculty/Staff Immersion Trip

For more information, visit www.bc.edu/service.

ANNUAL NOTIFICATION OF RIGHTS

The Executive Director of Student Services and the Vice President for Student Affairs are responsible for notifying students annually of their rights under FERPA. The annual notice is to appear in the *Boston College Bulletin* and in the *Boston College Student Guide*.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.

  Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, and absent an exception under FERPA, the student is

to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

  Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended.

  If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information in their Agora Portal account under "Privacy Preferences." This must be done by the end of the first week of enrollment.

Disclosures to Parents of Students

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

CONSUMER NOTICES AND DISCLOSURES (HEOA)

The university provides access to all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA"), which reauthorized the Higher Education Act of 1965, at the following url: www.bc.edu/offices/evp/noticesanddisclosures.html. Each linked disclosure web page explains how to request a paper copy of that disclosure.

- **Institutional and Student Information,** including information regarding the University's academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information,** including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, standards for maintaining aid, disbursements and repayment), student employment information and exit counseling information, and how to reach Office of Financial Aid;
- **Student Outcomes,** including information regarding retention rates, graduation rates, and placement and education of graduates;
- **Vaccination Policy,** including the University's policies with respect to immunizations required under Massachusetts law;
- **Annual Campus Security and Fire Safety Report,** including statistics for the previous three years concerning reported crimes

that occurred on campus and on public property immediately adjacent to and accessible from the campus and fires that occurred in on-campus housing facilities, and descriptions of the campus safety programs and policies, including information regarding safety notification and emergency response procedures, missing student notification procedures, campus law enforcement, sexual assault programs, and fire safety programs;

- **Drug-Free Campus and Workplace Program,** including Boston College's standards of conduct and legal sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, including sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free; and
- **Athletic Program Information,** describing how to request a report about the University's athletic programs that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs from the Office of the Financial Vice President and Treasurer.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teach Grants, Federal Direct Loans (Stafford and PLUS), Federal Perkins Loans, and Federal Work-Study, as well as Nursing Loans.

Financial aid application materials generally become available on the Student Services website (www.bc.edu/finaid) each January for the following academic year. Students wishing to be considered for assistance from federal, state, or institutional sources must complete all required forms.

For more complete information on financial aid at Boston College, visit the Student Services website at www.bc.edu/finaid. Graduate and professional students should consult their school or department for specific policies regarding financial aid.

General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving any Federal Loans are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All financial aid awards are made under the assumption that the student status (full-time, three-quarter-time, or half-time) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award.

A student's enrollment in a study abroad program approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs.

Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Direct Loans (Stafford), Federal Subsidized Direct Loans (Stafford), Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. **Returning funds to these programs could result in a balance coming due to the University on the student's account.**

In addition, federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Aid Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.

- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Direct Loan (Stafford)) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination on the basis of their race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover, it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Phone: 617-552-2323
Email: diversity@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or (jody.mooradian@bc.edu).

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

OFF-CAMPUS HOUSING

The University operates an Off-Campus Housing office located in Maloney Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available on the Residential Life website.

TUITION AND FEES

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, Social Work, and School of Theology and Ministry are billed on or about July 15 and August 15 for the fall and December 15 for the spring. Payment is due by September 15 and January 11, respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 10 and by December 10.

There is a $150 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

Tuition in the Woods College of Advancing Studies is due upon registration. All billing statements are sent electronically. Visit www.bc.edu/mybill for more information.

Graduate Tuition

Graduate School of Arts and Sciences**
Tuition per credit hour: 1,292
Auditor's fee***—per credit hour:.....646

Lynch School of Education, Graduate Programs**
Tuition per credit hour: 1,166
Auditor's fee***—per credit hour:.....583

Carroll School of Management, Graduate Programs**
Tuition per credit hour: 1,372
Auditor's fee***—per credit hour:.....686

Connell School of Nursing, Graduate Programs**
Tuition per credit hour: 1,120
Auditor's fee***—per credit hour:.....560

Graduate School of Social Work**
Tuition per credit hour: 992
Auditor's fee***—per credit hour:.....496

Law School**
Tuition per semester: 21,585
Tuition per credit hour (AY):.....1,881
Tuition per credit hour (Summer): 1,660

School of Theology and Ministry**
Tuition per credit hour: 882
Auditor's fee***—per credit hour:.....441

Summer tuition per credit hour: 694
Summer auditor's fee***—per credit hour: 347

Woods Graduate College of Advancing Studies
Tuition per credit hour: 686

Summer Session**
Tuition per credit hour: 686
Auditor's fee***—per credit hour:.....343

**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

***Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

Graduate General Fees*

Acceptance Deposit
Lynch School of Education, Graduate Programs:.....275
Connell School of Nursing, Graduate Programs: 400
Carroll School of Management,
Graduate Programs—part-time: 200
Carroll School of Management,
Graduate Programs—full-time: 1,500
Law School—J.D. Program***:.....500
Law School—LL.M. Program: 500
Graduate School of Social Work.....200

***Initial deposit due by April 15 with an additional $500 due by June 1.

Activity Fee—Per Semester***
(GSAS; LSOE, Graduate Programs; CSON, Graduate Programs; GSSW; STM)
7 credits or more per semester:.....45
Fewer than 7 credits per semester:.....30

Activity Fee—Per Semester***
(CSOM, Graduate Programs)
7 credits or more per semester:.....55
Fewer than 7 credits per semester:.....30

Activity Fee (Law School).....136

Application Fee (Non-Refundable)
Graduate School of Arts and Sciences: 70
Lynch School of Education, Graduate Programs:.....65
Carroll School of Management, Graduate Programs: 100
Connell School of Nursing, Graduate Programs: 50
Graduate School of Social Work: 40
Law School: 75
School of Theology and Ministry:.....70

Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)
Graduate School of Arts and Sciences: 1,242
Lynch School of Education, Graduate Programs:.....1,122
Carroll School of Management, Graduate Programs: 1,320
Connell School of Nursing, Graduate Programs: 1,092
Graduate School of Social Work: 972

Interim Study:.....30
Laboratory Fee (Per Semester): ..... up to 930
Late Payment Fee:.....150
Massachusetts Medical Insurance (Per Year): 2,108
(966 fall semester; 1,142 spring semester)

Microfilm and Binding
Doctoral Dissertation:.....125
Master's Thesis:.....90
Copyright Fee (Optional): 45

Student Identification Card: 30
(mandatory for all new students)

*All fees are proposed and subject to change.

***Students who are in off-campus satellite programs in the School of Social Work are exempt from the activity fee.

Collection Cost and Fees: The student is responsible for any collection costs should his or her account be turned over to a collection agency as well as any court costs or fees should the account be turned over to an attorney.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Massachusetts Medical Insurance

In accordance with the Commonwealth of Massachusetts' law and the policies of Boston College, all students who are registered in a degree program and all international students will automatically be charged by Boston College for medical insurance.

Non-degree students who are registered at least 75 percent of the full-time credit load (see chart below) will also be charged unless waiver information is submitted. Failure to maintain these credit levels will result in the termination of the medical insurance. It is the student's responsibility to monitor their eligibility status.

- Graduate Woods College of Advancing Studies—7 or more
- Graduate Arts and Sciences—7 or more
- Graduate Education—7 or more
- Graduate Management—7 or more
- Graduate Nursing—7 or more
- Graduate Social Work—7 or more
- Law School—12 or more
- School of Theology and Ministry—7 or more

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at www.bc.edu/medinsurance.

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at portal.bc.edu. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 14, 2012, for the fall semester and by January 25, 2013, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

- First three checks returned: $25 per check
- All additional checks: $40 per check
- Any check in excess of $2,000: $65 per check

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Graduate Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- by Sept. 12, 2012: 100% of tuition charged is cancelled
- by Sept. 14, 2012: 80% of tuition charged is cancelled
- by Sept. 21, 2012: 60% of tuition charged is cancelled
- by Sept. 28, 2012: 40% of tuition charged is cancelled
- by Oct. 5, 2012: 20% of tuition charged is cancelled

Second Semester

- by Jan. 23, 2013: 100% of tuition charged is cancelled
- by Jan. 25, 2013: 80% of tuition charged is cancelled
- by Feb. 1, 2013: 60% of tuition charged is cancelled
- by Feb. 8, 2013: 40% of tuition charged is cancelled
- by Feb. 15, 2013: 20% of tuition charged is cancelled

No cancellations are made after the fifth week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by Aug. 24, 2012: 100% of tuition charged is cancelled
- by Sept. 7, 2012: 80% of tuition charged is cancelled
- by Sept. 14, 2012: 60% of tuition charged is cancelled
- by Sept. 21, 2012: 40% of tuition charged is cancelled
- by Sept. 28, 2012: 20% of tuition charged is cancelled

Second Semester

- by Jan. 4, 2013: 100% of tuition charged is cancelled
- by Jan. 18, 2013: 80% of tuition charged is cancelled
- by Jan. 25, 2013: 60% of tuition charged is cancelled
- by Feb. 1, 2013: 40% of tuition charged is cancelled
- by Feb. 8, 2013: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

By the second day of class, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second day of class.

Federal Regulations Governing Refunds

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund through his/her Agora Portal account at portal.bc.edu. If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and PLUS Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

National Student Clearinghouse

Boston College is a member of the National Student Clearinghouse. The National Student Clearinghouse is responsible for the processing of Student Loan Deferment forms for Direct Subsidized and Direct Unsubsidized, PLUS, and Perkins loans.

Student deferment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferment form from their lender, fill out the student portion, list the semester for which they are deferring, and then turn it into the Office of Student Services in Lyons Hall.

Boston College has also authorized the National Student Clearinghouse to provide degree and enrollment verifications.

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at www.studentclearinghouse.org.

Boston College Graduate Degree Programs

Graduate School of Arts and Sciences

Biology: M.S.T., Ph.D.
Chemistry:* M.S., M.S.T., Ph.D.
Classics: M.A.
Economics: M.A., Ph.D.
English: M.A., M.A.T., Ph.D.
French: M.A., M.A.T.
Geology: M.S., M.S.T.
Geophysics: M.S., M.S.T.
Greek: M.A.
Hispanic Studies: M.A.
History: M.A., M.A.T., Ph.D.
Irish Literature and Culture: English, M.A.
Italian: M.A., M.A.T.
Latin: M.A.
Latin and Classical Humanities: M.A.T.
Linguistics: M.A., M.A.T.
Mathematics: M.A., M.S.T., Ph.D.
Philosophy: M.A., Ph.D.
Physics:* M.S., M.S.T., Ph.D.
Political Science: M.A., Ph.D.
Psychology: M.A., Ph.D.
Russian: M.A., M.A.T.
Slavic Studies: M.A., M.A.T.
Sociology: M.A., Ph.D.
Spanish: M.A.T.
Theology: Ph.D.
*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Fifth Year Programs—Graduate School of Arts and Sciences

Linguistics: B.A./M.A.
Philosophy: B.A./M.A.
Psychology: B.A./M.A.
Psychology/Social Work: B.A./M.S.W.
(B.A. Psychology majors only)
Russian: B.A./M.A.
Slavic Studies: B.A./M.A.

Sociology: B.A./M.A.
Sociology/Social Work: B.A./M.S.W.
Theology: B.A./M.A.
Theology/Pastoral Ministry: B.A./M.A.
Theology/Religious Education: B.A./M.Ed.

Dual Degree Programs—Graduate School of Arts and Sciences
Biology/Management: M.S./M.B.A.
French/Management: M.A./M.B.A.
Geology/Management: M.S./M.B.A.
Geophysics/Management: M.S./M.B.A.
Hispanic Studies/Management: M.A./M.B.A.
Italian/Management: M.A./M.B.A.
Linguistics/Management: M.A./M.B.A.
Mathematics/Management: M.A./M.B.A.
Philosophy: M.A./J.D., Ph.D./J.D.
Political Science/Management: M.A./M.B.A.
Russian/Management: M.A./M.B.A.
Slavic and Eastern Languages and Literatures: M.A./J.D.
Slavic Studies/Management: M.B.A./M.A.
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

School of Theology and Ministry
Theology and Ministry: M.Div., M.A., M.T.S., Th.M.
Sacred Theology: S.T.B., S.T.L., S.T.D.
Religious Education: M.Ed., C.A.E.S.
Theology and Education: Ph.D.

Fifth Year Programs—School of Theology and Ministry
Theology: B.A./M.T.S.
Theology and Ministry: B.A./M.A.

Dual Degree Programs—School of Theology and Ministry
Pastoral Ministry/Counseling Psychology: M.A./M.A.
Pastoral Ministry/Nursing: M.A./M.S.
Pastoral Ministry/Social Work: M.A./M.S.W.
Pastoral Ministry/Business Administration: M.A./M.B.A.

Joint Degree Programs—School of Theology and Ministry
Catholic Educational Leadership:
M.Ed. in Religious Education, Catholic School Leadership concentration (with LSOE)
M.A. in Higher Education, Catholic University Leadership concentration (with LSOE)
M.Ed. Educational Administration and Catholic School Leadership (with LSOE)

Lynch School of Education, Graduate Programs
Applied Developmental and Educational Psychology: M.A., Ph.D.
Educational Leadership: M.Ed., C.A.E.S., Ed.D.
Counseling Psychology: M.A., Ph.D.
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.
Early Childhood Education: M.Ed.
Educational Research, Measurement and Evaluation: M.Ed., Ph.D.
Elementary Education: M.Ed.
Higher Education: M.A., Ph.D.
Professional Licensure in English, History, Earth Science Biology, Mathematics, Elementary Education, and Reading: M.A.T., M.S.T.
Reading/Literacy Teaching: M.Ed., C.A.E.S.
Secondary Education: M.Ed., M.A.T., M.S.T.
Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.
Special Education (Students with Severe Special Needs): M.Ed., C.A.E.S.

Fifth Year Programs—Lynch School of Education, Graduate Programs
Applied Developmental and Educational Psychology: B.A./M.A.
Curriculum and Instruction: B.A./M.Ed.
Early Childhood Education: B.A./M.Ed.
Educational Research, Measurement and Evaluation: B.A./M.Ed.
Elementary Education: B.A./M.Ed.
Higher Education: B.A./M.Ed.
Moderate Special Needs: B.A./M.Ed.
Secondary Education: B.A./M.Ed.
Severe Special Needs: B.A./M.Ed.

Dual Degree Programs—Lynch School of Education, Graduate Programs
Counseling/Pastoral Ministry: M.A./M.A.
Curriculum and Instruction/Law: M.Ed./J.D.
Higher Education/Law: M.A./J.D.
Higher Education/Management: M.A./M.B.A.

Early Admit Programs—Lynch School of Education, Graduate Programs
Mental Health Counseling: B.A./M.A.
School Counseling: B.A./M.A.

Law School
Law: J.D.
Law: LL.M.

Dual Degree Programs—Law School
Law/Education: J.D./M.Ed., J.D./M.A.
Law/Management: J.D./M.B.A.
Law/Philosophy: J.D./M.A., J.D./Ph.D.
Law/Social Work: J.D./M.S.W.

Carroll School of Management, Graduate Programs
Accounting: M.S.
Business Administration: M.B.A.
Finance: M.S., Ph.D.
Management and Organization: Ph.D.

Dual Degree Programs—Carroll School of Management, Graduate Programs
Accounting: M.B.A./M.S.
Finance: M.B.A./M.S.
Management/French: M.B.A./M.A.
Management/Geology and Geophysics: M.B.A./M.S.

Management/Higher Education: M.B.A./M.A.
Management/Hispanic Studies: M.B.A./M.A.
Management/Italian: M.B.A./M.A.
Management/Law: M.B.A./J.D.
Management/Linguistics: M.B.A./M.A.
Management/Mathematics: M.B.A./M.A.
Management/Nursing: M.B.A./M.S.
Management/Pastoral Ministry: M.B.A./M.A.
Management/Political Science: M.B.A./M.A.
Management/Russian: M.B.A./M.A.
Management/Slavic Studies: M.B.A./M.A.
Management/Social Work: M.B.A./M.S.W.
Management/Sociology: M.B.A./M.A./Ph.D.
Management/Urban & Environmental Policy and Planning: M.B.A/M.A.U.E.P.P. (in conjunction with Tufts University)

Connell School of Nursing, Graduate Programs
Nursing: B.S./M.S., M.S., Ph.D.

Dual Degree Programs—Connell School of Nursing, Graduate Programs
Nursing/Management: M.S./M.B.A.
Nursing/Pastoral Ministry: M.S./M.A.

Graduate School of Social Work
Social Work: M.S.W., Ph.D., M.S.W./Ph.D.

Fifth Year Programs—Graduate School of Social Work
Social Work/Applied Psychology and Human Development: B.A./M.S.W.
Social Work/Psychology: B.A./M.S.W.
Social Work/Sociology: B.A./M.S.W.

Dual Degree Programs—Graduate School of Social Work
Social Work/Law: M.S.W./J.D.
Social Work/Management: M.S.W./M.B.A.
Social Work/Pastoral Ministry: M.S.W./M.A.

Woods Graduate College of Advancing Studies
Administrative Studies: M.S.

ACADEMIC INTEGRITY

Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but it also undermines the educational process.

Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

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.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

Academic and Professional Integrity

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

Expected ethical behavior in clinical situations is based on the American Nurses' Association Code for Nurses. Students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessments and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients.

Research Integrity and Responsible Conduct of Science

Scientific integrity, the conscious adherence to a set of ethical principles, is the hallmark of all scholarly disciplines, including nursing. Boston College is guided by the ethical principles regarding all research involving human subjects. Graduate students in the School of Nursing who plan to conduct research with humans or material of human origins must submit their research proposals to the Boston College Institutional Review Board (BCIRB) for review and approval prior to carrying out the project. See the web site www.bc.edu/research/rcip/human/.

It is their responsibility to be familiar with, and understand, the University policy on academic integrity. Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth on the following page.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate.
- Instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus or other documents prepared for the academic experience that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

Academic Deans

The academic deans have overall responsibility for academic integrity within their schools which includes the following:

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

Graduate and professional students should refer to their department or school for procedures for adjudicating alleged violations of academic integrity. Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation invoved, and/or the student's previous record of violations. Appeal of decision may be made to the representative of the department or school whose decision will be final.

ACADEMIC REGULATIONS

University-wide academic regulations that pertain to all graduate and professional students are presented below. Students are expected to become familiar with the regulations that are specific to their school.

To learn about each school's academic regulations, please refer to the following sites:

Graduate School of Arts and Sciences
www.bc.edu/schools/gsas/policies.html
Lynch School of Education, Graduate Programs
Master's Students: www.bc.edu/content/bc/schools/lsoe/academics/Graduate/masters_policies.html
Doctoral Students: www.bc.edu/content/bc/schools/lsoe/academics/Graduate/phd_policies.html
Carroll School of Management, Graduate Programs
www.bc.edu/content/dam/files/schools/csom_sites/graduate/2012-13GSOMhandbook.pdf
Connell School of Nursing, Graduate Programs
www.bc.edu/content/dam/files/schools/son/pdf2/gradhandbook_12-13.pdf
Graduate School of Social Work
www.bc.edu/schools/gssw/academics/academic-policies.html
Law School
http://www.bc.edu/content/dam/files/schools/law/pdf/academics/academic_policies_procedures2012-13.pdf
School of Theology and Ministry
www.bc.edu/content/bc/schools/stm/acadprog/stmserv/acadpol.html
Woods College of Advancing Studies
www.bc.edu/content/bc/schools/advstudies/master/policies.html

Academic Regulations are effective from September of the current academic year (2012–2013) except where a different date is explicitly stated. If there have been changes in the Academic Regulations since a readmitted student was last enrolled, the Academic Regulations in effect at the time of the student's readmission will apply unless the dean or designee decide differently.

Academic Grievances

If the student feels that a grade is unfair, the student should first make an appointment to see the professor, bring a copy of the paper or exam in question, and request that she or he explain why and how the grade was determined. If, after discussing the grade with the faculty member, the student still feels the grade is unfair, the student may appeal to the chairperson of the department in which the course is offered. If this discussion does not produce a satis¬factory resolution, the student may file a formal appeal. The graduate associate dean will explain this procedure.

Academic Record

A record of each graduate or professional student's academic work is prepared and maintained permanently by the Office of Student

Services. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

Attendance

Students are expected to attend classes regularly. Students who are absent from class or clinical practica will be evaluated by the faculty as to their ability to meet course objectives. Students are expected to notify faculty prior to a scheduled clinical session if they will be absent or tardy. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in the course.

Professors will announce, reasonably well in advance, tests, examinations and other forms of assessment based on the material covered in the course, as well as other assigned material. A student who is absent from a course is responsible for obtaining knowledge of what happened in the course, especially information about announced tests, papers, or other assignments.

A student who is absent from a course on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a makeup will be allowed.

In some instances, a student misses too many classes or clinical days to satisfactorily complete the course. In such cases the student should discuss withdrawing from the course with the professor and academic advisor. All withdrawal requests are signed by the associate dean.

In the case of an anticipated prolonged absence for illness or injury, the student obtains a leave of absence form from the office of the associate dean for graduate programs. The dean will notify the student's professors of the leave of absence. Students who miss classes or clinical experience for religious reasons should discuss this with the faculty member in advance so alternative arrangements can be made.

Absences for Religious Reasons

Any graduate or professional student who is unable, because of his or her religious beliefs, to attend classes, internships, or practica, or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors and supervisors at the end of the first course meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

Audits

Graduate nursing students may register for an audit online. Students should consult the dean's office for specific policies regarding audits.

Comprehensive Examination or Qualifying Papers: Doctoral Students

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

Comprehensive Examination: Master's Students

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

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

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

Continuation: Doctoral Candidacy

If more than two semesters are needed to complete the defense of the dissertation, the student registers for NU 999 Doctoral Continuation each semester until successful defense of the dissertation. All students are required to register and pay for doctoral continuation during each semester of their candidacy. Students register for doctoral continuation after completing all courses including the required two or more semesters of dissertation-related coursework. Failure to register for Doctoral Continuation can affect access to BC resources such as e-mail, library, databases, and other support services and resources. Payment of equivalent doctoral enrollment fees is required before a student can return after a lapse in enrollment.

Cross Registration

The Consortium

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University. Graduate students in the School of Nursing may cross register for one course each semester at Boston University, Brandeis, and Tufts. Cross registration materials are available in Lyons Hall/Student Services. Prior approval by the host institution is necessary. The student should consult with the appropriate BC consortium liaison at the host school about cross registration. Before registering for courses in the consortium, students are required to seek approval from their academic advisor and the associate dean for graduate programs. Cross registration is not available during the summer sessions.

Graduate Consortium in Women's Studies

Eligible graduate and professional students enrolled in degree programs during the academic year may apply to participate in the Graduate Consortium in Women's Studies, an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from nine member schools: Boston College, Boston University, Brandeis University, Harvard University, MIT, Northeastern, Simmons, Tufts, and UMass Boston. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in this consortium. Eligible students need to obtain permission from their department or school. Registration forms will be mailed from the Consortium to accepted students.

Enrollment Status

Full-Time Enrollment Status

Master students and Doctoral students are considered full-time in the graduate nursing program if they are taking a minimum of 9 credits of coursework per semester. Master students are also considered full-time when they are enrolled in their 6 credit clinical practicum course. Doctoral students are considered full-time when they are enrolled in their Dissertation Advisement coursework NU 901 and NU 902.

Final Examinations

For graduate level courses that have final examinations, professors may use the University's final examination schedule, which is public and set before classes begin, or they may set the day and time of their final examination in the syllabus or document prepared explicitly for the academic experience. All students are responsible for knowing when their final examinations will take place and for taking examinations at the scheduled time. Students who miss a final examination are not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. Students who are not able to take a final examination during its scheduled time should contact the person designated by the department or school, preferably prior to the examination date, to inform them of their situation and to make alternative arrangements if granted permission to do so.

Foreign Language Requirement: Doctoral Students

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

Grading

In each graduate course, in which a graduate or professional student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, U, P, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

A pass/fail option is available for a limited number of courses. A U grade is recorded for ungraded courses such as doctoral continuation.

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

Grading Scale

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

- A 94–100%
- A- 90–93
- B+ 87–89
- B 84–86
- B- 80–83
- C 74–79
- F Below 74
- P No effect on GPA
- U No effect on GPA

Grade Changes

Grade changes should be made only for exceptional reasons. The grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete. Incompletes may be granted to provide a student time to finish his or her course work after the date set for the course examination or in the course syllabus. Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester. If a course in which the student has an incomplete is not a prerequisite, the course must be completed within four months.

All I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer except for students in the Graduate School of Social Work and the Law School. Any exception must have approval of the associate dean for graduate programs. All courses must be successfully completed in order for students to be eligible to sit for master's or doctoral comprehensive examinations.

Pass/Fail Electives

The GPA will not be affected by a P, but if the student fails the course, the F is calculated into the GPA. Connell School of Nursing students enroll in NU 810, NU 811, NU 812, NU 813, NU 901, and NU 902 on a pass/fail basis.

Good Standing

Grades, satisfactory performance in internships and practica, and timely completion of degree requirements determine a student's good standing in his or her program. Students should be informed in a timely manner if their good standing is in jeopardy and the conditions needed to maintain or establish good standing.

The following policies apply to overall grade point average and course grades for students in the master's program (1st year Master's Entry Students policy below).

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

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

The first semester of the Master's Entry program is considered probationary. Students must meet the requirement of achieving a minimum grade of B (84) in every class in the fall in order to progress to the spring. Students must also pass clinical competency exams in no more than two attempts or they will receive a failing grade in the clinical course. The curriculum allows no time for remediation. Students will not be allowed to repeat courses if they receive less than a B in any course or if they withdraw. A 3.0 cumulative grade point average must be maintained.

Graduation

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online through their Agora Portal at portal.bc.edu by the following dates:

- Last day of drop/add in January for May graduation
- May 1 for August graduation
- Last day of drop/add in September for December graduation

Leave of Absence

Voluntary Leave of Absence

Graduate students who do not register for course work, Thesis or Dissertation Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not normally granted for more than one semester at a time, and are rarely granted for students on Doctoral Continuation. Students may apply for a personal or medical leave of absence. As described below, appropriate documentation is required for a medical leave of absence.

Students may obtain a personal or medical leave of absence form online at www.bc.edu/studentservices and submit it for their school's Associate Dean's approval.

Leave time for either a personal or medical leave of absence will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean. Students must meet any conditions specified for return from a leave of absence. Students on leave of absence must still follow procedures and deadlines for initiating the placement process for clinical practica; clinical placements may not be available if these requirements are not followed. Students must notify the graduate office by March 1 prior to academic year in which they plan to return and enroll in clinical practica.

Medical Leave of Absence

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to Counseling Services or Health Services as applicable, who will review it in confidence and make a recommendation to the student's Associate Dean, who must approve the leave. The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. Students seeking to return from leave are encouraged to contact the Associate Dean as soon as possible prior to seeking readmission, but in no event later than eight (8) weeks prior to the desired admission date. Students seeking to return to a practicum, clinical, or field education placement must contact the Associate Dean expressing the intent to seek readmission at least a full semester before the desired return.

At the time of requesting a medical leave, please consult the academic dean with regard to school policy concerning funding upon return.

Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Please consult with the Office of Student Services to learn more about this policy, or visit www.bc.edu/medinsurance. Students granted a medical leave because of a severe medical situation may be entitled to a semester's tuition credit to be provided upon readmission.

Involuntary Leave of Absence

Students may be separated from the University for academic reasons (please refer to specific school or department policies for more information) or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others. For additional information, visit www.bc.edu/publications/studentguide/judicial.html.

Readmission

Students should consult with the academic dean or designee of their school for information about school-specific policies and procedures related to readmission.

In instances where a sustained period of time has elapsed since a student was last enrolled, the academic dean or designee of the school, in consultation with the school's Academic Standards Committee and/or the appropriate representative of the student's department will decide the status of student seeking readmission. In determining which, if any academic requirements remain to be completed after readmission and before awarding the degree, the factors that will be considered include but are not limited to:

1. Currency of the student's knowledge in select content areas;
2. Relevancy of courses completed at Boston College to current degree requirements;
3. Rigor of courses completed at Boston College to current degree requirements;
4. Academic work completed elsewhere that is relevant to degree requirements;
5. Length of absence.

In all readmission cases, the decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

Summer Courses

In graduate programs, summer courses may be an integral part of the curriculum. The Graduate School of Nursing usually offers several courses during Summer Session I and Summer Session II. Courses with less than 10 students may be cancelled.

Time-to-Degree

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

Transcripts

All current graduate and professional students submit requests for academic transcripts through their Agora Portal at portal.bc.edu. Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48 to 72 hours of receipt. For more information, visit www.bc.edu/transcripts.

Transcript/Diploma Holds

The University will not issue diplomas or release transcripts for any graduate or professional student with an outstanding financial obligation to the University, which includes failure to complete a mandatory loan exit interview.

Transfer of Credit

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

University Communication Policies and Student Responsibilities

Official communications of the University with its currently enrolled graduate and professional students, including notices of academic and administrative matters and communications from faculty and administrative staff, may be sent via postal service, campus mail, or email. To assure that these communications arrive in a timely manner, all enrolled students have the following responsibilities:

Postal service and Campus mail: For purposes of written communication, the student's local and permanent addresses on record at the Office of Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses and to enter corrections through their Agora Portal if the addresses are not accurate in University records. Students should review their address record for accuracy at the beginning of each semester and again soon after submitting any corrections.

Email: The University recognizes and uses electronic mail as an appropriate medium for official communication. The University provides all enrolled students with email accounts as well as access to email services from computer stations at various locations on campus. All students are expected to access their email accounts regularly, to check for official University communications, and to respond as necessary to such communications.

Students may forward their email messages from their University email accounts to non-university email systems. In such cases, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to deliver or retain official University communications. Students should send test messages to and from their University email account on a regular basis, to confirm that their email service is functioning reliably.

All student responses to official email communications from the University must contain the student's University email address in the "From:" and "Reply To:" lines and should originate from the student's University email account, to assure that the response can be recognized as a message from a member of the University community.

Withdrawal from a Course

Graduate and professional students who withdraw from a course after the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course all students must go to the Forms page of the Office of Student Services website, print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Graduate and professional students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Associate Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

University Awards and Honors

Academic Awards

Academic awards are contingent upon compliance with all academic standards and regulations. Stipends and scholarships are available to aid promising graduate students in the pursuit of their studies, including: University fellowships (PhD students), teaching assistantships, research assistantships, tuition remission, scholarships, and federal traineeships (depending on federal funding). A special application is required for consideration for a traineeship. A limited number of School of Nursing scholarships are available. Students should check emails for other scholarships that may become available. The scholastic requirements for obtaining these stipend or scholarship awards are necessarily more exacting than those for simply securing admission to the graduate school.

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

Connell School of Nursing

GRADUATE PROGRAMS

The William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and leadership.

Doctor of Philosophy Degree Program with a Major in Nursing

The Ph.D. Program in Nursing focuses on preparation for leadership roles in advancing nursing science, especially in clinical nursing research.

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

Low student-to-faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University, our consortium University partners, and in the research and clinical academic centers of the Greater Boston area.

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

A combined M.S./Ph.D. option is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical research is conducted. Graduates are also prepared to begin a program of research through post-doctoral work.

Program of Study

Substantive content is acquired by taking cognates and electives to acquire and support specialty content needed to complete the dissertation. The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement.

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

- NU 701 Epistemology of Nursing—3 credits
- PL 593 Philosophy of Science—3 credits
- NU 712 Nursing Science Processes and Outcomes—3 credits
- NU 714 Healthcare Policy: Moral and Sociopolitical Influences—3 credits
- NU 751 Advanced Qualitative Research Methods—3 credits
- NU 752 Advanced Quantitative Research Methods for Healthcare—3 credits
- Statistics/Computer Application and Analysis of Data—3 credits
- Advanced Qualitative/Quantitative Methods—3 credits
- NU 810–813 Research Practicum I–IV—4 credits
- Cognates—6 credits
- Research Electives—6 credits
- NU 998 Doctoral Comprehensives—1 credit
- NU 901 Dissertation Advisement—3 credits
- NU 902 Dissertation Advisement—3 credits
- NU 999 Doctoral Continuation—1 credit

The areas of study are reflected in the following credit designation.

- Knowledge Development/Substance—12 credits
- Required Research Courses—12 credits
- Research Electives—6 credits
- Cognates—6 credits
- Research Practicum I–IV—4 credits
- Dissertation Advisement—6 credits

Total: 46 credits

Doctoral Student Interdisciplinary Research Day

Annual interdisciplinary seminars provide doctoral students with opportunities to present their research to their peers, interdisciplinary colleagues, and faculty.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- 3-credit introductory or higher level statistics course
- Writing sample
- Official report of the Graduate Record Examination scores (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.
- Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is December 31. Please visit www.bc.edu/nursing for additional information and application materials.

Financial Aid

There are three major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to eligible full-time students each year on a competitive basis. Full tuition and a stipend are provided for up to three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Students are encouraged to apply for a competitive individual National Research Service Award to assist with tuition and provide a stipend.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science degree program is to prepare nurses in advanced nursing practice, including clinical nurse specialist, nurse practitioner, and nurse anesthetist. Areas of clinical specialization are as follows: Adult Gerontological Health, Community Health, Palliative Care (as a sub-specialty), Pediatric, Women's Health, Psychiatric Mental Health Nursing, Nurse Anesthesia, and Forensics (as a sub-specialty).

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to providing theory- and evidence-based direct care, provides leadership in nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare management, and participation in research to improve the quality of patient outcomes.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

Career Options

Graduates of the Boston College Master's Program function in traditional and non-traditional leadership roles including advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as assuming leadership roles in health care and government service.

Areas of Clinical Specialization in Nursing

Adult-Gerontology Advanced Nursing Practice

As an advanced practice nurse, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates also serve as advanced practice nurses in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospices, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Nurse Practitioner or Clinical Nurse Specialist.

Community Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (e.g., families, communities, special patient populations). Graduates can also serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist. Clinical nurse specialist practicum courses are offered every other year. Please consult with the graduate office for further information on course scheduling options.

Family Nurse Practitioner

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can also serve as a pediatric Nurse Practitioner in a variety of health care agencies and community settings. One can also pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner.

Women's Health Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions. Graduates can also pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

Psychiatric Mental Health Advanced Nursing Practice

As a clinical nurse specialist or nurse practitioner, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as a case manager for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. Graduates are eligible to seek national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Nurse-Practitioner, and can apply for prescriptive authority in many states (including Massachusetts).

Palliative Care Option

The Advanced Practice Palliative Care Option is designed so that students studying palliative care will build upon knowledge provided in the core master's curriculum and in the core clinical support courses within the specialties of adult, gerontological, pediatrics and community-health. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core clinical courses will deliver the needed content in the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students will receive

500 hours of precepted clinical experiences in facilities offering palliative care services including symptom management clinics, home health and community agencies, long-term care facilities, acute care hospitals, and hospice facilities.

Nurse Anesthesia Option

The Nurse Anesthesia Option is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practica at the varied facilities where Anesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification.

Forensic Nursing

A graduate of this program will be a nurse specialist with education in forensic nursing to work in a variety of areas including: emergency and acute care departments, sexual assault examination programs, correctional facilities, child/or adult protective service investigation units, psychiatric forensic treatment and evaluation units and death investigation teams. Students may pursue forensic nursing as a stand-alone specialty, an additional specialty for those nurses with master's degrees and certification in another area, or as a combined focus with a nurse practitioner track (adult, gerontological, women's health, psychiatric mental health, or pediatrics) for those wishing independent practice.

Master's Program Options

Students with B.S.N.

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program depending on clinical availability and is comprised of forty-five credits.

The **part-time option,** completed in two to five years, is also forty-five credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses.

On admission, students are provided with an available clinical semester and design individualized programs of study with the graduate office. Students will also be assigned an advisor within their specialty.

The nurse anesthesia program requires sixty-two credits of full-time course work over 27 months. The Program of study includes six credits of electives, 21 credits of core courses, and 35 credits of specialty and theory clinical practicum.

Master's Entry Option

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: Adult Gerontological Health, Family, Community, Palliative Care (as a sub-specialty), Pediatrics, Women's Health, Psychiatric Mental Health Nursing, or Forensics (as a sub-specialty). During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis depending on clinical space availability. No baccalaureate degree is awarded. At the completion of the program, a Master's degree will be conferred.

The program is comprised of 72 credits. In addition, prerequisites for enrollment in the program are as follows: Courses in anatomy and physiology with laboratory (eight credits), and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. The Graduate Record Exam is also required.

For further details, please visit www.bc.edu/nursing.

R.N./Master's Option

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. The program is comprised of 53 credits. Credit may be received by portfolio review or actual course enrollment. The length of the program will vary with each individual's background, but it must be completed within seven years.

Dual Degree Options

M.S./M.B.A.

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Carroll School of Management, Graduate Programs for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

M.S. Nursing/M.A. Pastoral Ministry

The Connell School of Nursing and the School of Theology and Ministry offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study (depending on clinical space availability). Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric, and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to complete the dual degree program is less than that required if both degrees were completed separately.

M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research.

Non-Degree Options

Non-degree options offered at the Connell School of Nursing, Graduate Programs include:

- Additional Specialty Concentration
- Special Student

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area. Persons interested in this option must apply and be admitted as an Additional Specialty M.S. student to the Connell School of Nursing. Additional Specialty Students are provided with a clinical semester based on space availability.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in this option must apply and be admitted as a non-degree student to the Connell School of Nursing, Graduate Programs before registering for courses.

Further details may be found at: www.bc.edu/schools/son/admissions.html.

Admission Requirements

The application deadline for the Master's Entry Option is November 1 for September enrollment.

The application deadline for the Nurse Anesthesia Option is June 30 for January enrollment.

The deadlines to submit a completed application for the traditional Master's Options are as follows: March 1 for summer enrollment, April 30 for fall enrollment, and September 30 for spring enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. Visit www.bc.edu/nursing for more information.

Applications for the Master's Program in the School of Nursing can be accessed from www.bc.edu/nursing.

Materials required include:

- Master's Program application
- Application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement
- Three letters of reference (varies by route of entry)
- Results of Graduate Record Examination (GRE) within 5 years (for Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL). (Refer to the website for more information.)
- International students must be licensed as an R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

Admission Requirements for Special Student (Non-Degree)

- Special Student application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B or better

The Associate Dean of the Connell School of Nursing, Graduate Programs forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

- Electives: 3 to 6 credits (depending on specialty)
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits
- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Methods for Evidence-Based Nursing Practice: 3 credits
- NU 672 Pathophysiologic Processes: 3 credits
- NU XXX two Specialty Practice courses: 12 credits
- NU XXX two Specialty Theory courses: 6 credits

Total: 45 credits (Nurse Anesthesia: 62 credits)

Elective Options may include NU 524 Master's Research Practicum: 3 credits*, NU 525 Integrative Review of Nursing Research: 3 credits*, graduate-level course: 3 credits.

The elective courses must be at the graduate level and may be taken in any department. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

General Information

Accreditation

The Master of Science Degree Program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, visit the CCNE website at www.aacn.nche.edu. The Nurse Anesthetist program is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs.

Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

Financial Aid

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at www.bc.edu/nursing. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements. Housing for graduate students is available. For additional information see www.bc.edu/offices/reslife/gradhousing/accommodations.html.

Transportation

Precepted clinical practica in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

Faculty

Mary E. Duffy, *Professor Emerita;* B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor Emerita;* B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

Marjory Gordon, *Professor Emerita;* B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

Carol R. Hartman, *Professor Emerita;* B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

Joellen Hawkins, *Professor Emerita;* B.S.N., Northwestern University; M.S., Ph.D., Boston College

Barbara Hazard, *Dean Emerita;* B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

Miriam Gayle Wardle, *Professor Emerita;* B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Loretta P. Higgins, *Associate Professor Emerita;* B.S., M.S., Ed.D., Boston College

Margaret A. Murphy, *Associate Professor Emerita;* B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

Jean A. O'Neil, *Associate Professor Emerita;* B.S., M.S., Boston College; Ed.D., Boston University

Ann Wolbert Burgess, *Professor;* B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

Susan Gennaro, *Professor and Dean;* B.A., Le Moyne College; M.S., Pace University; D.S.N., University of Alabama at Birmingham

June Andrews Horowitz, *Professor;* B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University

Dorothy A. Jones, *Professor;* B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Callista Roy, *Professor and Nurse Theorist;* B.A., Mount Saint Mary's College; M.S., Ph.D., University of California, Los Angeles

Judith A. Vessey, *Leila Holden Carroll Endowed Professor in Nursing;* B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania

Barbara E. Wolfe, *Professor and Associate Dean for Research;* B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College

Angela Frederick Amar, *Associate Professor;* B.S.N., M.S.N., Louisiana State University; Ph.D., University of Pennsylvania

Jane Erin Ashley, *Associate Professor;* B.S., California State University; M.S., Ph.D., Boston College

Rosanna F. DeMarco, *Associate Professor;* B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University

Jane Flanagan, *Associate Professor;* B.S., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College

Pamela J. Grace, *Associate Professor;* B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

Katherine Gregory, *Associate Professor;* B.S., State University of New York at Binghamton; M.S., University of Pennsylvania; Ph.D., Boston College

Susan Kelly-Weeder, *Associate Professor;* B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell

Ellen K. Mahoney, *Associate Professor and Department Chair;* B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Catherine Y. Read, *Associate Professor and Associate Dean Undergraduate Programs;* B.S.N., University of Illinois, Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell

Judith A. Shindul-Rothschild, *Associate Professor;* B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

Patricia A. Tabloski, *Associate Professor;* B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

Danny Willis, *Associate Professor;* B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center

Robin Wood, *Associate Professor;* B.S.N., University of Michigan; M.S., Ed.D., Boston University

Nancy A. Allen, *Assistant Professor;* B.S.N., Truman State University; M.S., University of Utah; Ph.D., University of Massachusetts Worcester

Viola G. Benavente, *Assistant Professor;* B.S.N., Incarnate Word College; M.S.N., University of Texas, San Antonio; Ph.D., University of Pennsylvania

Joyce Katherine Edmonds, *Assistant Professor;* B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University

Allyssa L. Harris, *Assistant Professor;* B.S., M.S., Ph.D., Boston College

Natalie A. McClain, *Assistant Professor;* B.S.N., M.S.N., University of Texas Health Science Center Houston; Ph.D., University of Virginia

Kelly Diane Stamp, *Assistant Professor;* B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida

Melissa A. Sutherland, *Assistant Professor;* B.S.N., M.S.N., State University of New York at Binghamton; Ph.D., University of Virginia

Mary Thompson, *Assistant Professor;* B.S., University of Vermont; M.S., Boston College; Ph.D., University of Virginia

Lichuan Ye, *Assistant Professor;* B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania

Stacey Hoffman Barone, *Clinical Associate Professor;* B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

Susan A. DeSanto-Madeya, *Clinical Associate Professor;* B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

Susan Emery, *Clinical Associate Professor and Director of Nurse Anesthesia Program;* B.S., Salem State College; M.S., Columbia University; Ph.D., Boston College

William Fehder, *Clinical Associate Professor;* B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania

M. Colleen Simonelli, *Clinical Associate Professor and Department Assistant Chair;* B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts Lowell

Donna Cullinan, *Clinical Assistant Professor;* B.S., Saint Anselm College; M.S., Boston College

Holly Fontenot, *Clinical Assistant Professor;* B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Boston College

Stacy E. Garrity, *Clinical Assistant Professor;* B.S., University of Massachusetts Boston; M.S., Boston College

Luanne Nugent, *Clinical Assistant Professor;* B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College
Nanci Haze Peters, *Clinical Assistant Professor;* B.S., Western Connecticut State University; M.S., Northeastern University
Sherri B. St. Pierre, *Clinical Assistant Professor;* B.S., Simmons College; M.S., University of Massachusetts Lowell
Amy Smith, *Clinical Assistant Professor and Director, Learning Labs;* B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions
Pamela A. Terreri, *Clinical Assistant Professor;* B.S., Boston College; M.S.N., Boston University
Denise B. Testa, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program;* B.S.N., Northeastern University; M.S., Rush University
Vanessa Battista, *Clinical Instructor;* B.S., M.S., Columbia University
Rosemary Frances Byrne, *Clinical Instructor;* B.S., M.S., Boston College
Maureen Connolly, *Clinical Instructor;* A.D., Laboure College; M.S., Simmons College
Dorean Latecia Hurley, *Clinical Instructor;* B.S.N., University of Pittsburgh; M.S.N., Drexel University
Kathleen Mansfield, *Clinical Instructor;* B.S.N., Northeastern University; M.S.N., Simmons College
Julianne Nemes Walsh, *Clinical Instructor;* B.S., Salem State College; M.S., Boston College
Richard Edward Ross, S.J., *Clinical Instructor;* B.S.N., University of Michigan-Ann Arbor; M.Div., Boston College
Lori Solon, *Clinical Instructor;* B.S., Boston University; M.S.N., Columbia University
Terri LaCoursiere Zucchero, *Clinical Instructor;* B.S.N., Catholic University of America; M.S.N., Emory University; Ph.D. Candidate, University of Hawaii
Jean Weyman, *Assistant Dean Continuing Education Programs;* B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Undergraduate and Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

NU 315 Victimology (Fall: 3)

This course examines the wide range of victimization experiences from the perspective of the victim, their families and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and Internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.
Ann Burgess

NU 317 Forensic Mental Health (Spring: 3)

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender's perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.
Ann Burgess

NU 318 Forensic Science I (Fall: 3)

This course draws on forensic science principles in cases where there has been injury or a death, including suicide, accidental, and criminal, and cases where there is a survivor and where there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including crime scene photographing, fingerprinting, blood spatter, DNA, trace evidence, pattern evidence, biological evidence, forensic pathology, clinical forensics, and digital forensics.
Ann Burgess

NU 319 Forensic Science Lab (Fall: 1)

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.
Ann Burgess

NU 350 Global Healthcare: Meeting Challenges and Making Connections (Summer: 3)

This course brings together students and faculty from around the world to discuss and synthesize perspectives on global health, specifically the challenges and common connections experienced across patient centered care, health education, healthcare systems and policy development. The participants will develop a deeper understanding of the particular needs of diverse and underserved populations. Emphasis will be placed on social justice and health of individuals, families, and populations. Through the lens of public health, this course explores assessment of healthcare needs, assurance of a quality healthcare infrastructure, and development of healthcare policy.
M. Colleen Simonelli

Graduate Course Offerings

NU 400 Nursing Practice and Public Health in Community (Fall: 2)
Corequisites: NU 402-403

This course introduces students to the conceptual and scientific frameworks of population-centered nursing through didactic and clinical experiences focused on community focused care. The course will examine social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings. Issues of emerging infectious diseases and disaster preparedness will be addressed. Emphasis is placed on the variety of roles/functions nurses have in population-centered care including that of public health and primary care. Clinical experiences will focus on the role of the nurse with emphasis on current evidence, clinical expertise, health outcomes, and collaboration.
Donna Cullinan
Melissa Sutherland

NU 402 Nursing Science I (Fall: 6)
Corequisites: NU 204, NU 403, NU 408

Concepts of health- and age- specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the lifespan. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.
The Department

NU 403 Clinical Practice in Nursing I (Fall: 4)
Corequisites: NU 204, NU 402, NU 408

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focuses on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practica, which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.
The Department

NU 406 Nursing Science II (Spring: 6)
Prerequisites: NU 402-403
Corequisites: NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the lifespan. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.
The Department

NU 407 Clinical Practice in Nursing II (Spring: 6)
Prerequisites: NU 204, NU 402-403, NU 408
Corequisites: NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.
The Department

NU 408 Pathophysiology (Fall: 3)

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.
The Department

NU 411 Nursing Synthesis Practicum (Summer: 3)
Prerequisites: NU 406-407

This course provides nontraditional nursing students with an opportunity to synthesize, expand, and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.
The Department

NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgment, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.
The Department

NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)
Prerequisite: NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.
Pamela Grace

NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)
Prerequisites: NU 415-416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership; evaluation and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.
The Department

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring: 3)
Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching as well as the psychosocial,

economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

The Department

NU 426 Advanced Psychopharmacology (Spring: 3)

Prerequisite: Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

Judith Shindul-Rothschild

NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)

Prerequisite: NU 672

This course is taken the semester prior to practicum entry.

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

The Department

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

Corequisite: NU 445

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forensic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills and to provide individualized, culturally sensitive nursing care and clinical services to diverse client populations.

The Department

NU 445 Individual Psychotherapies/Advanced Practice & Psychiatric Nursing Practice (Fall: 3)

This course is a requirement for graduate students who are specializing in psychiatric mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy.

This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavorial, Brief, and Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the life span and among diverse populations are critically examined.

The Department

NU 450 Theoretical Foundations/Women's Health and Pediatric Nursing (Fall: 3)

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

The Department

NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

The Department

NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance and prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills and are guided by critical thinking and clinical decision making.

The Department

NU 462 Primary Care of Adults and Older Adults Theory I (Fall: 3)

Prerequisites: NU 415, NU 417 (or concurrently)

First AG health course focusing on primary care of adult and older adults, exploring advanced practice in context of nursing knowledge and concepts from other disciplines. Includes integration of concepts in health promotion, prevention, identification of risk factors that potentially threaten health of adults. Variables include health status, age, development, gender, ethnicity, socio-economics and cultural characteristics associated with health behaviors across group settings are studied as they impact health and related behaviors. Emphasis on related concepts. Discussions integrate role of APN as leader in health care reform and articulation of nursing contributions to interdisciplinary adult and older health care outcomes.

The Department

NU 463 Primary Care of Adults and Older Adults I (Fall: 6)
Prerequisites: NU 420, NU 430, NU 672 (or NU 408)

This first course in the adult-gerontology health practicum series concentrates on the application of the clinical reasoning process used to assess, diagnose, and treat common primary care and chronic illness problems of the adult population throughout the life span. Emphasis is placed on the integration of epidemiologic, genetic, environmental, social-political, and cultural determinants that contribute to alterations in the health status of young, middle and older adults. Health promotion, evidence-based practice, and holistic health strategies are integrated to promote the optimal level of being and functioning of adults across the life span.
The Department

NU 472 Advanced Theory in Community and Family Health Nursing I (Spring: 3)

This course is the second of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.
The Department

NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)
Prerequisites: NU 420, NU 430, NU 672

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.
The Department

NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)
Corequisites: NU 672, NU 491

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.
Denise Testa

NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)
Corequisites: NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry, including the chemical structure of compounds and their significance in pharmacology, will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.
Susan Emery

NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)
Prerequisites: NU 490-491
Corequisites: NU 493-494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.
Susan Emery
Denise Testa

NU 493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 3)
Prerequisites: NU 490-491
Corequisites: NU 492, NU 494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.
Susan Emery

NU 494 Physiologic Variables for Nurse Anesthesia II—Card (Summer: 3)

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures, will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.
Judy Graham-Garcia

NU 502 Case Studies in Forensics (Spring: 3)

This course uses a seminar format to make practical application of forensic cases, whether they are in the criminal, civil, juvenile or family court system. Content for the course will derive from legal cases and situations and include topics such as psychosis and the insanity defense, criminal profiling and ethics, standard of care and suicide, violence among school children, state of mind and killing, murder in the family, elder abuse, sexual abuse and outcome, DNA and the Innocence Project, wrongful conviction, depravity and evil, cyber-crimes, and bioterrorism.
Ann Burgess

NU 520 Research Methods for Evidence-Based Nurse Practice (Fall/Summer: 3)
Offered biennially
Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students

The focus of this course is the formal process of acquiring and evaluating evidence that supports nursing practice. Quantitative and qualitative methods of inquiry are examined. Quality considerations of various research designs are explored. Levels of evidence are identified in relation to existing research outcomes. Evaluation of existing research outcomes as evidence to support clinical practice, demonstrate quality improvement (QI) and advance nursing knowledge is a major emphasis of the course.
The Department

NU 524 Master's Research Practicum (Fall/Spring: 3)
Prerequisite: NU 520 (can be taken concurrently)

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.
The Department

NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)
Prerequisite: NU 520 (can be taken concurrently)

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.
The Department

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)
Prerequisites: NU 420, NU 430, NU 672

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability and psychotherapeutic intervention skills for a minimum of 250 hours. These two courses give students 500+ hours of supervised advanced practice clinical experience.
June Andrews Horowitz

NU 545 Couple, Family, and Group Psychotherapy in Advanced Psychiatric Mental Health Nursing (Spring: 3)
Required for graduate students who are specializing in psychiatric-mental health practice. Also open to non-nursing graduate students involved in counseling or psychotherapy.

This course is designed to explore the major psychotherapeutic approached for families and groups. Emphasis is on the application of theories and models of family and group psychotherapy across the lifespan, among diverse populations, and in traditional and non-traditional settings.
June Andrews Horowitz

NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)
Prerequisites: NU 420, NU 430, NU 672

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the lifespan, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.
The Department

NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)
Prerequisites: NU 420, NU 430, NU 672

This course builds on NU 457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.
The Department

NU 562 Primary Care of Adults and Older Adults Theory II (Spring: 3)
Prerequisite: NU 462
Corequisites: NU 415, NU 417

Second course focused on primary care of adult/older adult. Analysis/synthesis of nursing and knowledge to guide evidenced-based interventions/outcomes. Intervention strategies: complementary healing modalities, actions responsive to changing health-care delivery systems are explored in relation to outcome indicators that distinguish the APN role addressing commonly occurring nursing problems. Innovative practice models designed to highlight APN leadership and practice. Evaluation of current knowledge to address nurse sensitive indicators is also explored. Interdisciplinary collaborations discussed, especially relating to development of APN led care models promoting health and life transitions of adults/older adults. Measures used to evaluate effectiveness of the APN outcomes are identified.
The Department

NU 563 Primary Care of Adults and Older Adults II (Spring: 6)
Prerequisite: NU 463

This second course in the adult-gerontology health practicum series builds upon the knowledge gained in NU 463. The course continues to apply the clinical reasoning process used to assess, diagnose, and treat common primary care problems and chronic illnesses of the adult-gerontology population considering life span, frailty, and sociocultural influences. Through critically appraising current strategies used to promote the optimal level of being and functioning of adults and older adults, students will be encouraged to develop plans that address gaps in care.
The Department

NU 572 Advanced Theory in Community and Family Health Nursing II (Fall: 3)

This course is the first of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the advanced practice role. Emphasis is on health promotion: helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

The Department

NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)

Prerequisites: NU 420, NU 430, NU 672

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice 20 hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

The Department

NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)

Prerequisites: NU 415, NU 490-494

Corequisite: NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system, including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitters, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

Susan Emery

Denise Testa

NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 5)

Prerequisites: NU 415, NU 490-494

Corequisite: NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic, and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

Susan Emery

Denise Testa

NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)

Prerequisites: NU 590-591

Corequisite: NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric, and the aging patient. Content also addresses the specialty areas of acute and chronic pain management and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

Susan Emery

Denise Testa

NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 5)

Prerequisites: NU 590-591

Corequisite: NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking. Weekly seminars provide the opportunity for discussion of clinical experiences.

Susan Emery

Denise Testa

NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 5)

Prerequisites: NU 592-593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience. Clinical experiences are enhanced by participation in interdisciplinary clinical conferences and departmental meetings as the student transitions to the role of the advanced practice nurse.

Susan Emery

Denise Testa

NU 640 Palliative Care I: Foundations of Serious Illness, Disease Progression and Quality of Life (Spring/Summer: 3)

This course will provide an intensive historical, sociopolitical and cultural perspective of the personal, professional, societal, cultural, spiritual, and ethical/legal issues related to serious illness and the end of life. The philosophy, principles, and models of palliative care are analyzed as well as the role of the advanced practice nurse and others in a caring society. Students develop an understanding of the processes of illness, coping, facing death, and quality of life at various stages of the life cycle.

The Department

NU 641 Palliative Care II: Pain and Suffering in the Seriously Ill (Fall: 3)

Prerequisite: NU 640

This course will provide an intensive focus on improving the quality of life, care, and dying of individuals and families experience life-threatening illness through nursing assessment and interventions to relieve pain and suffering. Established palliative care standards will be utilized to evaluate the outcomes of such care. Management of pain

and barriers to effective pain relief are discussed in depth. Patient care strategies to improve quality of life, relieve pain, and alleviate suffering are discussed within the context of advanced practice nursing.
The Department

NU 643 Palliative Care III: Palliative Care and Advanced Practice Nursing (Spring: 3)
Prerequisite: NU 640, permission of instructor/enrollment in the School of Nursing
Corequisite: NU 647

This course will provide advanced content relating to assessment and alleviation of complex symptoms relating to care of patients and families experiencing serious, life-threatening illness. Students will analyze the impact of such illness on patient, family, community, and the health care system. Resource availability and barriers to care are analyzed with the context of various settings. The leadership role of the advanced practice nurse in palliative care is delineated with emphasis on policy development, protocols, standards of practice, fiscal issues, and the role of the nurse leader in the interdisciplinary team.
The Department

NU 645 Pediatric Palliative Care II: Pain, Symptoms, and Suffering (Fall: 3)
Prerequisite: NU 640, NU 643
Corequisite: NU 646

This course will provide an intensive focus on comprehensive, age-appropriate pain and symptom assessment and management with the goal of improving quality of life for children with life-threatening illnesses and their families. Established standards will be utilized to evaluate outcomes. Management of pain and other symptoms common in children with life-threatening illness as well as barriers to effective symptom relief are discussed in-depth. Pharmacological and non-pharmacological care strategies to improve quality of life, relieve symptoms, and alleviate suffering are discussed within the context of child development and focuses on the role of the APN within the interdisciplinary team.
Vanessa Battista

NU 647 Pediatric Palliative Care III: Practicum (Spring: 3)

This course prepares students to integrate advanced knowledge of family-centered pediatric palliative care. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of the clinical practicum and the advanced practice nurse will be identified as an advocate for ethical care of children with life-threatening illness. Additionally, the student will explore and experience the role of the advanced practice nurse leader as a member of the interdisciplinary team as well as during family meetings. Students may provide care to children across diverse health care settings.
Vanessa Battista

NU 672 Pathophysiologic Processes (Fall/Spring: 3)
Prerequisite: Baccalaureate degree in nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the lifespan. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.
The Department

NU 680 Forensics: Fundamentals of Forensic Practice in Nursing and Health Care (Fall: 3)

This course focuses on the role(s) of forensic nurses in providing diagnosis, treatment, and advocacy services to patients. Students will learn how to understand, organize, and respond to and prevent violence and abuse. The course focuses forensic role behaviors in violence against women, elder abuse, and forensic psychiatric-mental health. Students will be prepared to advance forensic nursing science in healthcare system.
The Department

NU 681 Forensic Evaluation: Psychosocial and Legal Aspects of Forensic Assessment in Nursing and Health Care (Fall: 3)
Prerequisite: Permission of instructor

This course provides a comprehensive examination of the behavior, emotional responses, and cognitive decision making of both victims and perpetrators of a crime. Students examine the ethical and legal responsibilities for health care providers and health care agencies from both a legal and ethical perspective, with special emphasis on sociocultural context of victimization and perpetration. This course provides an intensive examination of the practice issues associated with assessment within the sub-specialties of sexual assault nurse examiner, elder abuse specialist, battered woman specialist, psychiatric forensic examiner, and legal nurse consultant.
The Department

NU 691 Nurse Anesthesia Residency I (Fall: 1)
Prerequisites: NU 592-593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.
Susan Emery
Denise Testa

NU 693 Nurse Anesthesia Residency II (Spring: 1)
Prerequisite: NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary and analyze legal, ethical, cultural, social, and professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of Master's program objectives.
Susan Emery
Denise Testa

NU 701 Epistemology of Nursing (Fall: 3)
Prerequisites: Doctoral standing, PL 593 (can be taken concurrently)

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.
Sr. Callista Roy

NU 714 Healthcare Policy: Moral and Sociopolitical Influences (Spring: 3)

This course investigates the status of knowledge development in nursing and other disciplines related to research initiatives, health policy formulation and sociopolitical activity for ethical health care environments. It critiques the usefulness of moral, and political philosophy for capturing the scope of professional (Nursing and other) responsibilities for furthering individual and social health. The course prepares scholars to understand the interrelationships among health policy, social, political and economical determinants of health, and to contribute, via philosophical inquiry and empirical research findings, to health policy. It provides the foundation for leadership in interdisciplinary collaborative endeavors to address health policy at the regional, national and global levels.
Pamela J. Grace

NU 751 Advanced Qualitative Research Methods (Fall: 3)
Prerequisite: NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required.

Various qualitative approaches to research typically used in nursing and health science will be examined. Topics will include research paradigms, postpositivism, critical, constructivism, participatory, qualitative rigor, ethics, problem identification, research purpose and specific aims, literature review, sampling strategy and techniques, sample, multiple data collection techniques, data management, multiple strategies for data analysis, differentiating data versus findings, constructing findings that are congruent with the research aims and specific qualitative approaches, and conclusion-drawing. The course will provide students with experience in conducting data analysis from several qualitative approaches, as well as presentation and critique of in-class and homework data analysis activities.
Danny Willis

NU 998 Doctoral Comprehensives (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.
The Department

NU 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.
The Department

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FALL SEMESTER 2012

August 1	Wednesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for August 2012 graduation
August 27	Monday	Classes begin for all Law students
August 27	Monday	Classes begin for first-year, full-time M.B.A. students only
September 3	Monday	Labor Day—No classes
September 4	Tuesday	Classes begin
September 12	Wednesday	Last date for graduate students to drop/add online
September 12	Wednesday	Last date for all students who plan to graduate in December 2012 to verify their diploma names online
September 15	Saturday	Mass at Fenway Park for the Sesquicentennial Year celebration. (This will substitute for the Mass of the Holy Spirit originally scheduled for September 13.)
October 8	Monday	Columbus Day—No classes
November 8	Thursday	Graduate/CASU registration period for spring 2013 begins
November 21 to November 23	Wednesday to Friday	Thanksgiving Holidays
November 26	Monday	Last date for official withdrawal from a course or from the University
December 3	Monday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2012 graduation
December 13 to December 20	Thursday to Thursday	Term Examinations—Posted grades (non-Law) available online

SPRING SEMESTER 2013

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day —No classes
January 23	Wednesday	Last date for graduate students to drop/add online
January 23	Wednesday	Last date for all students who plan to graduate in May 2013 to verify their diploma names online
March 4 to March 8	Monday to Friday	Spring Vacation
March 28 to April 1	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
April 2	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2013 graduation
April 10	Wednesday	Graduate/CASU registration period for fall and summer 2013 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Wednesday	Last date for all students who plan to graduate in August 2013 to verify their diploma names online
May 7 to May 14	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 20	Monday	Commencement
May 24	Friday	Law School Commencement

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Graduate Programs ..... Fulton 315
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Graduate Programs ..... Cushing 202
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Law School ..... Stuart M302
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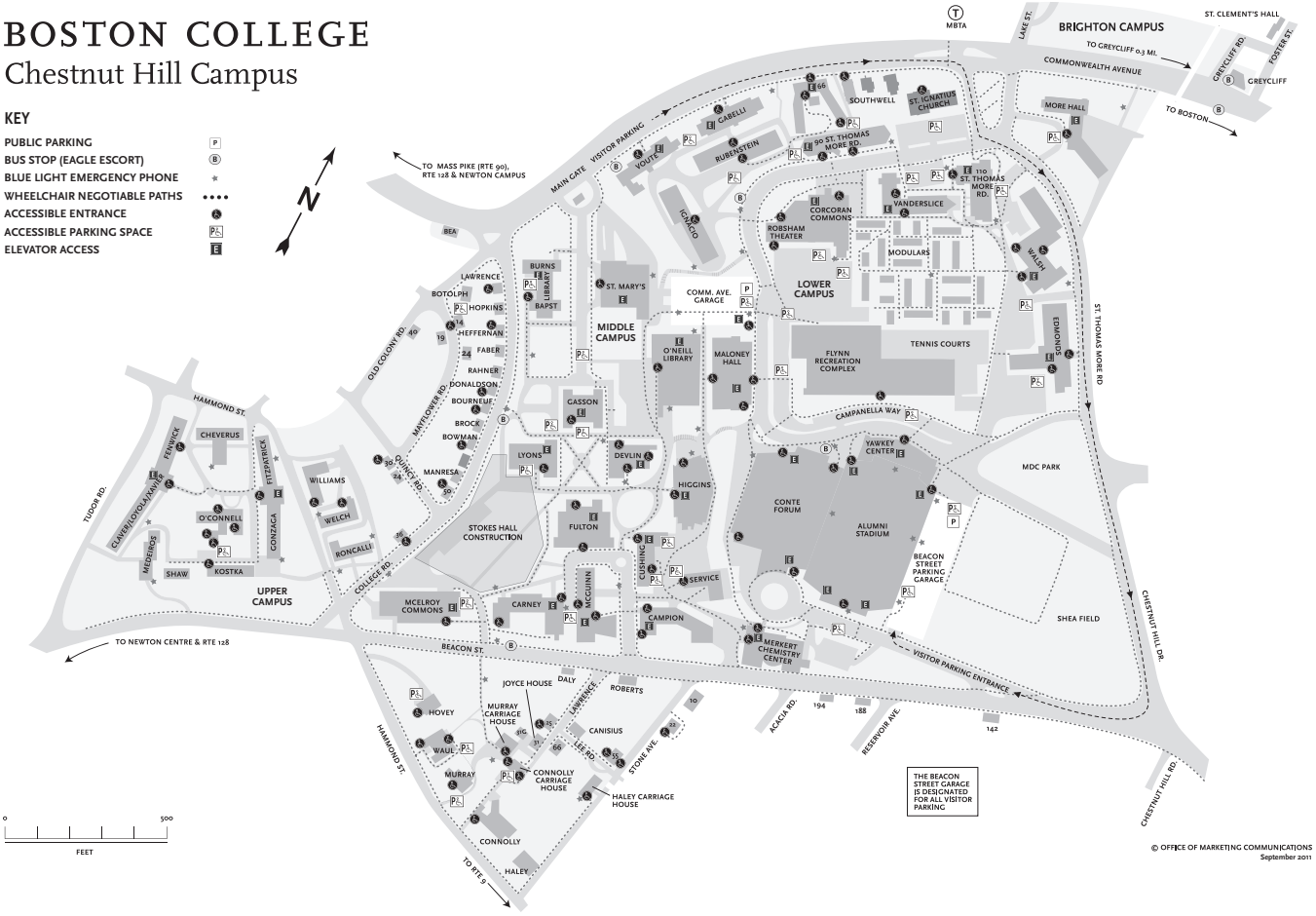

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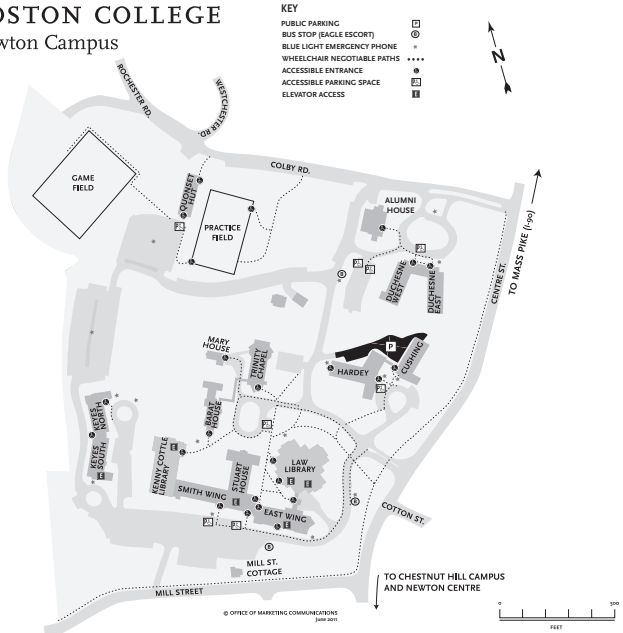

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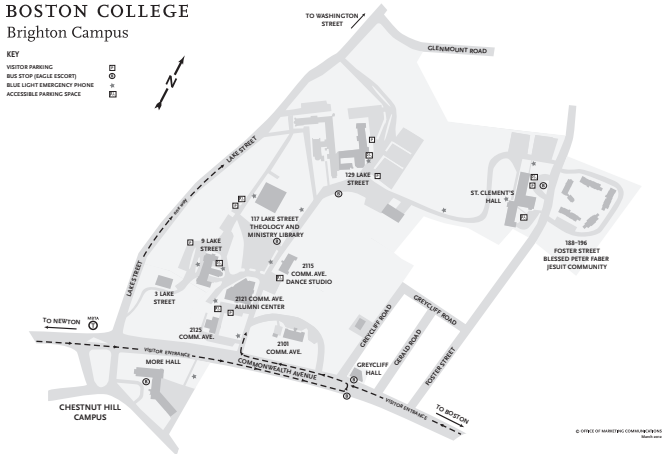
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