

BOSTON COLLEGE

2015–2016



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Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

BOSTON COLLEGE BULLETIN 2015–2016

Volume XCI, Number 34, July 2015

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.

The Boston College Bulletin is published six times a year: once in April, May, August, and September, and twice in July.

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
E-mail: 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 9,153 full-time undergraduates and 4,421 graduate students, hailing from all 50 states and more than 90 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 2.9 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. NOTE: Law School is currently ranked 36.

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.

A Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863 and, with three teachers and 22 students, opened its doors on September 5, 1864. Through its first seven decades, it remained a small undergraduate institution, offering the sons of the Irish working class a rigorous course load in theology and philosophy, classical languages, rhetoric, math and science.

Originally located on Harrison Avenue in Boston's South End, the College outgrew its urban setting early in the 20th century and moved to the former Lawrence Farm in Chestnut Hill, where ground was broken on June 19, 1909, for the construction of a central Recitation Building, later named Gasson Hall in honor of President Thomas I. Gasson, S.J., who led the relocation. The Recitation Building opened in March 1913. The three other buildings that still shape the core of the campus—St. Mary's Hall, Devlin Hall, and Bapst Library—opened in 1917, 1924, and 1928, respectively.

The oldest and largest of the University's eight schools and colleges is the College of Arts and Sciences. In 2015, it was renamed the Robert J. Morrissey College of Arts and Sciences in honor of 1960 alumnus Robert Morrissey, Boston College's largest benefactor.

Though incorporated as a university since its beginning, Boston College did not begin to fill out the dimensions of its University charter until the 1920s, with the inauguration of the Graduate School of Arts and Sciences (now the Graduate School of the Morrissey College of Arts and Sciences), the Law School, and the Evening College, today the James A. Woods, S.J., College of Advancing Studies. The 1930s saw the introduction of the Graduate School of Social Work (now the Boston College School of Social Work) and the College of Business Administration—today the Wallace E. Carroll School of Management. The School of Nursing—named in honor of William F. Connell in 2003—and the School of Education—today named for Carolyn A. and Peter S. Lynch—followed in 1947 and 1952, respectively. Boston College first offered doctoral programs in 1952. By 1970 all undergraduate programs had become coeducational, and today women comprise more than half of the University's enrollment.

In 1974, Boston College acquired a 40-acre site, 1.5 miles from the Chestnut Hill Campus, which had been owned by Newton College of the Sacred Heart. The land is the present site of the Boston

College Law School and of residence halls housing some 800 freshmen. Thirty years later, the University acquired a 65-acre parcel from the Boston Archdiocese, just across Commonwealth Avenue in Brighton. The Brighton Campus is now home to the School of Theology and Ministry, which was established in 2008, after the re-affiliation of the Weston Jesuit School of Theology and Boston College's Institute of Religious Education and Pastoral Ministry.

In 2005, the Church in the 21st Century Initiative, which was founded in the midst of the sex abuse scandal as a catalyst and resource for engaging critical issues facing the Catholic Church, became a permanent center at Boston College.

In October 2008, the University launched "Light the World" campaign, setting a goal of \$1.5 billion to support a strategic plan that advances academic program development, faculty expansion and research, and endows undergraduate financial aid, student formation programs, capital projects, and efforts to advance Boston College as the world's leading Catholic university.

To honor its 150th anniversary, Boston College embarked in September 2012 on a three-semester celebration that began with a Mass at Fenway Park for nearly 20,000 alumni, students, faculty, and friends, academic symposia, a naturalization ceremony, student and alumni service projects and a student concert at Symphony Hall.

Accreditation of the University

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools 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 Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803. 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 the information presented in this catalog, please contact Boston College's Office of Institutional Research, Planning & Assessment 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; Boston College School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; College 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 1.5 miles from the Chestnut Hill Campus on a 40-acre site that includes Boston College Law School, undergraduate dormitories, athletic fields, and student facilities.

The Brighton Campus is located across Commonwealth Avenue from the Chestnut Hill Campus on a 65-acre site that includes administrative offices, the School of Theology & Ministry and recreational areas. It is the proposed site for an art museum, intercollegiate and intramural playing fields and undergraduate 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. The Music Department houses the Boston College Symphony Orchestra, Chamber Music Society, operatic performances, BC Baroque, and some other small instrumental ensembles. The University Bands program supports the "Screaming Eagles" marching band, Symphonic Band, Wind Ensemble, pep band, and B.C. bOp! Jazz Ensemble. Student organizations engage in a wide variety of musical activities, including the University Chorale, the Voices of Imani (a gospel choir), and several a cappella groups. 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 three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts, a platform for student arts groups from all disciplines.

Arts Council

The Arts Council works year-round to promote, develop, and celebrate the arts in the Boston College community, both on and off campus. Annual programming from the Arts Council includes Career Night for the Arts, a fall networking event for students to connect with alumni working professionally in arts-related fields, and the Boston College Arts Festival, a three-day multi-venue showcase of performers and artists in all disciplines across campus. Each year, the Arts Council's awards program honors the distinguished achievements of alumni, faculty, and student artists. The Arts Council also supports student arts groups with regular workshops and development classes, collaborates with faculty to develop new courses, and works with alumni to enhance arts participation at BC. Students can get involved with the Arts Council through their many volunteer opportunities, internships, and staff positions.

Walk-in Help Desk

The Walk-in Help Desk (located on Level 3 of O'Neill Library) 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/helpdesk.

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), e-mail (help.center@bc.edu), and Internet (www.bc.edu/help) to the BC community Monday through Friday between 8:30 a.m. and 7:00 p.m. Limited off-hours support is available via telephone 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 visit: 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 40 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

www.bc.edu/libraries

Ask a Librarian (Including librarians by subject specialty)

www.bc.edu/libraries/help/askalib.html

Research Help by Subject

www.bc.edu/libraries/help/subject.html

HOLMES Library Catalog

www.bc.edu/holmes

O'Neill Library Reference: x2-4472

O'Neill Library Circulation: x2-8038

Bapst Library: x2-3200

Burns Library: x2-3282

Educational Resource Center: x2-4920

Law Library: x2-4434

Social Work Library: x2-3233

Theology and Ministry Library: x2-0549

Weston Observatory Library: x2-8321

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 nearly 3 million volumes and over 40,000 print and electronic serials. In addition to O'Neill Library, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Social Work Library, the Theology and Ministry Library (Brighton Campus), the Law School Library (Newton Campus), and the O'Connor Library (at the Weston Observatory). The Libraries have a variety of study spaces, networked printers, and workstations with productivity software, and scanners.

Library subject specialists are available to answer questions, to serve as research consultants, and to provide class and individual library instruction. Librarians can assist students in finding resources in their subject areas, searching the online catalog, selecting and using the most appropriate databases and reference sources, and managing the results of their research.

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.

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: dlib.bc.edu.

Interlibrary Loan: Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. 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.

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 Reference staff at O'Neill Library.

The Libraries of Boston College

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. O'Neill Library provides 24 hours a day, five days a week study space when classes are in session. Collections include books on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. Services also include access to various software applications as well as printing, scanning, video editing, and music technology stations. For more information, visit www.bc.edu/libraries/collections/oneill.html.

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. 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. 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. Burns Library staff work with students and faculty to support learning and teaching at Boston College, offering access to unique primary sources through instruction sessions, exhibits, and programing. The Burns Library also serves the research needs of external scholars, hosting researchers from around the globe interested in using the collections. The Burns Library is home to more than 250,000 volumes, over 700 manuscript collections, and important holdings 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; Jesuitica, Fine Printing; Catholic liturgy and life in America, 1925-1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. To learn more about specific holdings in Burns, please see www.bc.edu/burns.

The Educational Resource Center (ERC) serves the specialized resource needs of the Lynch School of Education students and faculty. The state-of-the-art facility includes children's books, fiction and non-fiction, 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.

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) serves 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 Jesuitica. 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.

The University Archives, a department within the John J. Burns Library, contains the official non-current papers and records of Boston College that are retained permanently for their legal, fiscal, or historical values. The collection includes the office records and documents of various administrative and academic offices; 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. The photograph collection 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 present).

The Law School Library, located on the Newton Campus, 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

ABOUT BOSTON COLLEGE

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.

Partnerships and Associations

The Connors Family Learning Center (CFLC), located on the second floor of O'Neill Library, 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 also sponsors seminars for faculty and graduate teaching fellows on strategies for successful teaching and learning; graduate students can earn a certificate through the Apprenticeship in College Teaching. To address the needs of the great majority of Boston College students, the Center provides tutoring for more than 60 courses, including calculus, statistics, biology, chemistry, nursing, accounting, classical and foreign languages, English as a Second Language, and writing. Most tutoring takes place in the Center, but online writing tutoring is offered through the OWL (online writing lab). Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

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-intensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of 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.

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

Based in the Carroll School of Management, the Boston College Center for Corporate Citizenship combines the most valuable aspects of a professional community and the resources of a leading academic institution. Founded in 1985, the Center engages 400 member companies and more than 10,000 individuals annually on diverse topics within the field of corporate citizenship. The Center offers professional development, access to an online community of peers, regional programs, timely research, best practice updates, and an annual conference addressing the challenges that corporate citizenship professionals face. Contact the Center for Corporate Citizenship at 617-552-4545, <http://ccc.bc.edu> or ccc@bc.edu.

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 Bourneuf House, 84 College Road, or call (617-552-1777) or click (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 around the world. 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 developing countries.

Center activities include the publication of *International Higher Education*, a quarterly newsletter dealing with the central concerns of higher education in an international context; regular information dissemination about higher education developments around the world via various social media outlets; an occasional book series on higher education; collaborative international research projects; and involvement in international meetings and conferences on higher education issues worldwide. Visiting scholars from around the world 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 achievement 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. 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 any issue involving money and retirement, including Social Security, employer-sponsored pensions, home equity, and the labor force behavior of 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 e-mail (crr@bc.edu), or visit the Center's website (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 (CSTEAP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEAP), 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 on high-stakes assessment and in the analyses of policies related to test-based educator accountability. It also conducts studies employing data from national and international large-scale assessment surveys such as the National Assessment of Educational Progress, TIMMS and PIRLS. Further information on CSTEAP is available on its website at www.bc.edu/csteap.

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 30 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 impact 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 Global Workforce Roundtable, the National Workforce Roundtable, and the New England Work

and Family Association (NEWFA). Each membership group offers interactive events, access to informational resources, and a robust community dedicated to sharing leading practices.

- **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 engagement, 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 expert-led presentations at corporate, regional and international conferences and events. Center reports, videos and other publications are available as educational resources for individuals, corporate leaders, HR Professionals, academics and the media.

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 sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and runs 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 by Dr. Janet E. Helms to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society generally.

The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. 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 1,300 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 120 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 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.

Global Leadership Institute

The Global Leadership Institute (GLI) specializes in professional development and leadership training for mid and senior level leaders from around the world. Offering custom and “open enrollment” professional development programs for international executives and developing leaders, private corporations, and government agencies, the GLI enables professionals to develop applied skills for contemporary challenges. The GLI offers programing in areas of importance to leaders

in business, government, the sciences, and the community such as strategic marketing, organizational change management, e-commerce, policy development, and the applied sciences.

GLI programing also connects the Boston College community to the world by enabling faculty to develop and deepen links with practitioners from across the globe. Programs offer a robust mix of classroom seminars led by Boston College faculty, participant case study analysis, and “site visits” to and exchanges with innovative and effective leaders from across the Commonwealth of Massachusetts and the United States.

For more information, visit our website at www.bc.edu/gli 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.

Loneragan 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). Over the past 20 years, the TIMSS & PIRLS International Study Center has attracted nearly \$100 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science achievement every four years at the fourth and eighth grades, while TIMSS Advanced has assessed advanced mathematics and physics at the twelfth grade. TIMSS 2015 provides 20 years of trends, with about 60 countries participating in the study. New in 2015, TIMSS Numeracy, a less difficult version of TIMSS, assesses primary school children still developing fundamental mathematics skills.

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Since 2001, PIRLS has assessed reading comprehension every five years at the fourth grade. PIRLS 2016 will provide 15 years of trends, with more than 50 countries participating. Also, PIRLS Literacy will provide a less difficult reading assessment than PIRLS for countries where children are still developing fundamental reading skills. New in 2016, ePIRLS is a computer based assessment of students ability to read and comprehend information presented in an internet environment.

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 timssandpirls.bc.edu.

Weston Observatory of the Department of Earth and Environmental Sciences

Weston Observatory is a geophysical research and science education center of the Department of Earth and Environmental Sciences at Boston College. It is located in Weston, Massachusetts about 10 miles west of BC's Chestnut Hill campus. The Observatory, which has been recording earthquakes since the 1930s, conducts basic research on earthquakes and related processes, provides public information after significant earthquakes occur, contributes to earthquake awareness to help reduce the tragic effects of earthquakes, and educates future generations of geophysicists, geologists, environmental geoscientists, and scientifically literate citizens.

Today's advances in geophysical instrumentation, coupled with advances in Internet communication and social media, make it possible to observe and study earthquakes and the Earth's interior in unprecedented ways. Inspired by its earliest roots in the 1930s that formed the foundation of a modern high-tech networked observatory of the twenty-first century, Weston Observatory shares in that endeavor. Seismic monitoring at Weston Observatory is part of a consortium of institutions that operate networks of seismographs throughout the Northeast United States and around the world. In the early 1960s, newer seismographs were installed at the Observatory as part of the *World-Wide Standardized Seismographic Network* (WWSSN), the first modern global seismic monitoring system. The Observatory continues to operate its WWSSN station, and continues to develop its more modern research and educational seismographs distributed across New England. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: 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, students may obtain advice and guidance regarding career and major choices, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search techniques.

Students can stay informed by checking CareerEdge as well as the Career Center web site for career insight as well as program and resource information.

Students are encouraged to learn more about career fields by conducting informational interviews with BC alumni. The Career Center hosts many events designed to introduce students to alumni. A number of Boston College Alumni groups can be found on LinkedIn and Facebook. The RealJobs Blog Series, available through the Career Center web site, provides another opportunity for students to learn about the day-to-day life of professionals.

Internship and Experiential Learning programs offer students in all class years numerous opportunities to gain practical work experience in a professional capacity over the summer months or during the academic year. The Career Center works closely with students to prepare them for their Internships through building effective networking and interviewing skills. As a member of the University Career Action Network (UCAN), a consortium of 22 prestigious national colleges and universities, Boston College makes available internships in a wide range of professional settings and geographic areas. The annual Internship Fair is held every spring semester. Students are also encouraged to participate in the BC Externship program which offers job-shadowing experiences during the winter break.

Active job postings with hundreds more employers are maintained via the EagleLink database which is open to all students and alumni. The annual Boston College Career Fair is held every fall semester.

The Boston College Career Center is located at 38 Commonwealth Avenue. For a list of our services, including in-person and online drop-ins as well as individual career advising appointments, please visit us at careercenter.bc.edu.

Career services for Carroll Graduate School of Management students are available through the CGSOM Career Strategies Office. Law students will find assistance available through the Law School Career Services Office.

Office of Campus Ministry

Boston College is rooted in the Roman Catholic faith and the rich spirituality of the Society of Jesus. The Office of Campus Ministry is dedicated to the faith formation of all of its students, faculty and staff through worship, religious retreats, sacramental catechesis, prayer, spiritual companionship, small faith communities, pastoral care as well as an array of service opportunities. The Campus Ministry's mission is to have faith affect every aspect of Boston College life from classrooms to libraries, from laboratories to residence halls, from student organizations to

athletic teams, and from chapels to wherever students, faculty and staff gather in the University's name. All are welcome. Campus Ministry's main office is located in McElroy, Room 233. Its phone number is 617-552-3475. For further information, please go to 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. Opening an optional Dining Bucks account saves students 10% on every purchase made in a dining hall or outlet such as the Bean Counter, Hillside. Dining Bucks are also accepted in vending machines and the three On The Fly Minimarts although with no discount. You can also choose one of our flex dining plans which provides two options for buy in with significant bonus dollars at \$800 and \$1,200. Specific details regarding these plans can be obtained on the dining website at www.bc.edu/dining or by contacting the office of Student Services at 617-552-3300. These accounts, which are fully refundable if not used, 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 psychiatric disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic and other types of support services are provided to students who provide appropriate documentation and complete the appropriate intake forms. Accommodations are individualized and may include, but are not limited to, sign language interpreters, assisted listening equipment, CART services, electronic textbooks, extended time for 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 to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. All students are encouraged to register with the department prior to the beginning of the school year. 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 Graduate School of the Morrissey College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Boston College 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 Students of Color Association (GSCA), the Graduate International Student Association (GISA), and the Graduate Pride Alliance (GPA). 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 importance to graduate students. Involvement in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is led by an Executive Board consisting of an Executive Director, Director of Programming, and Director of Finance, as well as Senators from each of the constitute schools, GSCA, GISA, and the GPA. 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 available to all current graduate students, including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and access to two Smart TVs for presentations and video conferencing. 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.

Boston College requires that all undergraduate resident students be enrolled with University Health Services. A mandatory campus health fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee and do not wish to utilize the service, may request a waiver from the University Health Services

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office in Cushing Hall or download it from the University Health Services website. It must be submitted to the University Health Services Department during the month of September.

Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/Infirmiry 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/Infirmiry 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

All students considered full-time by the University are required to comply with Massachusetts College Immunization Law.

The College Immunization Law requires proof of the following immunizations:

- Tdap Booster—If it has been less than 5 years since the last dose of DTaP/DTP/DT/Td, Tdap is not required but is recommended regardless of the interval since the last tetanus-containing vaccine.
- 2 doses of the Measles, Mumps and Rubella vaccines; *with the exception of Health Science students, birth before 1957 in the U.S. is also acceptable.*
- 3 doses of the Hepatitis B vaccines
- Meningitis vaccine within the past 5 years or submission of waiver form for all students living in University-sponsored housing
- 2 doses of Varicella “chicken pox” vaccines or a reliable history of chicken pox documented by a health care provider; *with the exception of Health Science students, birth before 1980 in the U.S. is also acceptable.*
- Completion of the Tuberculosis Screening Form is also required.
- *GSON & SON have additional requirements to prepare for clinical readiness; these requirements will be communicated to each student by the respective schools.*

If proof of immunization for measles, mumps, rubella, hepatitis B, and/or varicella is not available, 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 \$70 will be charged to your student account.

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
 - Annual programs including the First Year Service Program, Welles R. Crowther Red Bandanna 5k Run, Jemez Pueblo Service Exchange Program, Nicaragua Faculty/Staff Immersion Trip
 - Strong partnerships with Boston-based organizations, including Big Brothers Big Sisters of MA Bay
 - Volunteer fairs
 - An English Language Learners program for BC employees to practice their language skills with BC student tutors
 - Post-graduate volunteer programming, such as an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
 - Support for students, groups, and university departments on volunteer projects
- 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 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 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
 E-mail: 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, Suite 413 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 can contact the office Monday through Friday, 9:00 a.m. to 5:00 p.m. by calling 617-552-3075 or e-mailing offcampus@bc.edu. Walk-ins are always welcomed as well. To search for listings and general information on the Residential Life website, go to www.bc.edu/offcampus. The office maintains a database of rentals and roommate postings, as well as a list of local agents/brokers, resources, and events. On average, it takes from 5 to 7 days to secure a place to live near Boston College.

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 Boston College 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 the Morrissey College of Arts and Sciences**

Tuition per credit hour:.....1,454
Auditor’s fee*—per credit hour:**727

Lynch School of Education, Graduate Programs**

Tuition per credit hour:.....1,310
Auditor’s fee*—per credit hour:**655

Carroll School of Management, Graduate Programs**

Tuition per credit hour:.....1,550
Full-time MBA:.....22,760/semester
Auditor’s fee*—per credit hour:**775

Connell School of Nursing, Graduate Programs**

Tuition per credit hour:.....1,248
Auditor’s fee*—per credit hour:**624

Boston College School of Social Work**

Tuition per credit hour:.....1,094
Auditor’s fee*—per credit hour:**547

Boston College Law School**

Tuition per semester:.....24,335
Tuition per credit hour (AY):2,121
Tuition per credit hour (Summer):.....1,872

School of Theology and Ministry**

Tuition per credit hour:.....984
Auditor’s fee*—per credit hour:**492
Summer tuition per credit hour:.....984
Summer auditor’s fee*—per credit hour:**492

Woods Graduate College of Advancing Studies

Tuition per credit hour:.....744

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Summer Session**

Tuition per credit hour:.....744

Auditor's fee*—per credit hour:**372

**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 Fees

Lynch School of Education, Graduate Programs:.....250

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

Boston College Law School—J.D. Program*:**500

Boston College Law School—LL.M. Program:.....500

Boston College School of Social Work:.....200

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

Activity Fee—Per Semester*** (GSMCAS; LSOE, Graduate Programs; CSON, Graduate Programs; BCSSW; 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 (Boston College Law School).....150
Registration Fee (Woods College of Advancing Studies)25
Registration Fee (Summer Session)45

Application Fee (Non-Refundable)
Graduate School of the Morrissey College 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
Boston College School of Social Work:.....40
Boston College Law School:75
School of Theology and Ministry:70
Woods College of Advancing Studies:40

Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)

Graduate School of the Morrissey College of Arts and Sciences:1,454

Lynch School of Education, Graduate Programs:.....1,310

Carroll School of Management, Graduate Programs:1,550

Connell School of Nursing, Graduate Programs:1,248

Boston College School of Social Work:.....1,094

Interim Study:.....30

Laboratory Fee (Per Semester): up to 1,010

Late Payment Fee:.....150

Massachusetts Medical Insurance (Per Year):2,775
(1,190 fall semester; 1,585 spring semester)

Microfilm and Binding

Doctoral Dissertation:125

Master's Thesis:105

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 Boston College School of Social Work are exempt from the activity fee.

Collection Cost and Fees

Tuition does not include the cost of lab fees, textbooks, or other required materials for specific courses. In general, full-time graduate and undergraduate students should anticipate costs for textbooks and course supplies of \$1,300–\$2,200 for the academic year. Textbook costs for specific courses can be found on the website for the Boston College Bookstore.

The University reserves the right to correct typographical errors or to adjust the Tuition and Fees schedule at any time it deems necessary.

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.

Matriculated students at Boston College are individually, personally, and primarily responsible to the University for paying all tuition and other fees associated with enrollment and room and board, if applicable. This obligation also applies to any additional tuition and fees resulting from adjustments to course schedules. Students remain responsible in accordance with University policy for tuition and fees for classes from which they have been withdrawn, been dropped, failed, or failed to attend. Students must formally withdraw from any/all classes that they do not attend in a particular semester. Failure to properly withdraw from these classes, according to the withdrawal timelines published by the Office of Student Services (www.bc.edu/content/bc/offices/stserv/academic/univcat/grad_catalog/grad_policies_procedures.html#withdrawalfromcourse), will not relieve students of their responsibility to pay any tuition/fees owed for such classes.

Students will be informed of the status of their accounts via an electronic billing statement. It is their responsibility to review the statement, to make payments by the due date stated in the billing statement, and to advise the University in a timely manner of any errors or discrepancies. They also agree that, in the event their account is delinquent, a registration, transcript, ID, meal plan, parking and diploma hold will be placed on their account. There will be a \$150 late payment fee assessed to unresolved accounts by the due date. Failure to pay any balance when due may result in the cancellation of a student's registration for the current academic term, referral of the account to a collection agency, legal action to collect any balance due, or any combination thereof. Students will be responsible for all fees and costs incurred by Boston College for the collection of the past due amount, including collection and attorneys' fees. They will be charged a fee of \$25.00 for a returned check or returned electronic payment (\$40 if this is a fourth returned item and \$65 for any returned item over \$2,000).

Students will not be permitted to enroll in classes without agreeing to accept financial responsibility as described below.

Notice of Consent to Collection Communications

I expressly consent to you, your affiliates, agents, and service providers using written, electronic, or verbal means to contact me as the law allows. This consent includes, but is not limited to, contact by

manual calling methods, prerecorded or artificial voice messages, emails and/or automated telephone dialing systems. I also expressly consent to you, your affiliates, agents, and service providers contacting me by telephone at any telephone number associated with my account, currently or in the future, including wireless telephone numbers, regardless of whether I incur charges as a result. I agree that you, your affiliates, agents, and service providers may record telephone calls regarding my account in assurance of quality and/or other reasons. I have read this disclosure and agree that the Lender/Creditor may contact me/us as described above.

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.

- Woods Graduate College of Advancing Studies—7 or more
- Graduate School of Arts and Sciences—7 or more
- Lynch School of Education, Graduate Programs—7 or more
- Carroll School of Management, Graduate Programs—7 or more
- Connell School of Nursing, Graduate Programs—7 or more
- Boston College School of Social Work—7 or more
- Boston College 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.

Domestic 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 18, 2015, for the fall semester and by January 29, 2016, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

International students are not permitted to submit waivers and are required to participate in 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. 9, 2015: 100% of tuition charged is cancelled
- by Sept. 11, 2015: 80% of tuition charged is cancelled
- by Sept. 18, 2015: 60% of tuition charged is cancelled
- by Sept. 25, 2015: 40% of tuition charged is cancelled
- by Oct. 2, 2015: 20% of tuition charged is cancelled

Second Semester

- by Jan. 27, 2016: 100% of tuition charged is cancelled
 - by Jan. 29, 2016: 80% of tuition charged is cancelled
 - by Feb. 5, 2016: 60% of tuition charged is cancelled
 - by Feb. 12, 2016: 40% of tuition charged is cancelled
 - by Feb. 19, 2016: 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. 21, 2015: 100% of tuition charged is cancelled
- by Sept. 4, 2015: 80% of tuition charged is cancelled
- by Sept. 11, 2015: 60% of tuition charged is cancelled
- by Sept. 18, 2015: 40% of tuition charged is cancelled
- by Sept. 25, 2015: 20% of tuition charged is cancelled

Second Semester

- by Jan. 8, 2016: 100% of tuition charged is cancelled
- by Jan. 22, 2016: 80% of tuition charged is cancelled
- by Jan. 29, 2016: 60% of tuition charged is cancelled
- by Feb. 5, 2016: 40% of tuition charged is cancelled
- by Feb. 12, 2016: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

Prior to the second class meeting, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second class meeting.

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 their 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

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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 the Morrissey College 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.
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.
Latin: M.A.
Linguistics: M.A.
Mathematics:* Ph.D.
Middle Eastern Studies: M.A.
Philosophy: M.A., Ph.D.
Philosophy and Theology: M.A.
Physics:* M.S., M.S.T., Ph.D.
Political Science: M.A., Ph.D.
Psychology: M.A., Ph.D.
Russian: M.A.
Slavic Studies: M.A.
Sociology: M.A., Ph.D.
Theology: Ph.D.

*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Fifth Year Programs—Graduate School of the Morrissey College of Arts and Sciences

Linguistics: B.A./M.A.
History B.A./M.A.
Philosophy: B.A./M.A.
Psychology: B.A./M.A., B.S./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.

Dual Degree Programs—Graduate School of the Morrissey College 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/Law: M.A./J.D., Ph.D./J.D.
Political Science/Management: M.A./M.B.A.
Russian/Management: M.A./M.B.A.
Slavic Studies/Management: M.A./M.B.A.
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

School of Theology and Ministry

Sacred Theology: S.T.B., S.T.L., S.T.D.
Theology and Education: Ph.D.
Theology and Ministry: M.Div., M.A., M.T.S., Th.M.

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

Theology and Ministry/Business Administration: M.A./M.B.A.
Theology and Ministry/Counseling Psychology: M.A./M.A.
Theology and Ministry/Nursing: M.A./M.S.
Theology and Ministry/Social Work: M.A./M.S.W.

Joint Degree Programs—School of Theology and Ministry

Educational Administration and Catholic School Leadership (with LSOE): M.Ed.
Higher Education, Catholic University Leadership Concentration (with LSOE): M.A.
Religious Education, Catholic School Leadership Concentration (with LSOE): M.Ed.

Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: M.A., Ph.D.
Applied Statistics and Psychometrics: M.S.
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, Geology, Biology, Mathematics, Spanish 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–8 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. or B.S./M.A.
Curriculum and Instruction: B.A. or B.S./M.Ed.
Early Childhood Education: B.A. or B.S./M.Ed.
Educational Research, Measurement and Evaluation: B.A. or B.S./M.A.
Elementary Education: B.A. or B.S./M.Ed.
Higher Education: B.A. or B.S./M.A.
Moderate Special Needs: B.A./M.Ed.
Reading/Literacy Teaching: B.A./M.Ed.
Secondary Education: B.A. or B.S./M.Ed.
Severe Special Needs: B.A. or B.S./M.Ed.

Early Admit Programs—Lynch School of Education, Graduate Programs

Mental Health Counseling: B.A. or B.S./M.A.
School Counseling: B.A. or B.S./M.A.

Dual Degree Programs—Lynch School of Education, Graduate Programs

Counseling/Pastoral Ministry: M.A./M.A.
Curriculum and Instruction/Law: M.Ed./J.D.
Educational Leadership/Law: M.Ed./J.D.
Higher Education/Law: M.A./J.D.
Higher Education/Management: M.A./M.B.A.

Boston College Law School

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

Dual Degree Programs—Boston College 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/Public Health: J.D./M.P.H.
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/Biology: 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: M.S., Ph.D.

B.S./M.S. Program—Connell School of Nursing, Graduate Programs

Nursing: B.S./M.S.

Dual Degree Programs—Connell School of Nursing, Graduate Programs

Nursing/Management: M.S./M.B.A.
Nursing/Pastoral Ministry: M.S./M.A.

Boston College School of Social Work

Social Work: M.S.W., Ph.D., M.S.W./Ph.D.

Fifth Year Programs—Boston College 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—Boston College 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.

Students may choose from the following specializations:

Communication and Marketing
Executive Leadership and Organizational Development
Human Resources
Sports Administration
Applied Economics: 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

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. 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 below.

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. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.

- Instructors should provide students with a written syllabus 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

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans' responsibilities include 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 involved, 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 the Morrissey College 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/bc/schools/csom/graduate/currentstudents/academic.html

Connell School of Nursing, Graduate Programs

Master's Students: www.bc.edu/content/bc/schools/son/current/mastersresources.html

Doctoral Students: www.bc.edu/content/bc/schools/son/current/onlinedoctoralresources.html

Boston College School of Social Work

www.bc.edu/content/bc/schools/gssw/academics/academic-policies.html

Boston College Law School

www.bc.edu/content/dam/files/schools/law/pdf/academics/academic_policies_and_procedures%202015-16__july_2015.pdf

School of Theology and Ministry

www.bc.edu/content/bc/schools/stm/acadprog/acadpol.html

Woods College of Advancing Studies

www.bc.edu/content/bc/schools/advstudies/guide/regulations.html

Academic Regulations are effective from September of the current academic year (2015–2016) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

Academic Grievances

Any graduate or professional student who believes he or she has been treated unfairly in academic matters should consult with the faculty member or administrator designated by their school to discuss the situation and to obtain information about relevant grievance policies and procedures.

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

Graduate and professional students are expected to meet course requirements in classes, internships, and practica as specified in the syllabus or document prepared explicitly for the academic experience. A student who is absent repeatedly from these academic experiences will be evaluated by the responsible faculty member and/or designated supervisor(s) to ascertain the student's ability to continue in the course and to achieve course objectives.

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 cases of prolonged absence the student or his or her representative should communicate with the student's graduate associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to the course should be made with the Graduate Associate Dean's Office as soon as the student's health and other circumstances permit.

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 make up 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 make up 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 and professional students should consult their school or department for specific policies regarding audits.

Comprehensive Examination or Qualifying Papers:

Doctoral Students

Graduate and professional students should consult their school or department for specific policies regarding comprehensive examinations or qualifying papers for doctoral students.

Comprehensive Examination: Master's Students

Graduate and professional students should consult their school or department for specific policies regarding comprehensive examinations for master's students.

Continuation: Doctoral Candidacy

Graduate and professional students who have completed all required coursework and who have successfully completed the comprehensive examination or the oral defense of a publishable paper are admitted to doctoral candidacy. Doctoral candidates are required to register and pay for Doctoral Continuation (9999) during each semester of their candidacy or its equivalent.

Please refer to your school's regulation for additional information on doctoral candidacy.

Cross Registration

Boston Theological Institute

The Boston Theological Institute (BTI), a consortium of theology faculty primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in the BTI.

- Andover Newton School of Theology
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary

- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

The Consortium

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University. Eligible students are allowed to take courses at any of these institutions if the same courses are not offered at Boston College at any time during the academic year. Cross registration materials are available from the Office of Student Services. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in this consortium.

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

Graduate and professional students should consult their school or department for specific policies regarding full-time enrollment status.

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

Graduate and professional students should consult their school or department for specific policies regarding foreign language requirements.

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.

Please refer to your school's regulation for additional information on grading.

Grading Scale

In computing averages, the following numerical equivalents are used. The entire grading scale is not used by all schools.

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- 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.

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 Boston College School of Social Work and the Boston College Law School.

Graduate and professional students should consult their school or department for more information on grade changes.

Pass/Fail Electives

Graduate and professional students should consult their school or department for specific policies regarding pass/fail electives.

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.

Graduate and professional students should consult their school or department for specific policies regarding academic good standing.

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 usually granted for more than two semesters 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/studentsservices 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.

Personal Leave of Absence

Students on an approved personal leave of absence should contact the Associate Dean's Office at least six weeks prior to the semester in which they expect to re-enroll. The appropriate Associate Dean will make the decision on the readmission request.

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 and be approved by the student's Associate Dean.

The University reserves the right to impose conditions on readmission from a medical leave, which may include: length of time on leave; 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; and/or making use of University or outside professional services.

The conditions will be specified at the time of leave, and students will be asked to acknowledge their acceptance of them.

Students seeking to return from leave should contact the appropriate Academic Dean prior to seeking readmission no later than four weeks prior to the desired admission date. However, students seeking

to return to a practicum, clinical or field education placement must contact the appropriate Academic Dean expressing the intent to seek readmission at least a full semester before the desired 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. Students should consult with Student Services and can learn more about this policy at: www.bc.edu/medinsurance. Students granted a medical leave may be entitled to a semester's tuition credit to be provided upon readmission, and should consult their school's policy regarding the tuition credit.

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

Graduate and professional students seeking readmission to the University should consult with the policies and procedures specified by their department or school. 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. Graduate and professional students should consult with their schools or departments for specific policies regarding summer courses.

Time-to-Degree

Graduate and professional students should consult their school or department for specific policies regarding time-to-degree.

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

Graduate and professional students should consult their school or department for specific policies regarding transfer of credit.

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

Please refer to your school or department website for information about awards and honors.

Graduate School of the Morrissey College of Arts and Sciences

The Graduate School of the Morrissey College of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). In addition, the Graduate School also may admit as Special Students those students not seeking a degree who are interested in pursuing course work for personal enrichment.

The Graduate School of the Morrissey College of Arts and Sciences also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts/Master of Business Administration (M.A./M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers, through select departments, a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high-achieving BC undergraduates wishing to pursue an accelerated graduate program.

General Information

The Graduate School of the Morrissey College of Arts and Sciences Admissions Office, Gasson 108, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admissions inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

The course schedule is available online prior to each semester's registration period at the Course Information and Schedule link at www.bc.edu/courses. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

Master's Degree Programs

Requirements for the Degrees of Master of Arts and Master of Science

Acceptance

Candidates for the Master's degree must be graduates of an accredited college and normally must have at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after completing the first semester of course work or after earning a minimum of six credits.

Course Credits

The number of graduate credits required for the degree varies by department. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer Credit Policies" under Academic Regulations.

Fifth Year B.A./M.A. and B.S./M.S.

In cooperation with the Morrissey College of Arts and Sciences, the Graduate School offers five year B.A./M.A. and B.S./M.S. programs

in some disciplines. Students who begin the two-year M.A. program cannot switch to the B.A./M.A. program. See the Undergraduate Morrissey College of Arts and Sciences for further information.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and the demonstrated ability to modify or enlarge upon a significant subject in a dissertation based upon original research meeting high standards of scholarship.

Requirements for the doctoral degree are specific to departments and may be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The residency requirement is that students must be in residence for at least two consecutive semesters of a given academic year, during which the student is registered as a full-time student in the University. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered as fulfilling the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Dean's Office.

Special Students (Non-Degree)

Non-degree seeking students, who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director.

Admission

Eligibility and Application Information

The Graduate School of the Morrissey College of Arts and Sciences is an academic community whose doors are open to all students without regard to race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or

sexual orientation. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, students should consult their department.

The Graduate School accepts two classes of applicants—degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information and official transcripts. All of these documents will be found in the Graduate School of the Morrissey College of Arts and Sciences Application, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. All application materials should be sent to the Graduate Admissions Office, Gasson 108.

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. All application materials should be sent to the Graduate School Admissions Office, Gasson 108.

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Associate Dean of Admissions and Administration. Admission should not be presumed without receipt of official notification from the Associate Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's and doctoral programs.

For the necessary application forms and information, students may either address their requests to the department of interest or to the Graduate Admissions Office, Gasson 108.

Information on the GRE and TOEFL tests may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at www.gre.org.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable.

Acceptance

Announcements of acceptance or rejection are usually mailed no later than April 15 for September admissions, but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Associate Dean.

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- Graduate Assistantships
- Research Assistantships
- Teaching Assistantships
- Teaching Fellowships
- Tuition Scholarships
- University Fellowships

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study. No separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

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

Fellowships

University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

Teaching Fellowships

The Graduate School of the Morrissey College of Arts and Sciences has available a limited number of Teaching Fellowships. These provide a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Graduate Assistantships and Teaching Assistantships

Graduate and Teaching assistantships are assigned by departments. Duties, including the nature and number of hours (though in no case to exceed 20 hours), and stipend amounts vary by department.

Research Assistantships

Research Assistantships are available in some departments. Research Assistantship duties, including the nature and number of hours (though in no case to exceed 20 hours), and stipend amounts vary by department. Summer research opportunities are available on some research projects. For further information, contact the chairperson of the department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Human Resources Service Center to complete his/her personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship, or a tuition scholarship must report this matter in writing to the department chairperson and to the dean. These awards may be discontinued at any

time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire in the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog.

Academic Regulations

Full-Time Enrollment Status

Graduate full-time enrollment in the Graduate School of the Morrissey College of Arts and Sciences is 9 or more credits.

All students are considered half-time with six credits.

Students completing degree requirements in their final semester may be given exceptions to the school's minimum credit standard for full-time status by their academic dean.

The credits amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

Graduate schools may also define full-time status by a student's course work or role responsibilities as listed below:

- All doctoral candidates in the Graduate School of the Morrissey College of Arts and Sciences are considered full-time students.
- Master's candidates are considered full-time students if they are registered full-time and/or receiving an assistantship or fellowship through an academic unit e.g. Graduate Assistants, Teaching Fellows, Teaching Assistants, or Research Assistants.

Transfer Credit Policies

Graduate students may request transfer of not more than six graduate credits. Courses will be considered for transfer if the student has received a grade of B or better and if the course has not been applied to a prior degree. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. 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. Students are advised to consult with the procedures and policies of their department or school for exceptions to this policy.

Biology

Faculty

Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

David Burgess, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

Thomas Chiles, *Professor*; B.S., Ph.D., University of Florida

Peter Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Marc-Jan Gubbels, *Professor*; B.SC., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University

Charles S. Hoffman, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University School of Medicine

Welkin Johnson, *Professor*; Chairperson of the Department; B.A., University of California, Berkeley; Ph.D., Tufts University School of Medicine.

Daniel Kirschner, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Kenneth C. Williams, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Laura Hake, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

Junona F. Moroianu, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

Clare O'Connor, *Associate Professor*; B.S., Ph.D., Purdue University

Hugh P. Cam, *Assistant Professor*; B.S., University of Texas, Austin; Ph.D., Harvard University

Eric S. Folker, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; Ph.D., Notre Dame

Laura Anne Lowery, *Assistant Professor*; B.S., M.S., University of California, San Diego; Ph.D., Massachusetts Institute of Technology

Michelle M. Meyer, *Assistant Professor*; B.S., Rice University; Ph.D., California Institute of Technology

Tim van Opijnen, *Assistant Professor*; B.S, M.S., Ph.D., University of Amsterdam

Celia E. Shiau, *Assistant Professor*; B.S., University of California, Davis; Ph.D., California Institute of Technology

Joseph Burdo, *Associate Professor of the Practice*; B.S., Western Michigan University; Ph.D., Penn State College of Medicine

Christopher Kenaley, *Assistant Professor of the Practice*; B.S., Cornell University; Ph.D., University of Washington

Danielle Taghian, *Assistant Professor of the Practice*; B.S., Tufts University; Ph.D., Harvard University

Contacts

- Director of Graduate Studies: Charles Hoffman, hoffmacs@bc.edu
- Associate Director, Administrative & Graduate Student Services: Peter Marino, marinope@bc.edu
- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Assistant Director of Undergraduate Program: Megan Barry, megan.barry.3@bc.edu
- Technology Coordinator: Christopher Cardoso, chris.cardoso@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Faculty Support Assistant: Colette McLaughlin, kelleycs@bc.edu
- 617-552-3540
- www.bc.edu/biology

Graduate Program Description

The Biology Department offers courses leading to the degree of Doctor of Philosophy as well as a joint B.S./M.S. degree. The master of science in teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a bachelor's degree and undergraduate coursework in calculus, physics, biochemistry, biology, and chemistry, including organic chemistry. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The minimum curriculum for Ph.D. students consists of five Graduate Core Courses (BIOL6110 Advanced Genetics, BIOL6350 Graduate Biochemistry, BIOL6140 Graduate Molecular Biology, BIOL6150 Advanced Cell Biology, and BIOL6160 Graduate Bioinformatics), three additional Biology-approved Graduate Elective Courses (e.g., BIOL5000+, BIOL 8000+), BIOL6180 Scientific Proposal Writing and a University seminar of Responsible Conduct of Research (both beginning with students who entered into the program in 2012F).

Throughout the academic year, the Biology Departmental Colloquium hosts distinguished researchers in many areas of biology. Attendance is expected of all full-time Ph.D. students.

Lab rotations occur during the first year, which allows students the opportunity to explore important questions in different areas of biology and to determine if a particular lab environment is suitable for their thesis research. Students are expected to have joined a permanent lab by the end of this year, with permission of the lab's P.I.

Students are also required to be a Teaching Assistant for at least two semesters, beginning in their first semester. Depending on the availability of funding from their lab P.I., they may then transition to a Research Assistantship.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Course Offerings

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

BIOL7101 Readings and Research (Fall/Spring: 3)

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.

The Department

BIOL8010 Thesis Seminar (Fall/Spring: 3)

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.

The Department

BIOL8050 Departmental Seminar (Fall: 1)

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

Marc Muskavitch

BIOL8060 Departmental Seminar (Spring: 1)

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

William H. Petri

BIOL8880 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

The Department

BIOL9901 Doctoral Comprehensive (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements, but are preparing for comprehensive examinations.

The Department

BIOL9911 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Chemistry

Faculty

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Lawrence T. Scott, *Professor Emeritus*; A.B., Princeton University; Ph.D., Harvard University

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor*; Chairperson of the Department; B.A., Columbia University; Ph.D., Harvard University

T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

Shih-Yuan Liu, *Professor*; B.S., Vienna Institute of Technology; Ph.D., Massachusetts Institute of Technology

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Udayan Mohanty, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

James P. Morken, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Marc L. Snapper, *Professor*; B.S., Union College; Ph.D., Stanford University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

Jianmin Gao, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

Dunwei Wang, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

Jeffery Byers, *Assistant Professor*; B.A., Washington University; Ph.D., California Institute of Technology

Abhishek Chatterjee, *Assistant Professor*; B.S., RKM Residential College; Ph.D., Cornell University

Chia-Kuang (Frank) Tsung, *Assistant Professor*; B.S., National Sun Yat-sen University; Ph.D., University of California at Santa Barbara

Eranthie Weerapana, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

Kenneth Metz, *Professor of the Practice*; B.S., Emporia State University; Ph.D., University of Arkansas

Lynne O' Connell, *Associate Professor of the Practice*; B.S., McGill University; Ph.D., Massachusetts Institute of Technology

Daniel Fox, *Assistant Professor of the Practice*; B.S., State University of New York at Geneseo; Ph.D., University of California at Berkeley

Contacts

- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Lynne Pflaumer, pflaamel@bc.edu, 617-552-3605
- www.bc.edu/chemistry

Graduate Program Description

The Department of Chemistry offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in organic chemistry, chemical biology, physical chemistry, and inorganic chemistry and to (2) the Master of Science in Teaching (M.S.T.) degree in education. The latter is in conjunction with the Lynch School of Education.

Ph.D. Degree Requirements

There is no total credit requirement for the Ph.D. degree. All entering graduate students are required to take the core graduate courses that are designed to provide a reasonable and broad level of proficiency in the various chemistry disciplines, in addition to at least two advanced courses in the student's chosen focus of research. Core courses may include Mechanistic Organic Chemistry, CHEM537; Principles of Chemical Biology, CHEM560; and Physical Chemistry: Principles and Applications, CHEM676. Advanced course selection will depend on the student's research areas and are chosen in consultation with their research advisor. Every student is expected to attain a GPA of at least 3.0 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for a Master of Science (M.S.) degree, or withdraw from the program. Students choosing to complete the requirements for an M.S. degree must complete a minimum of 18 graduate credits of coursework and a thesis. Students typically accumulate 12 to 18 credits of coursework during the first year of study. The Comprehensive Examination for the M.S. degree is a private, oral defense of the student's research thesis.

Ph.D. candidates must pass eight cumulative exams in their area from 20 possible. These exams test the students' development in their major field of interest and critical awareness and understanding of the current literature. Students are encouraged to start taking cumulative examinations in their first year, but must start taking them in the beginning of their second year.

The M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4–6 years) will begin usually during the second semester of study. An oral defense of the dissertation before a faculty thesis committee and a public presentation complete the degree requirements. Some teaching or equivalent educational experience is required. This requirement may

be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Director of Graduate Studies or Department Chairperson.

M.S.T. Degree

The Master of Science in Teaching degree program is administered through the Lynch School of Education in cooperation with the Department of Chemistry and requires admission to graduate programs in both the Lynch School of Education and the Department of Chemistry. Although course requirements may vary depending upon the candidate's prior teaching experience, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T. degree, please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Course Offerings

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

CHEM7799 Readings and Research I (Fall/Spring: 3)

Lab fee required.

A course required of Ph.D. matriculants for each semester of research.

The Department

CHEM8800 Readings and Research II (Spring: 3)

Lab fee required.

A course required of Ph.D. matriculants for each semester of research.

The Department

CHEM8801 Thesis Seminar (Fall/Spring: 3)

Lab fee required.

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

The Department

CHEM8802 Thesis Direction (Fall/Spring: 1)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CHEM8805–8806 Departmental Seminar I and II (Fall/Spring: 1)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CHEM8821–8822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

ARTS AND SCIENCES

CHEM8831–8832 Organic Chemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CHEM8861–8862 Biochemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CHEM8871–8872 Physical Chemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CHEM8888 Interim Study (Fall: 0)

The Department

CHEM9998 Doctoral Cumulative Examinations (Fall/Spring: 1)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CHEM9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Classical Studies

Faculty

Dia M.L. Philippides, *Research Professor*; B.A., Radcliffe College;

M.A., Boston College; M.A., Ph.D., Princeton University

Kendra Eshleman, *Associate Professor*; B.A., Swarthmore College; Ph.D., University of Michigan

Gail L. Hoffman, *Assistant Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

Maria Kakavas, *Visiting Assistant Professor*; M.A., Boston College; Ph.D., Boston University

Mark Thatcher, *Visiting Assistant Professor*; B.A., Northwestern University; Ph.D., Brown University

Contacts

- Administrative Assistant: Gail Rider, 617-552-3316, gail.rider@bc.edu
- www.bc.edu/schools/cas/classics

Graduate Program Description

The department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics).

Requirements for the M.A. Degree

Candidates must complete 30 credits of course work at the graduate level, of which six may, with departmental permission, consist of

a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature and of a thesis (if offered in partial fulfillment of the requirements).

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel.

Course Offerings

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

CLAS7790–7791 Readings and Research I and II (Fall/Spring: 3)

The Department

CLAS8888 Interim Study (Fall/Spring: 0)

Gail Hoffman

Earth and Environmental Sciences

Faculty

George D. Brown, Jr., *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

J. Christopher Hepburn, *Professor Emeritus*; A.B., Colgate University; A.M., Ph.D., Harvard University

James W. Skehan, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

Emanuel Bombolakis, *Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor*; Chairperson of the Department; A.B., Harvard University; Ph.D., California Institute of Technology

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Gail C. Kineke, *Associate Professor*; Director of Graduate Studies; B.A., Princeton University; M.A., Ph.D., University of Washington

Seth C. Kruckenberg, *Assistant Professor*; B.S., University of Wyoming; Ph.D., University of Minnesota-Twin Cities

Jeremy D. Shakun, *Assistant Professor*; B.A., Middlebury College; M.S., University of Massachusetts, Amherst; Ph.D., Oregon State University

Noah P. Snyder, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Corinne I. Wong, *Assistant Professor*; B.A., B.S., University of the Pacific; M.S., Ph.D., University of Texas, Austin

Contacts

- Administrative Secretary: Courtney Reggo, 617-552-3641 or 3640, reggo@bc.edu
- Department Chair: Dr. John E. Ebel, ebel@bc.edu

- Director of Graduate Studies: Dr. Gail C. Kineke, gail.kineke@bc.edu
- www.bc.edu/eesciences

Graduate Program Description

Master of Science

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology, geophysics, and environmental geosciences along with the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately 20 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in the environmental and engineering industries, oil and gas exploration or government service, teaching, or for continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the Department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, geomorphology, structural geology and tectonics, isotope geochemistry and geochronology, global change geochemistry, groundwater hydrology, sedimentology, biogeochemistry, and environmental geology and geophysics.

The Department offers a number of Teaching and Research Assistantships.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal statement of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by January 10. Later applications will be considered for financial aid if funding is available.

M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the

undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in physics or chemistry, and a two-semester, college-level calculus course.

A minimum of ten courses (numbered 3000 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (EESC8801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (EESC7798 or EESC7799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in their graduate courses, as well as in all undergraduate courses in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. A research thesis approved by three faculty members is also required of all M.S. students.

Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Earth and Environmental Sciences offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Earth and Environmental Sciences. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Earth and Environmental Sciences for information and application materials to both programs (indicate that you are interested in the Dual Degree Program). The deadline for admission to the Department of Earth and Environmental Sciences is January 10 for consideration for financial aid and assistantships, the same as the deadline for M.S. candidates. Applications to the Carroll Graduate School of Management are accepted on a rolling basis.

The second option is for students to apply and be accepted to the M.S. program in the Department of Earth and Environmental Sciences. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from the Department of Earth and Environmental Sciences, Boston College, Chestnut Hill, MA 02467, 617-552-3640, or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Earth and Environmental Sciences. It requires admission to both the Lynch School of Education and the Department of Earth and Environmental Sciences. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills.

M.S.T. Degree Requirements

The five required courses in the earth sciences must be chosen from among the following: Exploring the Earth and Structural Geology, and four credits from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology or Advanced Structural Geology, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Department of Earth and Environmental Sciences, with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts—one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

Cooperative Program

The Department is part of a cooperative program with the Department of Earth Sciences at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts.

Weston Observatory

Weston Observatory is a geophysical research and science education center of the Department of Earth and Environmental Sciences at Boston College. It is located in Weston, Massachusetts about 10 miles west of BC's Chestnut Hill campus. The Observatory, which has been recording earthquakes since the 1930s, conducts basic research on earthquakes and related processes, provides public information after significant earthquakes occur, contributes to earthquake awareness to help reduce the tragic effects of earthquakes, and educates future generations of geophysicists, geologists, environmental geoscientists and scientifically literate citizens. Seismic monitoring at Weston Observatory is part of a consortium of institutions that operate networks of seismographs throughout the Northeast United States and around the world. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: www.bc.edu/westonobservatory.

Course Offerings

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

EESC7798 Graduate Reading and Research in Geophysics (Fall/Spring: 3)

Prerequisite: Permission of the instructor

A graduate research study of a topic in geophysics under the supervision of a faculty member.

The Department

EESC7799 Graduate Reading and Research in Geology (Fall/Spring: 3)

Prerequisite: Permission of the instructor

A graduate research study of a topic in geology under the supervision of a faculty member.

The Department

EESC8801 Thesis Seminar (Fall/Spring: 3)

Thesis research under the guidance of a faculty member.

The Department

EESC8888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

Economics

Faculty

David A. Belsley, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Francis M. McLaughlin, *Associate Professor Emeritus*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Susanto Basu, *Professor*; A.B., Ph.D., Harvard University

Christopher F. Baum, *Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter T. Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Peter N. Ireland, *Professor*; B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Professor*; Chairperson of the Department; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Marvin Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor*; B.A., Wellesley College; Ph.D., Harvard University

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Fabio Schiantarelli, *Professor*; B.S., Università Bocconi, Italy; M.S., Ph.D., London School of Economics

Uzi Segal, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

Tayfun Sonmez, *Professor*; B.S., Bilkent University, Turkey; M.A., Ph.D., University of Rochester

Richard W. Tresch, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

M. Utku Unver, *Professor*; B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh

Zhijie Xiao, *Professor*; B.Sc., M.Sc., Renmin University, China; M.A., M.Ph., Ph.D., Yale University

Stefan Hoderlein, *Associate Professor*; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

Julie Mortimer, *Associate Professor*; B.A., Carleton College; Ph.D., University of California—Los Angeles

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

S. Anukriti, *Assistant Professor*; B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University

Andrew Beauchamp, *Assistant Professor*; B.A., Michigan State University; M.A., Ph.D., Duke University

Ryan Chahrouh, *Assistant Professor*; B.A., Swarthmore College; Ph.D., Columbia University

Karim Chalak, *Assistant Professor*; B.A., American University of Beirut, Lebanon; M.A., Ph.D., University of California, San Diego

Sanjay Chugh, *Assistant Professor*; B.A., Massachusetts Institute of Technology; Ph.D., University of Pennsylvania

Scott Fulford, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., Princeton University

Ben Li, *Assistant Professor*; B.A., Zhejiang University; Ph.D., University of Colorado at Boulder

Mathis Wagner, *Assistant Professor*; B.A., University of Cambridge; Ph.D., University of Chicago

Paul L. Cichello, *Associate Professor of the Practice*; B.A., Boston College; Ph.D., Cornell University

Can Erbil, *Associate Professor of the Practice*; B.A., Bogazici University; Ph.D., Boston College

Christopher Maxwell, *Associate Professor of the Practice*; B.A., University of Pennsylvania; Ph.D., Harvard University

Tracy Regan, *Associate Professor of the Practice*; B.A., University of Arizona; Ph.D., University of Arizona

Contacts

- Director of Graduate Studies: Richard Tresch, 617-552-3671, tresch@bc.edu
- Graduate Program Assistant: Gail Sullivan, 617-552-3683, gail.sullivan@bc.edu
- Administrative Assistant: MaryEllen Doran, 617-552-3670, andrewma@bc.edu
- www.bc.edu/economics

Graduate Program Description

Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives, for a total of 47 credits. The first-year program consists of core courses in Micro Theory (ECON7740, 7741), Macro Theory (ECON7750, 7751), Mathematics for Economists (ECON7720), Statistics (ECON7770), and Econometric Methods (ECON7772). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of

Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of two courses taken in the second semester of the first year: ECON7741 and ECON7751. These two courses are each worth four credits.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometrics, economic development, industrial organization, international economics, international trade and policy, labor economics, advanced macro and monetary economics, public sector economics, advanced micro theory, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice each year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

All students accepted to the program are offered financial aid including tuition remission. A student can expect continued financial support for five years as long as the student achieves satisfactory progress toward the Ph.D. More information about the Ph.D. program and financial aid opportunities can be found at the graduate program menu option at www.bc.edu/economics.

Admission Information

An on-line application for your convenience is located at www.bc.edu/schools/gsas/admissions.html. Any questions regarding admission requirements should be directed toward gsasinfo@bc.edu. For further information regarding the Ph.D. program, send an e-mail to [Gail Sullivan](mailto:Gail.Sullivan@bc.edu) at gail.sullivan@bc.edu.

Course Offerings

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

ECON7720 Math for Economists (Fall: 3)

This course consists of two modules: one on linear algebra and the second on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

Peter Ireland

ECON7740 Microeconomic Theory I (Fall: 3)

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory, such as welfare change measures and revealed preference theory.

Hideo Konishi

Marvin Kraus

ECON7741 Microeconomic Theory II (Spring: 4)

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

Uzi Segal

Utku Unver

ECON7750 Macroeconomic Theory I (Fall: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and

economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

Fabio Schiantarelli

ECON7751 Macroeconomic Theory II (Spring: 4)

This course is divided into three sections. Part I covers consumption and asset pricing. Part II introduces business-cycle theory with flexible prices. Part III covers monetary models, including business-cycle theory with nominal rigidities and the role of monetary policy.

Susanto Basu

ECON7770 Statistics (Fall: 3)

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation, and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory, and maximum likelihood estimation.

Zhijie Xiao

ECON7772 Econometric Methods (Spring: 4)

Prerequisite: ECON7770 or equivalent

This course provides an understanding of the econometric theory that underlies common econometric models. The focus is on regression models and their many extensions. Topics include finite and asymptotic properties of estimators, consistency and limiting distributions, specification issues, heteroskedasticity, autocorrelation, endogeneity and simultaneity, and nonlinear model estimators including maximum likelihood and the generalized method of moments.

Arthur Lewbel

ECON7798 Economics Practicum (Fall/Spring: 1)

Prerequisite: Permission of the Director of Graduate Studies

Richard Tresch

ECON7799 Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of the Director of Graduate Studies

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

Richard Tresch

ECON8802 Advanced Microeconomic Theory (Fall: 3)

In recent years, auction theory and matching theory have found applications in many interesting real-life problems from a market/mechanism design perspective. Topics of this course include the theory of matching markets, multi-object auctions, school choice, and kidney exchange.

Tayfun Sonmez

ECON8821 Time Series Econometrics (Fall: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

Zhijie Xiao

ECON8822 Cross Section and Panel Econometrics (Fall: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

Stefan Hoderlein

ECON8823 Applied Econometrics (Spring: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents

This course presents a number of econometric estimation techniques relevant for applied research in economics and finance and addresses the computational issues related to their implementation. Topics will be drawn from instrumental variables (IV-GMM) estimation and diagnostics; panel data estimators, including dynamic panel data techniques; reduced-form and structural vector autoregressions; ARFIMA (long memory) models; general linear models; limited dependent variable techniques; structural equation modeling; propensity score matching; state-space and dynamic factor models; simulation and bootstrapping.

Christopher Baum

ECON8825 Topics in Econometric Theory (Spring: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

Karim Chalak

ECON8853 Industrial Organization I (Spring: 3)

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

Hideo Konishi

ECON8854 Industrial Organization II (Spring: 3)

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy; analysis of the genesis of regulation; peak-load pricing; optimal departures from marginal cost pricing; automatic adjustment clauses; the empirical evidence regarding regulation-induced inefficiencies; and an investigation of the special problems of regulatory reform and deregulation in particular industries.

Michael Grubb

ECON8860 Advanced Macro: Computation, Estimation, and Applications (Spring: 3)

Ryan Chahrour

ECON8861 Monetary Economics I (Fall: 3)

This course covers models of money demand, recent developments in the foundation of a role for monetary policy in affecting the real economy, and issues in the formulation and conduct of monetary policy for closed and open economies.

Sanjay Chugh

ECON8862 Monetary Economics II (Fall: 3)

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

Fabio Schiantarelli

ECON8870 Economic Development (Spring: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents

This course is an introduction to empirical development economics. Topics will focus on some constraint or missing market in developing countries such as credit and insurance; education, labor markets, and migration; health; and institutions. We will emphasize identification and model differentiation using IV, randomization, structural models, and non-parametric approaches.

Scott Fulford

ECON8871 Theory of International Trade (Spring: 3)

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

Ben Li

ECON8884 Distributive Justice (Spring: 3)

Prerequisites: ECON7740 and ECON7741

The course will deal with the allocation of goods and rights when markets cannot or should not be used. Topics covered will include measurement of utility, bargaining, utilitarianism, non-utilitarian social welfare functions, social and individual preferences for randomization, ex-ante and ex-post analysis of social welfare, equality, the trolley problem, and the creation of social groups. The course will cover both the formal literature as well as some of the relevant philosophical and legal literature.

Uzi Segal

ECON8885 Analysis of Labor Markets (Spring: 3)

Prerequisite: ECON8822, which may be taken prior to or concurrently with ECON8885

A comprehensive approach to the analysis of labor markets, focusing on job market search, matching of firms and workers, minimum wage, discrimination, centralized wage setting (as in some European countries and transitional economies), migration and demographic decisions (such as marriage and child bearing), labor supply, household production, and program evaluation. Heavy emphasis is placed on specification and estimation of empirical models.

Andrew Beauchamp

ECON8886 Current Topics in Labor Economics (Fall: 3)

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

Mathis Wagner

ECON8888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations.

Richard Tresch

ECON9900 Third Year Thesis Workshop (Fall/Spring: 1)

Third-year students in the Ph.D. program must participate in the Thesis Workshop, which meets once each week during both fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.

Susanto Basu

Utku Unver

ECON9901 Fourth Year Thesis Workshop (Fall/Spring: 2)

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop, which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.

Susanto Basu

Utku Unver

ECON9998 Doctoral Comprehensives (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

Richard Tresch

ECON9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy, whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Richard Tresch

English**Faculty**

Rosemarie Bodenheimer, *Professor Emerita*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Leonard R. Casper, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

John L. Mahoney, *Rattigan Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard Schrader, *Professor Emeritus*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor Emeritus*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Judith Wilt, *Newton College Alumnae Professor Emerita*; A.B., Duquesne University; Ph.D., Indiana University

Paul C. Doherty, *Associate Professor Emeritus*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

John J. Fitzgerald, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

Joseph A. Longo, *Associate Professor Emeritus*; B.S., M.Ed., A.M., Ph.D., Rutgers University

John F. McCarthy, *Associate Professor Emeritus*; A.B., Harvard University; A.M., Ph.D., Yale University

Andrew J. Von Hendy, *Associate Professor Emeritus*; A.B., Niagara University; A.M., Ph.D., Cornell University

Amy Boesky, *Professor*; B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University

Mary Thomas Crane, *Thomas F. Rattigan Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

ARTS AND SCIENCES

Elizabeth Graver, *Professor*; B.A., Wesleyan University; M.F.A., Washington University

Dayton W. Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Elizabeth Kowaleski Wallace, *Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

Paul Mariani, *University Professor of English*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY

Suzanne M. Matson, *Professor*; Chairperson of the Department; B.A., Portland State University; M.A., Ph.D., University of Washington

Kevin Ohi, *Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

Philip T. O'Leary, *Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Frances L. Restuccia, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Carlo Rotella, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

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Christopher Boucher, *Assistant Professor of the Practice of English*; B.A., Brandeis University; M.F.A., Syracuse University

Lori Harrison-Kahan, *Assistant Professor of the Practice of English*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

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Graduate Program Description

Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must

be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings, and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations—a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program. The literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

Master of Arts Concentration in Irish Literature and Culture

The Master of Arts in Irish Literature and Culture degree offers English Department candidates the opportunity to design an interdisciplinary course of study drawing from a wide range of fields, including literature, Irish language, history, women's studies, American studies, fine arts, music and cultural studies. Candidates seeking the degree must fulfill the course requirements of 30 credits within two years. At least 12 of these must be in Irish literature courses in the English Department, an additional three in an Irish Studies course offered by another University department, and at least six in Irish Language. Remaining credits are taken as electives. To complete the degree candidates must pass an oral examination focusing on a specific period, genre or theme they have chosen in consultation with members of the Irish Studies faculty. Students interested in pursuing the concentration in Irish Literature and Culture should register with Marjorie Howes at the beginning of their second year.

English faculty offering graduate courses in Irish Studies include Professors Marjorie Howes, Joseph Nugent, Philip O'Leary, and James Smith. In addition, the distinguished visiting scholar holding the Burns Library Chair in Irish Studies will teach graduate courses in the program. For further information about the Irish Studies Program, please see the website at www.bc.edu/irish.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements

vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Program in Linguistics

In the Department of Slavic and Eastern Languages and Literatures, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language generally.

Doctor of Philosophy Program

Normally, no more than four students will be admitted to the doctoral program each year (one additional student is sometimes admitted on an Irish Studies fellowship, and there is additional support for diversity candidates and other exceptional students). The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English. Commonly, enrollment in language courses or in graduate electives on translation, accompany the completion of the assignment.

Examinations

Each student will direct a course of study toward completion of three examinations—a minor field exam by the end of the second year, a major field exam, and a dissertation field exam.

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists

of a two-hour oral examination usually on a period or genre. The dissertation field exam, two and one-half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

Prospectus, Dissertation, and Defense

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member from outside BC may sit on the committee). Submission of the dissertation will be followed by an oral defense. Students are responsible for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses—at least one semester of First-Year Writing Seminar, a self-designed elective in the student's own field, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

Graduate Colloquium

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics. In alternate years, the spring colloquium will be a full-day graduate conference. All graduate students and faculty are strongly encouraged to attend.

Good Standing

Candidates for the degree are expected to remain in good standing in accordance with department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

Course Offerings

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

ENGL7010 American Literature, Print Culture, and Material Texts (Spring: 3)

Offered periodically

In this seminar we will examine eighteenth- and nineteenth-century American literature with the interdisciplinary theories and methods of print culture studies. We will explore changing notions of authorship and literary property; the relationship of format and genre; and different institutions and practices of reading. Our seminar readings will include novels, periodicals, broadsides, and other material texts from the eighteenth and nineteenth centuries. In addition, we will consider some recent scholarship on African American and Native American print culture, literary nationalism and the transatlantic literary marketplace, and the history of the book in America.

Adam Lewis

ENGL7015 Everyday Fictions (Fall: 3)

Offered periodically

This graduate seminar will focus on the representation of ordinary, everyday life in modern and contemporary fiction by writers including Ernest Hemingway, Virginia Woolf, Nella Larsen, Marilynne Robinson, Don DeLillo, Richard Ford, Jhumpa Lahiri and others. In shifting the lens of analysis from the tragic, the unexpected and the dramatic to the lived experience of the everyday, we will raise questions about the nature of literary representation, the construction of narrative, and the potential of literature to capture the rhythms of ordinary life.

Laura Tanner

ENGL7700 English Language Training for Graduate Level

Students: Focus on Speech (Fall: 0)

Department permission is required.

Designed for students whose first language is not English, this course will emphasize the oral/aural language skills required for success in graduate work. It will provide students the opportunity to hone their speaking and listening skills through group discussions, presentations, and targeted practice in pronunciation, stress, and intonation through the reading of poetry and tongue twisters. The course may be particularly beneficial to those with teaching responsibilities at BC. Non-credit and offered free of charge by GSAS to its students during the fall semester. Students who enroll in the course are expected to attend all classes throughout the semester.

Lynne Anderson

ENGL7701 English Language Training for Graduate Level

Students: Focus on Writing (Spring: 0)

Department permission is required.

Designed for those whose first language is not English, this course offers students practice writing in a range of academic modes including reflection, summary, analysis, and critique. Early in the semester, students will explore the composition process from brainstorming to drafting to revision to editing. Grammar is taught in the context of student writing. Several classes will be devoted to e-mail, reference letter, and proposal writing.

Lynne Anderson

ENGL7705 Early Modern Poetry (Fall: 3)

Offered periodically

An exploration of poetry from the Tudor and Stuart eras, according some attention to theories of genre and of editorial practice that respond to differences among poems by Shakespeare and Jonson, Donne and Milton. Concentration on developments in erotic and in religious lyrics, the emergence of satire, and the transition from manuscript culture to print publication. Other poets likely to be featured include Sidney, Spenser, the Countess of Pembroke, Herbert, and Marvell.

Dayton Haskin

ENGL7707 W.C. Williams and Wallace Stevens (Fall: 3)

Two American poets, two Modernists, who between them shaped the course of American and world poetry over the past century. From the 1910s through the 1950s, we will watch as these two interact and develop the possibilities of the Imagination, one coming to identify with the clamoring world around him, the other with the multivalent possibilities of the world within, and then back again as language dictated. Among texts by Williams we will examine *Kora in Hell*, *Spring & All*, *In the American Grain*, *An Early Martyr and Other Poems*, *Adam & Eve & The City*, *The Desert Music*, *Journey to Love*, and *Pictures from*

Brueghel, and his epic, *Paterson* (1946–1958). Among texts by Stevens we will examine *Harmonium*, *Ideas of Order*, *The Man with the Blue Guitar*, *Parts of a World*, *Transport to Summer*, *The Auroras of Autumn* and his late poems.

Paul Mariani

ENGL7715 Animal Worlds in the Middle Ages (Spring: 3)

Offered periodically

This course explores troubled boundaries between human and non-human subjects and objects in the literature, culture, and art of the Middle Ages. While human beings defined the nature and role of animals, those terms, as well as the institutions that mediated them, constituted what being human meant. We will read philosophy, history, theology, saints' lives, fables, lyrics, epics, sagas, romances, laws, visions, and mystical/devotional texts alongside works in the emerging field of critical animal studies to begin to answer key questions about economic roles, cultural constructions, and the formation of ethical structures in the service of sharing lives and worlds.

Robert Stanton

ENGL7730 Novels of the World (Spring: 3)

This course will focus on contemporary novels by authors from various places in the world as well as on the question of how to teach such novels. We will explore the ideas as well as narrative structures and styles (the aesthetics) of writers such as Sebald (Germany), Coetzee (South Africa), Pamuk (Turkey), Hosseini (Afghanistan), Mahfouz (Egypt), and Kundera (former Czechoslovakia). We will address political, social, and historical dimensions and contexts. Although it will be difficult to generalize from a few novels, we will engage issues of cultural difference. We also may consider some relevant post-colonial and/or psychoanalytic theory.

Frances Restuccia

ENGL7731 The Idea of Literature: From Work to Text (Fall: 3)

Offered periodically

Fulfills the Theory requirement

This course is dedicated to literary theory. Rather than surveying the main trends represented in most theory anthologies, however, we will focus specifically on theoretical works that pose and attempt to answer the ontological question: What is literature? Surveying the diverse ways in which this question has been posed and answered, we will read works situated at the intersections of literary criticism, literary theory, and philosophical aesthetics. Authors may include Friedrich Schlegel, Novalis, Jean Paulhan, Maurice Blanchot, Paul de Man, Jacques Derrida, Philippe Lacoue-Labarthe, Jean-Luc Nancy, and Jacques Ranciere.

Robert Lehman

ENGL7732 Contemporary Irish Fiction (Fall: 3)

Concentrating on contemporary Irish fiction, this seminar examines the confluence of stories representing Irish society since the mid-1980s. We will discuss significant cultural shifts and attempt answers to ongoing cultural questions. These include issues of national identity in an era of globalization, the relationship between tradition and innovation in Celtic Tiger Ireland, and the challenges and contradictions posed by the Northern Ireland Peace Process, as well as issues of gender, sexuality, and ethnicity in the new Ireland. Novelists include Roddy Doyle, Colm Tibn, Patrick McCabe, Emma Donoghue, Mary Morrissy, Anne Enright, Eoin McNamee, Eilis N Dhuibhne, and Deirdre Madden.

James Smith

ENGL7749 Poetics (Spring: 3)

This course traces the development of poetics from the mid-twentieth century to recent attempts at revival. We'll read Aristotle's *Poetics* as a "pre-text," followed by key essays in Russian and Prague school poetics, responses by the Bakhtin group, and examples of the transition from Slavic to French structuralist poetics. We then review the poststructuralist critique of structuralist poetics before considering the return of poetics in cognitive poetics and the New Formalism. Although the readings could be described as "theory," most of them are concerned with questions of literary methodology, often illustrating their claims in relation to specific poetic texts.

Alan Richardson

ENGL7752 Contemporary Literary and Cultural Theory (Fall: 3)

Fulfills the Theory requirement

This course introduces students to the concepts and practices of contemporary cultural and literary theory. Surveying various developments of the field during the last two decades, we will study: Marxist, psychoanalytic, feminist, new historical, structuralist, poststructuralist, and postcolonial approaches to literature and culture. Though our primary focus will be theoretical essays and books, students will also have the opportunity to apply the theories to literary and cultural texts. Possible theorists include: Marx, Althusser, Freud, Lacan, Lévi-Strauss, Derrida, Foucault, Chakrabarty, and Taussig. The course requires a series of short essays.

Elizabeth Wallace

ENGL7753 Reading Jacques Derrida (Spring: 3)

Cross listed with FREN7750 and PHIL7753

Offered periodically

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interventions in such disciplines as literature, philosophy, theology, and history. By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.

Kevin Newmark

Kalpana Seshadri

ENGL7772 Sixteenth Century British Writers (Spring: 3)

Offered periodically

In this course we will discuss a selection of the most important works written in England during the sixteenth century with special reference to their literary and cultural contexts. Works will include More's, poems by Wyatt, Sidney, and Shakespeare, poems and speeches by Queen Elizabeth I, plays by Marlowe and Shakespeare, book I of Spenser's *Faerie Queene*, as well as relevant critical articles. Requirements will include a short paper, and a longer (18–20-page) paper.

Mary Crane

ENGL7782 Issues and Methods in American Studies (Spring: 3)

This course offers an introduction to the field of American Studies, which focuses on the interdisciplinary study of American culture. We will read a range of recent scholarship, exploring diverse approaches, methods, and issues of interest. In the process, we will assemble a tool kit of critical skills for making interpretive arguments about works of culture in their historical moments. The cultural forms we analyze may include popular fiction, film, music, religion, and others.

Christina Klein

ENGL7785 Stuart Literature and Culture (Fall: 3)

This course explores the early seventeenth century in Britain through canonical and non-canonical materials. Our central focus will be the changing representation of the body in competing discourses of this period—medical, juridical, political, and aesthetic. Topics may include the gendered body; appetite and its regulation; virginity; deviance; the reproductive body; colonial bodies and foreign “tongues”; anatomical practices; melancholy; prayer, penance, and political martyrdom. Readings will include works by Donne, Shakespeare, Herbert, Harvey, Milton, and Charles I. One presentation and two papers required.

Amy Boesky

ENGL7789 Eighteenth-Century British Comedies, Dramatic and Narrative (Fall: 3)

Offered periodically

Taking as its texts a variety of dramatic comedies and comic novels written from the Restoration through the eighteenth century, this course will explore questions about how generic constraints, expectations, and innovations shaped representations of social life and consider ways in which framing a “world” as comic could display, challenge, and/or occlude social, cultural, and/or literary complacencies and/or anxieties. Along with short readings in history of the novel and the theater and theory of comedy, we will discuss plays and novels by such authors as Wycherley, Etherege, Behn, Congreve, Gay, Steele, Fielding, Sterne, Goldsmith, Burney, and Sheridan.

Robert Chibka

ENGL8800 Irish Gothic (Spring: 3)

Ghosts and vampires, lunatics and criminals, human corruption and supernatural punishment: these things have fascinated generations of Irish writers and readers. This seminar will investigate why Ireland produced such a rich tradition of Gothic literature, beginning in the early nineteenth century and continuing right up to the present. We will also explore various critical and theoretical approaches to the genre: political, historical, psychological, sexual, and religious. Writers to be studied include Maria Edgeworth, Sheridan LeFanu, Charles Maturin, Bram Stoker, Oscar Wilde, Elizabeth Bowen, and Patrick McCabe.

Marjorie Howes

ENGL8801 Thesis Seminar (Fall: 3)

The Department

ENGL8805 Beckett (Fall: 3)

Offered periodically

This course introduces a major Irish (post)modernist writer, arguably the most important playwright of the twentieth century. Reading a range of Beckett’s fiction and drama, and with the help of various critical essays, we will place Beckett in his biographical, geographical, theatrical, and historical contexts. Texts will include *Waiting for Godot*, *Endgame*, short fictions early and late, and several plays for television. Work will include a class presentation, a short project, and a final long essay for which original archival research in Burns Library is an option. No previous familiarity with Beckett is required.

Andrew Sofer

ENGL8816 Eliot, James, and Woolf (Spring: 3)

Focusing on three of its greatest creators, this course will formulate different ways of thinking about the novel in English. Inevitably, we will be led to large questions—about the representation of reality and of human consciousness, about the novel’s embeddedness in socio-political reality, about perspective and vision and the limits of

human knowledge, for example. But our primary focus will be close readings, and we will need to develop ways of talking, concretely, about what novels do and about how they are put together. Readings will include works by Charles Dickens, George Eliot, and Henry James.

Kevin Ohi

ENGL8825 Composition Theory and the Teaching of Writing (Spring: 3)

Department Permission required

This course is designed to prepare graduate students to teach first-year college writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theories (including feminism, psychoanalysis, cultural studies, and critical pedagogy) have influenced the teaching and study of composition. Requirements will include a theoretically-informed analysis of a student essay; a piece of creative nonfiction and an accompanying description of the process used to produce it; an annotated syllabus for a first-year college course; and a week of student teaching in a First Year Writing classroom.

Paula Mathieu

ENGL8836 Media, Culture, Narrative (Fall: 3)

This course proposes to provide a seedbed of common readings and questions for graduate students interested in U.S. literary and cultural history from the mid-nineteenth to the mid-twentieth centuries. Our readings will also concentrate on recent scholarship on the material and cultural placements of various media forms—news writings, self-help manuals, ethnic autobiography, popular entertainments, speeches, pulp magazines, and so forth, adjacent to (and often constituting) mainstream literary expression.

Christopher Wilson

ENGL8840 Contemporary American Fiction (Spring: 3)

This seminar examines works of fiction published within the past two decades with a special focus on the novel. It considers how post-modernism largely fails to describe these works and how in working in the form of the novel authors struggle to maintain its cultural prestige in the face of multiple challenges. It also considers the growing diversity of authors and works who are gaining the most attention, as well as an increasingly lively interest in popular genres once eschewed by high literary aspirants. Readings are a mix of fiction and criticism.

Min Song

ENGL8855 British Literature and Postcolonial Criticism (Spring: 3)

Historians such as Bernard Cohn have taught us that analyses of British Literature and Culture will be incomplete if we do not assume England and its colonies as a single unit of analysis. However, the translation of this historical wisdom to literary analysis demands not only an understanding of colonial policy but also a re-invention of our reading practices. We shall review the premises of postcolonial studies and its various approaches to canonical British literature by asking how Britain’s colonial activities from the eighteenth to the twentieth centuries affected representations of the domestic space.

Kalpana Seshadri

ENGL8887 Introduction to Advanced Research (Fall: 3)

This course asks students to contemplate the kind of literary scholar they want to be and then provides them with basic literary research tools that will help them achieve this goal. By becoming versed in bibliographical and archival methods and learning about research

techniques in complimentary fields of study, students will become grounded in the basics of contemporary literary studies. Readings on academic scholarship and disciplinary methods and workshops on traditional and special library collections and internet resources define this course. Students will demonstrate their knowledge of these essentials by producing an original, archived-based research essay.

James Najarian

ENGL8888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

ENGL8899 Readings and Research (Fall/Spring: 3)

The Department

ENGL9903 Ph.D. Seminar: The Victorian Novel and Genre (Fall: 3)

Offered periodically

It was during the Victorian period (1837–1901) that the novel became the dominant literary genre, at once entertaining newly literate populations and anchoring debates on aesthetics, politics, religion, and morality. This course will focus on questions about genre and the relationship between popular and elite literature. Weeks will be devoted to significant subgenres of the period, including the detective novel, science fiction, the historical novel, and the sentimental novel. A broader set of concerns will turn on issues of periodization, classification, and canonization.

Maia McAleavey

ENGL9904 Ph.D. Seminar: The City (Spring: 3)

Offered periodically

This seminar examines how novels and films have engaged the interlinked formal, social, and conceptual problems posed by cities. We will concentrate, in particular, on the urban reading as a critical strategy, the fit between textual form and urban form, how different genres exploit classically urban processes such as development and urbanization, neighborhood narratives as regionalism, and the role of formula in both addressing a historical city and imagining a fictional one. Texts will be twentieth century American (from *Sister Carrie* to *Blade Runner*, *The Custom of the Country* to *Native Speaker*) but there's room for other literatures and periods.

Carlo Rotella

ENGL9914 Some American Renaissances (Fall: 3)

Offered periodically

The American Renaissance is traditionally conceived as the first full flowering of American culture in the 1850s in the writing of Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson. This course places those authors in juxtaposition to other "renaissances" occurring in the same period: in African-American writing, women's writing, and popular literature. Among the questions engaged will be the difference between "high literary" and "lower" types of writing, the effect of culture on literature and of literature on culture, and the roles of race, class, and gender.

James Wallace

ENGL9934 Advanced Research Colloquium (Fall: 3)

This seminar for Ph.D. students in their third or fourth years will be run as a series of workshops structured to provide practical advice

about how best to facilitate the successful transition from graduate student life to a professional life in academia. Topics will include the Conference Paper, the Scholarly Article, the Dissertation, Teaching and the Academic Job Market.

The Department

ENGL9998 Doctoral Comprehensive (Spring: 1)

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

ENGL9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

History

Faculty

John L. Heineman, *Professor Emeritus*; A.B., University of Notre Dame; Ph.D., Cornell University

Roberta Manning, *Professor Emeritus*; B.A., Rice University; M.A., Ph.D., Columbia University

David A. Northrup, *Professor Emeritus*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor Emeritus*; B.A., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor Emeritus*; A.B., Stanford University; A.M., Ph.D., Harvard University

Silas H.L. Wu, *Professor Emeritus*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Paul Breines, *Associate Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

Ellen G. Friedman, *Associate Professor Emeritus*; B.A., New York University; Ph.D., C.U.N.Y. Graduate School

Alan Lawson, *Associate Professor Emeritus*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Carol Petillo, *Associate Professor Emeritus*; A.B., Montclair State College; A.M., Ph.D., Rutgers University

John H. Rosser, *Associate Professor Emeritus*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Paul G. Spagnoli, *Associate Professor Emeritus*; A.B., Holy Cross; A.M., Ph.D., Harvard University

James E. Cronin, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *University Professor*; Ph.D., St. John's University

Seth Jacobs, *Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

Marilynn S. Johnson, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Kevin Kenny, *Professor*; Chairperson of the Department; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

ARTS AND SCIENCES

Patrick Maney, *Professor*; B.S., Wisconsin State University; Ph.D., University of Maryland
James O'Toole, *Clough Millennium Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College
Prasanna Parthasarathi, *Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University
David Quigley, *Professor and Provost and Dean of Faculties*; B.A., Amherst College; M.A., Ph.D., New York University
Heather Cox Richardson, *Professor*; B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University
Alan Rogers, *Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara
Julian Bourq, *Associate Professor*; A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley
Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University
Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University
William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University
Deborah Levenson, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University
Cynthia Lyerly, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University
Robert A. Maryks, *Associate Professor*; M.A., University of Warsaw; S.T.B., Pontificia Facoltà Teologica; Ph.D., Fordham University
Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University
Devin Pendas, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago
Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University
Sarah Ross, *Associate Professor*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University
Dana Sajdi, *Associate Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University
Sylvia Sellers-Garcia, *Associate Professor*; B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley
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Owen Stanwood, *Associate Professor*; B.A., Grinnell College; M.A., Ph.D., Northwestern University
Martin Summers, *Associate Professor*; B.A., Hampton University; Ph.D., Rutgers University
Frank Fonda Taylor, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva
Thomas W. Dodman, *Assistant Professor*; B.A., M.A., University College London; Ph.D., University of Chicago
Nicole Eaton, *Assistant Professor*; B.A., University of Indianapolis; M.A., Ph.D., University of California, Berkeley
Charles R. Gallagher, S.J., *Assistant Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University

Penelope Ismay, *Assistant Professor*; B.S., U.S. Naval Academy; M.S., Joint Military Intelligence College; M.A., St. John's College; M.A., Ph.D., University of California, Berkeley
Priya Lal, *Assistant Professor*; B.A., Columbia University; Ph.D., New York University
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Yajun Mo, *Assistant Professor*; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz
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Ling Zhang, *Assistant Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge
Robert Savage, *Associate Professor of the Practice*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College
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Contacts

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- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 617-552-3781, rebecca.rea.1@bc.edu
- History Department Website: www.bc.edu/history

Graduate Program Description

Boston College's History Department attracts talented graduate students from around the nation and around the world. We offer M.A. and Ph.D. degrees with training in a number of regional and thematic specialties. For the master's degree in teaching (M.A.T.) program administered by the Lynch School of Education see M.A. Programs on the next page.

Doctor of Philosophy in History

The Ph.D. degree is offered with concentrations in United States, medieval, early modern European, modern European (including British/Irish/British Empire), and Asian history. The department also offers course work in African, Middle Eastern, and Latin American history, as well as a number of global and comparative fields, including imperial history, the history of the Atlantic world, religious history, and international history. During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

Course and Residency Requirements: Students entering directly into the Ph.D. program are required to complete 39 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars and at least two colloquia (one in the major and one in a minor area).

Plan of Study: By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination.

This plan of study consists of three areas of concentration. Usually faculty require that students take at least some formal coursework in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies students may select a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

Language Requirement: Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in United States history may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

The Comprehensive Exam: The student's oral comprehensive examination will be conducted by an examining board composed of three faculty members. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

The Dissertation: Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar. Dissertation proposals, written in the Dissertation Seminar, must be approved by the student's dissertation committee, consisting of three faculty, one of them designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

Master of Arts Programs

The M.A. degree in History is offered with concentrations in early modern European, Latin American, medieval, modern European (encompassing British, Irish, and continental European), international and global history, and United States history. The department also offers coursework in African, Middle Eastern, and Asian history. The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at (617) 552-4214.

Requirements: The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

Plan of Study: All candidates for the M.A. in History are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (21 credits) can be taken in the major field. Major fields for the M.A. include early modern European, Latin American, medieval, modern European (encompassing British, Irish, and continental European), and United States history.

The minor field is made up of a minimum of three courses (nine credits), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social, or labor history; or could concern race or gender. We now offer a minor field in archival management or cultural heritage/public history, in cooperation with the Simmons College Graduate School of Library and Information Science (see our website for further information). Minor fields must be approved by the Director of Graduate Studies.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside History, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

Language Requirement: Master's candidates must pass a foreign language reading examination, ordinarily in French, German, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

Exam and Thesis: Students must take an oral comprehensive examination administered by the student's advisor and one additional faculty member from the minor area. Students planning to pursue a career in teaching may choose an alternative, teaching-focused comprehensive exam. This would require the student to present and defend a portfolio before their faculty advisor and a professor from the minor field. The portfolio would include, but not be limited to, a substantial research paper in the major field; two original syllabi designed for courses, one in the major and one in the minor field; and historiographical essays on both the major and minor fields.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

Applications to the M.A. and Ph.D. Programs

The deadline for applications to the Ph.D. programs in history is January 2 and the deadline for applications to the M.A. program

is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a statement of purpose emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to:

Director of Graduate Studies
History Department
Boston College
Chestnut Hill, MA 02467
e-mail: rebecca.rea.1@bc.edu

Course Offerings

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

HIST7101 Readings and Research: Independent Study (Fall/Spring: 3)

Prerequisite: Permission of instructor; graduate student standing

Graduate students who wish to pursue a semester of independent readings with individual faculty members under this category must secure permission of the faculty member. Lists of faculty members and their fields can be obtained from the Department.

The Department

HIST7202 Graduate Colloquium: Modern European History (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

Required for all incoming Ph.D. students

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history. The focus will be largely upon social and economic history.

Thomas Dodman

HIST7309 Graduate Colloquium: International History: Markets, States, and the Transnational (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

Historians have increasingly sought to transcend the limits of purely national or local history, but their success has been mixed. It is hard to imagine, let alone research or write, truly global history. What is possible is to examine processes that are by definition transnational by focusing on the mechanisms and institutions that connect people, economies and political systems across borders. The course will emphasize moments when projects to order the relationship between states and economies were most visible and insistent—typically after major wars and financial crises—and the success or failure of such grand projects.

James Cronin

HIST7313 Graduate Colloquium: Race, Culture and Power (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

This course examines a wide variety of literature on race, culture, and identity. It will introduce students to major theories of race and provide an overview of the historiography of race through a selection of case studies from across the world. In particular, we will aim to make sense of how the category of race operates in relation to broader configurations of power within such social, political, and economic formations as empires, nations, and capitalism during the nineteenth and twentieth centuries. In doing so, we will pay close attention to intersecting forms of identity, such as gender, class, and religion.

Priya Lal

HIST7540 Twentieth Century Europe: Problems and Perspectives (Summer: 3)

Prerequisites: Graduate student standing or permission of instructor

Offered periodically

Europe has never been a peaceful place. Yet even by low standards of that bloody continent, the twentieth century had a rather bad start. This makes the second half of the twentieth century all the more surprising, as Europe emerged from two world wars into a difficult, divided, but stable postwar period, one marked by integration and prosperity in the West and stagnation and repression in the East. This course will examine the political, cultural and economic dimensions of Europe's dark century.

Devin Pendas

HIST7541 Graduate Colloquium: History and Theory Before and After the Cultural Turn (Fall: 3 or 3)

Prerequisite: Graduate student standing

Offered periodically

This course examines major social theoretical works and the historiographical trends they have shaped in the last half-century, from the advent of social history to the cultural turn and beyond. The course grapples with questions that are at once methodological (why should I care about how theory—or the apparent absence thereof—informs my work as a historian?); substantive (what are the dominant objects of study, categories of analysis, and epistemological frameworks of historical research at different moments?), and self-reflexive (how do we account for historiographical trends in relation to their time and context?).

Thomas Dodman

HIST7801 Graduate Colloquium: U.S. History to 1877 (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

This course is designed to familiarize students with critical issues and interpretations in the field of American history up to Reconstruction.

Cynthia Lynn Lyerly

HIST7807 Colloquium: American Hate: Racial Thought in American History (Summer: 3)

Prerequisite: Graduate student standing

Offered periodically

This course explores scholarship on the history of racism in America—the ideas about native Americans and Africans that Europeans

brought with them to North America, the way slavery affected racial thought, scientific racism of the fin-de-siècle, thinking beyond the black-white binary, racism and culture, and racism and policy.

Cynthia Lynn Lyerly

HIST8000 Colloquium: Introduction to Doctoral Studies (Fall: 3)

Prerequisite: Graduate student standing

Offered periodically

This graduate colloquium is required for and limited to first-year doctoral students in history. The course will explore a range of theoretical and methodological approaches to the study of the past. Exemplary works from a range of regional historiographies will constitute a significant portion of the course reading. The course aims to introduce entering students to central traditions and debates in the discipline.

Prasanna Parthasarathi

HIST8101 Interim Study (Fall/Spring: 0)

The Department

HIST8210 Graduate Seminar: Medieval History (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other graduate students in the seminar.

Robin Fleming

HIST8215 Graduate Seminar: Modern European History (Fall: 3)

Prerequisite: Graduate student standing

Offered periodically

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

Devin Pendas

HIST8220 Seminar: U.S. Before 1900 (Fall: 3)

Prerequisite: Graduate student standing

Offered periodically

Heather Richardson

HIST8221 Graduate Seminar: U.S. since 1900 (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

James O'Toole

HIST9898 Graduate Seminar: Dissertation Seminar (Spring: 3)

Prerequisite: Graduate student standing

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

Julian Bourq

HIST9899 Dissertation Workshop (Fall/Spring: 1)

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

The Department

HIST9901 Doctoral Comprehensives (Fall/Spring: 1)

The Department

HIST9911 Doctoral Continuation (Fall/Spring: 1)

The Department

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University

Paul R. Thie, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor Emeritus*; A.B., Boston College; Ph.D., Indiana University

Avner Ash, *Professor*; A.B., Ph.D., Harvard University

Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Martin J. Bridgeman, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

Solomon Friedberg, *Professor*; Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

Benjamin Howard, *Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University

Tao Li, *Professor*; B.S., Peking University; Ph.D., California Institute of Technology

G. Robert Meyerhoff, *Professor*; A.B., Brown University; Ph.D., Princeton University

Renato Mirollo, *Professor*; B.A., Columbia College; Ph.D., Harvard University

Mark Reeder, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C.K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley

Joshua E. Greene, *Associate Professor*; B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University

Julia Elisenda Grigsby, *Associate Professor*; A.B., Harvard University; Ph.D., University of California at Berkeley

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

John A. Baldwin, *Assistant Professor*; A.B., Harvard University; Ph.D., Columbia University

Ian Biringer, *Assistant Professor*; A.B., Oberlin College; M.S., Ph.D., University of Chicago

Dawei Chen, *Assistant Professor*; B.S., Peking University; Ph.D., Harvard University

Qile Chen, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Brown University

Maksym Fedorchuk, *Assistant Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Harvard University

David Geraghty, *Assistant Professor*; B.A., C.A.S.M., University of Cambridge; Ph.D., Harvard University

Dubi Kelmer, *Assistant Professor*; B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

Brian Lehmann, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

David Treumann, *Assistant Professor*; B.S., University of Minnesota; Ph.D., Princeton University

Juliana V. Belding, *Assistant Professor of the Practice*; B.A., Bryn Mawr College; Ph.D., University of Maryland

Marie Clote, *Assistant Professor of the Practice*; M.A., D.E.A., University Paris VII

Ellen J. Goldstein, *Assistant Professor of the Practice*; B.A., Skidmore College; Ph.D., Tufts University

Robert C. Reed, *Assistant Professor of the Practice*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Jamison Wolf, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Tufts University

Contacts

- Department Offices: Maloney Hall, Fifth Floor
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

Graduate Program Description

The Department of Mathematics offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in mathematics; to (2) the Master of Science in Teaching (M.S.T.) degree in education, in conjunction with the Lynch School of Education; and to (3) a dual Master of Arts/Master of Business Administration (M.A./M.B.A.) degree, in conjunction with the Carroll School of Management.

Ph.D. Degree Requirements

The requirements for the Ph.D. fall into five categories: coursework, examinations (Preliminary, Language and Comprehensive), teaching, a dissertation, and a residency requirement of two consecutive semesters with full-time registration. Coursework: Students must complete at least 50 credit hours at the graduate level, including the first-year core curriculum, and receive a grade of B- or higher in at least 44 of these. The first-year program consists of core courses in Algebra (MATH8806, MATH8807), Geometry/ Topology (MATH8808, MATH8809), Real Analysis (MATH8810), Complex Analysis (MATH8811), Graduate Teaching Seminar (MATH8890), and Graduate Research Seminar (MATH8892). The second year is devoted to electives. Students with prior comparable coursework may be exempted from one or more of the first-year graduate courses, upon approval of the Assistant Chair for Graduate Programs. Up to 18 credit hours of the coursework requirement may be waived for students with prior graduate work, upon approval of the Assistant Chair for Graduate Programs.

Examinations: There are three types of examinations: Preliminary, Language, and Comprehensive.

Preliminary: All students must take preliminary exams in two of the three following subjects: Real and Complex Analysis; Algebra; Geometry and Topology. These exams cover the material in the core first-year courses, and are typically taken at the end of May following the first year. They may also be taken at the start of the academic year and in mid-year. Preliminary exams are graded as follows: Ph.D. pass,

M.A. pass, or fail. Students are strongly encouraged to complete two preliminary examinations at the Ph.D. pass level by the start of their second year. The following two rules apply: (1) Students may re-take each preliminary exam once. (2) Students must pass two preliminary examinations at the Ph.D. pass level by the middle of their second year in order to continue in the program after their second year. Exceptions to these two rules require the approval of the Chair, who will consult the Assistant Chair for Graduate Programs and the student's instructors before arriving at a decision. Exceptions will be granted when there is clear evidence of potential to complete a degree in a timely way, or for special circumstances such as extended illness. A student with advanced preparation may choose to take one or more of the preliminary examinations immediately upon entering Boston College. In such a case, the examination would not count as one of the student's two attempts, and failure of the examination would have no negative consequences. Students who wish to take an examination upon entrance should notify the Assistant Chair for Graduate Programs in writing by mid-July that they intend to do so.

Language: This exam consists of translating mathematics from French or German into English. The student will select, in consultation with a faculty member, a book or substantial article in the chosen language and will be asked to translate passages from it with the aid of a dictionary.

Doctoral Comprehensive: After passing the preliminary exams at the Ph.D. level, the student requests that a department faculty member (tenured or tenure-track) serve as their research advisor. Upon agreement of the faculty member, the student, in consultation with the research advisor, forms a Comprehensive Examination Committee, consisting of the research advisor and at least two other members. Two members must be from Boston College; the chair must be a tenured or tenure-track member of the departmental faculty. Committee composition is subject to departmental approval. The comprehensive exam can be taken any time after the Comprehensive Examination Committee has been chosen. We recommend that it be taken as soon as possible, to allow time for dissertation research. The doctoral comprehensive exam consists of a research topic and one secondary topic, chosen by the student in consultation with the student's Committee. Typically these are based on topics courses or independent study completed by the student in the second and third years. The comprehensive exam has both a written and an oral component. In the written part the student is given a week to solve problems or answer questions in the chosen areas. The Committee then reads the student's work, and questions the student about it in the oral exam, which may range into related areas. After the oral exam the Committee grades the entire comprehensive exam as Pass with Distinction, Pass, or Fail. A student who fails the comprehensive exam may take it one additional time, but not sooner than the following semester.

Teaching: In addition to their responsibilities as teaching assistants and teaching fellows, students participate in the required Graduate Teaching Seminar in the fall semester of their first two years. The first-year teaching seminar is for teaching assistants, covering their responsibilities both to their students and their supervisors, and providing guidance on leading a classroom for the first time. The second-year teaching seminar is for teaching fellows, providing guidance for teaching one's own class.

Dissertation: Upon satisfactory performance on the Language and Doctoral Comprehensive Examinations, the student is eligible

to be admitted to candidacy for the Ph.D. To be admitted, the student formally constitutes a Dissertation Committee which is then approved by the Assistant Chair for Graduate Programs. The Comprehensive Examination Committee will typically become the student's Dissertation Committee; any changes of membership require the department's approval. At this point the student begins research for the doctoral dissertation. The dissertation must consist of original scholarly work. The Dissertation Committee will read and evaluate the completed dissertation and conduct an oral examination, at which the dissertation is defended in a public meeting. The dissertation is accepted when endorsed on the official title page by the Dissertation Committee after the oral examination. After ensuring that the format of the accepted dissertation conforms to Boston College requirements, the student submits the dissertation to the University.

Qualified students accepted to the program are offered financial aid stipends and tuition remission. It is anticipated that support will be provided for five years of study, given reasonable progress toward the degree and acceptable performance of Teaching Assistant/Fellow duties.

More information about the Ph.D. program can be found at the graduate program menu option at www.bc.edu/math.

Master of Arts Degree

Students enrolled in the Ph.D. program who receive at least an M.A. pass in two of the three preliminary exams and pass at least 30 credits of mathematics graduate courses, including at least five semesters of the first-year graduate courses in Real and Complex Analysis, Algebra, and Geometry/Topology, will receive an M.A. degree. Advanced undergraduate courses may count towards the 30 credits in meeting the M.A. requirements with the permission of the Assistant Chair for Graduate Programs. Students who skip a first-year course because of advanced preparation may substitute more advanced courses in any area, with the permission of the Assistant Chair for Graduate Programs. A student may receive an M.A. and continue on to a Ph.D. provided the student meets the Ph.D. requirements above.

Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by the Lynch School of Education and approved by the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Assistant Chair for Graduate Programs in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the 15 credits which comprise the mathematics component of the M.S.T., candidates are required to complete MATH8810-8811 Real and Complex Analysis, which should be completed in the first year. The other credits must be earned in MT courses at or above the

4000-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MATH4451 Euclidean and Non-Euclidean Geometry
- MATH4426–4427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Other courses particularly well suited for this program are MATH4430 Number Theory and MATH4475 History of Mathematics. M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

Mathematics M.A./M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into the M.B.A. program by the Carroll Graduate School of Management, and approved by the Department of Mathematics. The program takes three years, the first of which is the same as the Mathematics Ph.D., except for the teaching and research seminars. The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year. Alternatively, all 24 credits may be taken in year three. Some Research Fellowships in CGSOM may be available. The mathematics requirements for the dual degree program are identical to the Mathematics M.A. described above, including the successful completion of the Preliminary Examinations at the M.A. pass level or higher. The management requirements amount to the M.B.A. requirements minus 12 credits of electives.

Course Offerings

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

MATH8806–8807 Algebra I and II (Fall/Spring: 3)

These courses will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

MATH8808–8809 Geometry/Topology I and II (Fall/Spring: 3)

These courses will cover the following topics: point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general vector bundles, (co) homology, tensors, differential forms, integration and Stokes' theorem, and de Rham cohomology.

MATH8810 Real Analysis (Fall: 3)

Measure Theory, Hilbert Space, and Fourier Theory. Possible topics from: Lebesgue measure starting on \mathbb{R} , convergence and Fubini theorems, and generalizing to locally compact spaces and groups.

MATH8811 Complex Analysis (Spring: 3)

Local and global theory of analytic functions of one variable.

MATH8820 Introduction to Representation Theory (Fall: 3)

Introduction of a broad range of representation theory, including representations of finite and compact Lie groups, and finite dimensional representations of complex semisimple Lie groups and Lie algebras, and quantum groups.

Mark Reeder

MATH8821–8822 Number Theory I and II (Fall/Spring: 3)

Possible topics for these courses include factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and ideles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate’s thesis.

MATH8831–8832 Geometry/Topology III and IV (Fall/Spring: 3)

These courses will cover topics from this list of possibilities: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

MATH8845 Topics in Algebra and Number Theory (Fall: 3)

Offered periodically

Selected topics in Algebra and Number Theory.

MATH8855 Topics in Geometry and Topology (Spring: 3)

Offered periodically

Selected topics in Geometry and Topology.

MATH8880 Dissertation Research (Fall: 3)

MATH8890 Graduate Teaching Seminar I (Fall: 1)

This course is designed to assist graduate students in making the transition to the duties of a teaching assistant.

MATH8891 Graduate Teaching Seminar II (Fall: 1)

This course is intended to assist graduate students as they make the transition to teaching fellows.

MATH8892 Graduate Research Seminar (Spring: 1)

The research seminar is an opportunity for students to present their own research or give lectures on advanced topics. Participation in the research seminar is encouraged by the department. A student may be required by their advisor to participate and/or speak in the research seminar.

MATH8899 Readings and Research (Fall/Spring: 3)

Prerequisite: Department permission is required

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

MATH9903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MATH8801. It is limited to second-year graduate students.

Philosophy

Faculty

Richard Cobb-Stevens, *Professor Emeritus*; Ph.D., University of Paris

William J. Richardson, S.J., *Professor Emeritus*; Ph.L., Woodstock

College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor Emeritus*; Doctor Juris, Ph.D.,

Maître-Agrégé, University of Louvain

James Bernauer, S.J., *Kraft Family Professor*; A.B., Fordham

University; A.M., St. Louis University; M.Div., Woodstock College;

S.T.M., Union Theological Seminary; Ph.D., State University of New

York at Stony Brook

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Patrick Byrne, *Professor*; B.S., A.M., Boston College; Ph.D., State University of New York at Stony Brook

Jorge Garcia, *Professor*; B.A., Fordham University; Ph.D., Yale University

Richard Kearney, *Charles Seelig Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Arthur R. Madigan, S.J., *Albert J. Fitzgibbons Professor*; Chairperson of the Department; A.B., Fordham University; A.M., Ph.D.,

University of Toronto; M.Div., S.T.B., Regis College, Toronto

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

John Sallis, *Frederick J. Adelman, S.J., Professor*; B.A., University of Arkansas; M.A., Ph.D., Tulane University

Eileen C. Sweeney, *Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Jeffrey Bloechl, *Associate Professor*; B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven

Sarah Byers, *Associate Professor*; B.A., St. Joseph’s University; M.A., Ph.D., University of Toronto

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Marina B. McCoy, *Associate Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

Daniel McKaughan, *Associate Professor*; B.A., University of Oregon; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Jean-Luc Solère, *Associate Professor*; M.A., University of Paris-Sorbonne; Ph.D., University of Poitiers

Andrea Staiti, *Associate Professor*; B.A., M.A., University of Milan; Ph.D., Albert Ludwig University of Freiburg and University of Turin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Richard Kenneth Atkins, *Assistant Professor*; B.A., Wheaton College (IL); M.A., Graduate Theological Union; Ph.D., Fordham University

Aspen Brinton, *Assistant Professor*; B.A., Amherst College; M.A., Ph.D., Georgetown University

David Johnson, *Assistant Professor*; B.A., Emory University; Ph.D., Pennsylvania State University

Micah E. Lott, *Assistant Professor*; M.A., Fuller Theological Seminary; Ph.D., University of Chicago

Marius Stan, *Assistant Professor*; M.A., University of Manchester; Ph.D., Johns Hopkins University

Brian J. Bramer, *Professor of the Practice*; Director, Perspectives Program; B.S., Central Michigan University; St.B., Gregorian

University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenam, *Associate Professor of the Practice*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Deborah DeChiara-Quenzer, *Assistant Professor of the Practice*; B.A., State University of New York at Stony Brook; M.A., Ph.D., Boston College

Thomas P. Miles, *Assistant Professor of the Practice*; B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas

David E. Storey, *Assistant Professor of the Practice*; B.A., Boston College; Ph.D., Fordham University

Mary Troxell, *Assistant Professor of the Practice*; B.A., Amherst College; Ph.D., Boston University

Holly Vande Wall, *Assistant Professor of the Practice*; B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

Laura L. Garcia, *Resident Scholar*; B.A., Westmont College; Ph.D., Notre Dame

Contacts

- Administrative and Undergraduate Program Specialist: Peggy Bakalo, 617-552-3877, bakalo@bc.edu
- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- Staff Assistant, Paula Perry, 617-552-3845, troy@bc.edu
- www.bc.edu/philosophy

Graduate Program Description

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at www.bc.edu/philosophy.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. Students who speak a native language other than English must provide evidence of English proficiency. A score of 100 or higher on the TOEFL iBT test or 7.0 or higher on the IELTS test is required. TOEFL and IELTS scores are considered valid from exams taken a maximum of two years prior to application program deadlines. Admission to the doctoral program is highly selective (five or six admitted each year from over 250 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten courses (30 credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)
- One hour and fifteen minute oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write an M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence

- Sixteen courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French, or German)
- One hour and fifteen minute oral Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with an M.A. in philosophy may be credited with six courses (18 credits) toward the Ph.D.

The preliminary comprehensive is a one hour and fifteen minute oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements. www.bc.edu/catalog/pl/metaelements/ssi/grad/phd.shtml.

Dual Degree Program

These programs are designed for students who have an interest in philosophy of law, legal theory and jurisprudence, and who may eventually wish to go into legal practice or teaching in those fields. Students may complete their master's in philosophy and law degree in four years of joint study, or Ph.D. and law degree in seven. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

Institute of Medieval Philosophy and Theology

The Department of Philosophy and the Department of Theology are linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website: at www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

The Lonergan Institute

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904–1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of this catalog or to the website: www.bc.edu/lonergan.

Joint MA Program in Philosophy and Theology

This M.A. program is administered jointly between the Philosophy and Theology departments and is structured around distinct concentrations addressing major areas of common concern, such as faith

and science, philosophy and religion, foundations in Philosophy and Theology, and Medieval Philosophy and Theology. The degree program has two directors representing each department. Students develop a program of study in discussion with an academic advisor, and take courses in the standard graduate programs offered by the Philosophy and Theology departments. For more information, please visit: www.bc.edu/ma-phil-theo.

Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Course Offerings

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

PHIL7702 Gadamer's Philosophical Hermeneutics (Fall: 3)**Offered periodically**

The purpose of this course is to examine the idea of philosophical hermeneutics that is found in the work of Gadamer. We will focus especially on Gadamer's reflections on the nature of language, the character of rationality, and the question of non-scientific modes of truth. Because hermeneutics as Gadamer conceives it is also practical philosophy, much of our attention will be taken up with the question of the relation between rhetoric, dialogical reason, and the problems of ethical life. Truth and Method will be the central text for this course, though we will also read some of Gadamer's shorter essays.

David W. Johnson

PHIL7716 Kant's First Critique (Spring: 3)**Offered periodically**

This course will introduce students to Kants masterpiece, the *Critique of Pure Reason*. It is aimed at seniors majoring in philosophy and at master's students. No previous knowledge of Kants theoretical philosophy is required, but a solid background in philosophy is expected.

Marius Stan

PHIL7736 Recognition and Pathology (Fall: 3)**Offered periodically**

This course will be conducted in seminar format with particular interest in questions and phenomena appearing between social/political philosophy and philosophical anthropology. We will center our reflections specifically on accounts of recognition, its limits and the emergence of pathologies from underlining causes or impulses. Authors read may include Rousseau, Hegel, Freud, Canguilhem, Foucault, Hacking, Habermas, and Honneth.

Jeffrey Bloechl

Jonathan Trejo-Mathys

PHIL7742 Narrative and Interpretation (Spring: 3)

This course will explore the philosophical implications of narrative imagination and identity. It begins with Aristotle's analysis of mythos-mimesis in the *Poetics* and then focuses on a detailed discussion of Paul Ricoeur's *Time and Narrative* (vol. 1 and 3). Attention will be given to the interpretation of the principal genres of narrative: myth, chronicle, fable, history and fiction. We will discuss the critical implications of a hermeneutics of narrative for the interweaving of story and history, including the case histories of psychoanalysis; testimonial literature of holocaust and genocide; personal and political narratives of identity; and an ethics of oneself as another.

Richard M. Kearney

PHIL7746 Rawls' Political Philosophy (Fall: 3)

Prerequisite: Familiarity with the Works of John Rawls

Cross listed with LAWS7712

Offered periodically

In my view the greatness of the Rawls' thought is to be found in his attempt to redefine the task of political philosophy by taking seriously the phenomenon of pluralism, which characterizes modern democratic culture. His work from *The Theory of Justice* onward can be read in light of that attempt. In this course we shall attempt to reconstruct the process that led from *The Theory of Justice* to the writing of *Political Liberalism* and *The Law of Peoples*. We shall also consider some of the significant secondary literature on Rawls' later work.

David M. Rasmussen

PHIL7753 Reading Jacques Derrida (Spring: 3)

Cross listed with ENGL7753 and FREN7750

Offered periodically

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interventions in such disciplines as literature, philosophy, theology, and history. By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.

Kevin Neumark

Kalpana Sesbadi

PHIL7756 Husserl's Analyses Concerning Passive/Active Synthesis (Fall: 3)**Offered periodically**

This seminar will focus on Husserl's so-called genetic phenomenology, as he develops it in his lectures in the 1920s. Genetic phenomenology sets out to elucidate the temporal and associative structures of consciousness that govern the formation of experiences. Unearthing these structures is critical to Husserl's project of grounding logic in experience. Over the course of the seminar an effort will be made to clarify basic notions of Husserlian phenomenology and to relate the material to contemporary issues in the philosophy of perception and judgment.

Andrea Staiti

PHIL7761 Hegel's Phenomenology of the Spirit (Fall: 3)**Offered biennially**

This seminar will consist of a careful reading of Hegel's *Phenomenology*, with special insistence on its method as a science of experience or of the spirit in its appearing. We shall touch on the key points of transition in the first part, going from Consciousness to Self-Consciousness and on to Reason, in order to spend more time in the culminating chapters on Spirit and Religion. Each student will make two class presentations on the text as part of a preparation for a final paper to be handed in prior to the final oral examination.

Oliva Blanchette

PHIL7788 Aristotle's *Metaphysics* (Spring: 3)**Offered periodically**

The course will be devoted to one of the rarest, most excellent, and most difficult philosophical texts ever written. Aristotle's *Metaphysics* presents a profound and profoundly influential answer to the question What is being? But even apart from his answer, the Philosopher reveals his greatness as a thinker by the way he approaches

the question of being: what does the question pre-suppose? What does it imply for nature, knowledge and language? How can the question of being be answered when all we experience are individual beings?

William Wians

PHIL7790 Phenomenology of Feeling (Spring: 3)

Offered periodically

All philosophers have recognized that feelings of various sorts enter into human thinking and action in complex ways. There is a general and popular impression that feelings are disturbances that conflict with objective knowing and authentic ethical living, and therefore need to be controlled or repressed. However most philosophers have a more complex view of their role, especially regarding the phenomenon of the consciousness of values. This course will focus on the works of phenomenologists who investigated the consciousness of feelings, most notably Max Scheler, Edith Stein, Jean-Paul Sartre, Dietrich von Hildebrand, Bernard Lonergan, and Stephen Strasser.

Patrick H. Byrne

PHIL7791 Aristotle and Plotinus: On the Soul (Spring: 3)

Offered periodically

This course focuses on theories of sensation and knowledge found in the writings of Aristotle and Plotinus. Understanding Aristotle's position necessitates familiarity with the material in *Parva Naturalia* to supplement the more restricted discussion of the *De Anima*. While Plotinus assumes a Platonic soul, he imports much of Aristotle's structure, material from the Stoics, and the medical tradition of Galen and others. These resources allow him to give for the first time in the Western tradition a full theory of consciousness. Plotinus' achievement shows how the insights of his predecessors can be combined in a remarkably fruitful way.

Gary M. Gurtler, S.J.

PHIL7796 Plato's Political Thought (Fall: 3)

Offered periodically

This course will focus primarily on Plato's dialogue *Statesman* in relation to the other two dialogues with which it is dramatically connected (*Theaetetus* and *Sophist*) and with reference to other dialogues such as the *Republic* and the *Laws* in which Plato's political thought is developed.

John Sallis

PHIL7799 Readings and Research (Fall: 3)

By arrangement.

The Department

PHIL8801 Master's Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

The Department

PHIL8805 Medieval Theories of Cognition (Fall: 3)

Offered periodically

How and what do we perceive? How does one form concepts? Who is the thinking subject? What do we know? This class will offer the opportunity to examine central issues of medieval philosophy: sense perception, realism versus representationalism, nature of the intellect, abstraction process, semantics and concepts. Through the study of some landmark thinkers, such as Avicenna, Averroes, Aquinas, Scotus, Ockham, we will observe the apparition of the modern conceptions of

the subject and of knowledge. The course is especially designed for giving graduate students a strong and in-depth presentation of an essential moment of the development of medieval thought.

Jean-Luc Solere

PHIL8808 Phenomenology of Desire: Between Eros and Thanatos (Fall: 3)

Offered periodically

This course deals with the philosophy of eros in its primary expressions of need, drive, desire and love. Beginning with two formative texts, Plato's *Symposium* and *The Song of Songs*, it critically engages with the rich hermeneutic readings which comprise two significant western traditions of eros: as lack and as surplus. The seminar culminates with key contemporary readings of eros in Freud, Levinas, Ricoeur, Bataille and Continental Feminism.

Richard M. Kearney

PHIL8815 Aristotle: Ethics, Politics, Poetics (Spring: 3)

Offered periodically

In this course we will do a complete reading of these major texts, along with Book II of the *Rhetoric*. Our theme will be the human being as social. We will also consider the tensions between the different methods, perspectives and conclusions of these works and think comparatively about Aristotle's ethical and political theory.

Eileen Sweeney

PHIL8825 Seminar on Law and Politics (Spring: 3)

Offered periodically

Is it possible to interpret the global political order from a democratic point of view? This seminar will examine that question from two complimentary perspectives. First, we will consider the emerging domain of the political, contrasting realist (Schmitt) and liberal (Rawls) points of view. Second, we will consider the relatively new area of the constitutionalization of international law, which takes up the old problem of mixed constituent power and applies it to the international scene. This reconstruction of the idea of divided sovereignty (Habermas) has potential for understanding international law beyond the nation state from a democratic point of view.

David M. Rasmussen

PHIL8832 Philosophy and Theology in Aquinas (Spring: 3)

Offered biennially

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the as well as the order of both theological and philosophical investigation as he understood them. An attempt will also be made to show how his commentaries on Boethius and Aristotle, in which he proceeds most properly as a philosopher, are also an essential part of the way he has to proceed as a theologian.

Oliva Blanchette

PHIL8888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PHIL9990 Teaching Seminar (Fall/Spring: 3)

This course is required of all first- and second- year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

Marina B. McCoy

PHIL9998 Doctoral Comprehensives (Fall/Spring: 1)

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

The Department

PHIL9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Physics

Faculty

Kevin Bedell, *John. H. Rourke Professor*; B.A., Dowling College; M.S., Ph.D., SUNY Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Michael J. Naughton, *Evelyn J. & Robert A. Ferris Professor*; Chairman of the Department; B.S., Saint John Fisher College; M.A., Ph.D., Boston University

Ziqiang Wang, *Professor*; B.Sc., Tsinghua University; M.A., M.Phil., Ph.D., Columbia University

Pradip M. Bakshi, *Distinguished Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Kenneth S. Burch, *Associate Professor*; B.S., Ph.D., University of California, San Diego

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Cyril P. Opeil, S.J., *Associate Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union; Jesuit School of Theology; Ph.D., Boston College

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Andrzej Herczynski, *Research Associate Professor*; Laboratory Director; M.S., Warsaw University; M.S., Ph.D., Lehigh University

Ruihua He, *Assistant Professor*; B.S., Fudan University; M.S., Ph.D., Stanford University

Ying Ran, *Assistant Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

Contacts

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- Department phone: 617-552-3575; e-mail: physics@bc.edu; fax: 617-552-8478; website: www.bc.edu/physics

Graduate Program Description

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.) and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

Doctoral Program

A student enters the doctoral program upon faculty recommendation after passing the Doctoral Comprehensive Examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of his/her major field selection and the chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are several in the fundamental areas of electrical and quantum physics, a graduate seminar, plus four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. Two courses in condensed matter physics are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the department. Students may attempt this examination twice.

Research and Thesis

After passing the Comprehensive Examination, a student's principal activity is research. Normally, within a year after passing the Comprehensive Examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's Doctoral Committee, and the results reported to the chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the chairperson shall recommend to the dean the appointment of a Doctoral Thesis Committee consisting of at least three members of the departmental faculty (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding. Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson. A diagnostic examination is administered to entering students to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival thereby accelerating their progress in the program.

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. The department is one of the strongest in materials and optics research, of both fundamental and applied topics using cutting-edge facilities. Some areas of current interest are in the condensed matter physics areas of superconductivity, photovoltaics, thermoelectrics, nanomaterials, plasmonics, plasmas, topological states, 2D atomic crystals, and other strongly correlated electron systems. Cutting-edge research facilities are available to our graduate students including: Scanning Tunneling Microscopy (STM); thin film growth; Angle Resolved PhotoEmission Spectroscopy (ARPES); Raman and Infrared microscopy; low temperature and high magnetic field Seebeck; thermal and electrical conductivity; Near-Field Scanning Optical Microscopy (NSOM/A-NSOM); x-ray; NMR; materials/nano-materials; (Clean Room) preparation laboratories; graduate and undergraduate computational facilities; and access to the University computing system.

The Department of Physics is constantly enhancing and supplementing these facilities. In addition, the Department has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Institute for

Complex Adaptive Matter (ICAM), Brookhaven National Laboratory, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University. Students wishing more detailed information can write to the Physics Department or visit www.bc.edu/physics.

Course Offerings

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

PHYS7000 Physics Colloquium (Fall/Spring: 0)

This is a weekly discussion of current topics in physics. No academic credit. No fee.

The Department

PHYS7707–7708 Physics Graduate Seminar I and II (Fall/Spring: 1)

A discussion of topics in physics from the current literature.

The Department

PHYS7711 Classical Mechanics (Fall: 3)

Kinematics and dynamics, variational principles, Lagrangian and Hamiltonian formulations, canonical transformations, Hamilton-Jacobi theory, small oscillations, rigid body motion, relativistic mechanics.

Pradip Bakshi

PHYS7721 Statistical Physics I (Spring: 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.

Gabor Kalman

PHYS7722 Statistical Physics II (Fall: 3)

Fluctuation-dissipation theorem, Kubo formalism, electron gas, of phase transitions and critical phenomena, Landau theory of phase transitions, critical exponents, scaling and an introduction to renormalization group methods.

Gabor Kalman

PHYS7732 Electromagnetic Theory I (Spring: 3)

Topics include Maxwell equations in vacuum and media, potentials and gauges, energy and momentum conservation, wave propagation, waveguides, radiating systems, scattering, diffraction, metamedia and photonic crystals.

The Department

PHYS7741 Quantum Mechanics I (Fall: 3)

Introduction includes elements of the linear algebra in Dirac notation. Topics include postulates of quantum theory, simple problems in one dimension, classical limit, harmonic oscillator, Heisenberg uncertainty relations, systems with N-degree of freedom, symmetries, rotational invariance and angular momentum, hydrogen atom and an introduction to spin. Also included is the path integration formulation of quantum theory.

Vidya Madhavan

PHYS7742 Quantum Mechanics II (Spring: 3)

Equations of motion for operators, perturbation theory, interaction of radiation with matter, identical particles, scattering theory, second quantization, relativistic equations.

Pradip Bakshi

PHYS7835 Mathematical Physics I (Fall: 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

David Broido

PHYS8761 Solid State Physics I (Spring: 3)

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism and superconductivity.

Willie Padilla

PHYS8762 Solid State Physics II (Fall: 3)

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

Hong Ding

PHYS8775 Foundations of Plasmonics (Fall: 3)

The Department

PHYS8799 Readings and Research in Physics (Fall/Spring: 3)**Credits by arrangement.**

By arrangement.

The Department

PHYS8801 Physics Thesis Research (Fall: 3)

A research problem of an original and investigative nature.

The Department

PHYS8845 Nanophotonics and Semiconductor Physics (Fall: 3)

The Department

PHYS8888 Interim Study (Fall: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PHYS8910 Seminar: Topics in Physics (Fall: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

The Department

PHYS8935 Frontiers of Condensed Matter (Fall: 3)

The Department

PHYS9901 Doctoral Comprehensive (Fall/Spring: 1)

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

PHYS9911 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Political Science**Faculty**

David Lowenthal, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research
Marvin C. Rintala, *Professor Emeritus*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert Scigliano, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Robert C. Bartlett, *Bebrakis Professor in Hellenic Political Studies*; B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Professor*; B.A., Boston College; Ph.D., Columbia University

Robert K. Faulkner, *Research Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

Ken I. Kersch, *Professor*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

R. Shep Melnick, *Thomas P. O'Neill, Jr. Professor of American Politics*; B.A., M.A., Ph.D., Harvard University

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *J. Joseph Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

Alan Wolfe, *Professor*; Director of the Center for Religion and American Public Life; B.S., Temple University; Ph.D., University of Pennsylvania

Nasser Behnegar, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

Timothy W. Crawford, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University

Dennis Hale, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

Jonathan Laurence, *Associate Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

Jennie Purnell, *Associate Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Jennifer L. Erickson, *Assistant Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

David A. Hopkins, *Assistant Professor*; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

Peter Krause, *Assistant Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Gabrielle Kruks-Wisner, *Assistant Professor*; B.A., Swarthmore College; M.C.P., Ph.D., Massachusetts Institute of Technology

Lindsey O'Rourke, *Assistant Professor*; B.A., Ohio State University; M.A., Ph.D., University of Chicago

Emily A. Thorson, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., University of Pennsylvania

Kathleen Bailey, *Associate Professor of the Practice*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Paul Christensen, *Associate Professor of the Practice*; B.A., University of Washington; M.A., Ph.D., Princeton University

Contacts

- Chairperson: Susan Shell, 617-552-4168, susan.shell@bc.edu
- Assistant Chairperson: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Graduate Director: Nasser Behnegar, 617-552-1897, nasser.behnegar@bc.edu
- Master's Program Director: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee@bc.edu
- Staff and Graduate Program Assistant: Karina Ovalles, 617-552-4161, karina.ovalles@bc.edu
- Phone: 617-552-4160
- Fax: 617-552-2435
- www.bc.edu/politicalscience

Graduate Program Description

The department offers advanced study in American Politics, Comparative Politics, International Relations, and Political Philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the master's and doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

The master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Doctor of Philosophy Degree

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to

offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future. Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

- Completed applications for the Ph.D. program should be submitted by January 2.
- Completed applications for the MA program should be submitted by February 1.

Financial Aid

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards a Thomas P. O'Neill Fellowship to one incoming student in American politics in honor of the late Speaker of the House.

Course Offerings

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

POLI7101 Graduate Readings and Research (Fall/Spring: 3)

By arrangement; by instructor permission.

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

The Department

POLI7231 Research Methods in Political Science (Fall: 3)

Periodically

This course provides an introduction to the practice of empirical research in political science. It addresses a variety of prominent methodological approaches, including experimental and quasi-experimental designs, field studies, interviews, content analysis, survey research, and aggregate data analysis. We will also consider relative strengths, tradeoffs, and syntheses of qualitative and quantitative methods. The course aims to equip students both to conduct original research and to evaluate the work of others.

David A. Hopkins

POLI7705 Civil Liberties (Fall: 3)

Periodically

A consideration of the law, philosophy, and politics of civil liberties (especially the First Amendment), with an emphasis on political and constitutional development.

Ken I. Kersch

POLI7729 American Political Development II (Spring: 3)**Periodically**

This seminar is look at the course of American history from the Progressive Era through to the present day. Its axiom is that contemporary politics cannot be adequately understand without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

Marc Landy

POLI7801 Master's Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

The Department

POLI7803 Comparative Politics Graduate Field Seminar (Fall: 3)**Periodically**

Open to undergraduates with permission of the instructor.

This seminar aims at training graduate students in asking and answering the broadest and deepest questions of comparative politics, which seeks to understand similarities and differences in political culture and political institutions, with differing individualist and sociological emphases in methodology.

Gerald Easter

POLI7806 Political Cultures of the Middle East (Fall: 3)**Periodically**

This course is open to advanced undergraduate students with the permission of the instructor.

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. It focuses on several spheres of political life, including conceptions of political leadership, legitimacy, and authority; different responses—from embrace, to adaptation, to outright rejection—to the West; the encounter with modernity and the problem of secularization; the uses of Islam as an ideology of resistance and the rise of fundamentalism; prospects for democratization; role of women in public life; and the impact of globalization and the new media on political participation and change.

Ali Banuazizi

POLI7807 International Relations Field Seminar (Fall: 3)**Periodically**

This seminar provides an overview of the field of international relations. It seeks to provide students with a substantive understanding of the dominant theoretical perspectives and debates within the field; to evaluate the strengths and weaknesses of contrasting arguments within those debates; to ground empirical topics in the context of these broader theoretical issues; and to provide a theoretical foundation for academic research and teaching in international relations.

Jennifer L. Erickson

POLI7812 State-Church Relations in Comparative Perspective (Fall: 3)**Periodically**

Freedom of worship is a signature characteristic of democratic states, and yet governments have often had an uneasy relationship with organized religion. This seminar examines the evolution of policies and institutions that have accommodated and regulated religious exercise in Western Europe from the nineteenth century to the present, with some

comparisons made to the United States. The central case studies include the Catholic Church, Jewish communities, and Islam in the West. Readings will reflect on processes of secularization, the separation of church and state, the emancipation of religious minorities, and the development of state-church relations with minority religious communities.

Jonathan Lawrence

POLI7863 Institutions in International Politics (Spring: 3)**Periodically**

Open to undergraduates with permission of instructor.

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level. Weekly papers, oral presentations, and a major research project are required.

David A. Deese

POLI7901 Contemporary Political Theory (Spring: 3)**Periodically**

An introduction to the major contemporary political theorists, including Heidegger, Schmitt, Strauss, Arendt, Hayak, Rawls, and others. The seminar will be team taught by members of the political theory graduate faculty.

Christopher Kelly

POLI7903 Plato's Political Philosophy (Spring: 3)**Periodically**

A graduate seminar devoted to the study of the four dialogues of Plato that detail Socrates' turn to moral and moral and political philosophy.

Robert C. Bartlett

POLI7947 Hobbes (Fall: 3)**Periodically**

A careful reading of the one of Hobbes' works.

Susan Shell

POLI7960 Political Philosophy of Machiavelli (Fall: 3)**Periodically**

This course will examine the origin of modern political philosophy through a close reading of Machiavelli's *Prince* and *Discourses* on Livy.

Nasser Behnegar

POLI7996 Dissertation Seminar I (Fall: 1)

Only students who have passed their doctoral comprehensives should take this course.

This course will involve discussions of all stages of the dissertation from proposal to defense. In addition it will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

Nasser Behnegar

POLI7997 Dissertation Seminar II (Spring: 1)

This course is a continuation of POLI7996: Dissertation Seminar I. Only students who have passed their doctoral comprehensives should take this course.

This course will involve discussions of all stages of the dissertation, from proposal to defense. In addition, it will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

Nasser Behnegar

POLI8101 Masters Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

POLI9901 Doctoral Comprehensive (Fall/Spring: 1)

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

POLI9911 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Psychology**Faculty**

Hiram H. Brownell, *Professor*; B.A., Stanford University; M.A., Ph.D., Johns Hopkins University

Elizabeth A. Kensinger, *Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

James A. Russell, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

Ellen Winner, *Professor*; Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gorica D. Petrovich, *Associate Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

Ehri Ryu, *Associate Professor*; M.A., Ph.D., Arizona State University

Scott D. Slotnick, *Associate Professor*; M.S., Ph.D., University of California, Berkeley

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

Liane Young, *Associate Professor*; B.A., Harvard College; Ph.D., Harvard University

John Christianson, *Assistant Professor*; B.A., Susquehanna University; M.A., Ph.D., University of New Hampshire

Sara Cordes, *Assistant Professor*; B.A., University of California; M.S., Ph.D., Rutgers University

Joshua Hartshorne, *Assistant Professor*; B.A., Oberlin College; M.A., Ph.D., Harvard University

Katherine McAuliffe, *Assistant Professor*; B.Sc., University of King's College and Dalhousie University, M. Phil., University of Cambridge, Ph.D., Harvard University

Michael McDannald, *Assistant Professor*; B.A., University of Illinois at Urbana-Champaign; M.S., Ph.D. Johns Hopkins University

Alexa Veenema, *Assistant Professor*; M.Sc., Ph.D., University of Groningen, the Netherlands

Hao Wu, *Assistant Professor*; B.S., Beijing University; Ph.D. Ohio State University

Gene Heyman, *Senior Lecturer*; B.A., University of California at Riverside; Ph.D., Harvard University

Barry Schneider, *Senior Lecturer*; B.A., Harpur College, State University of New York at Binghamton; M.Ed., Ph.D., University of Toronto

Andrea Heberlein, *Lecturer*; B.A., University of Pennsylvania; Ph.D., University of Iowa

Jeffrey A. Lamoureux, *Lecturer*; A.B., University of Vermont; Ph.D., Duke University

Sean MacEvoy, *Lecturer*; Sc.B., Ph.D., Brown University

Contacts

- Psychology Department Office: 617-552-4100, psychoffice@bc.edu
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, ellen.winner@bc.edu
- Associate Chair and Undergraduate Program Director: Michael Moore, McGuinn 432, 617-552-4119, michael.moore@bc.edu
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, scott.slotnick@bc.edu
- Assistant Director, Finance and Administration: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Graduate and Undergraduate Programs Administrator: Michael Ring, 617-552-4100, psychoffice@bc.edu
- Programs/Faculty Support Assistant: Lisa Wang, 617-552-4100, psychoffice@bc.edu
- www.bc.edu/psychology

Graduate Program Description

The Psychology Department at Boston College offers three graduate programs, all research-oriented: a doctoral (Ph.D.) program, a master's (M.A.) program, and a B.A.-B.S./M.A. program. Completion of the doctoral program typically requires four to five years of training after the bachelor's degree. Completion of the master's program requires two years of training after the bachelor's degree. Completion of the B.A.-B.S./M.A. program requires one consecutive year beyond the B.A. or B.S.

All three of our graduate programs require that students devote 100 percent of their time and effort to their studies, including summers. Students are admitted whose interests fall within or bridge one or more of our five areas of concentration, listed below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A.-B.S./M.A. program is limited to students who are majoring in psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's areas of concentration are:

- Behavioral Neuroscience
- Cognitive Neuroscience
- Developmental Psychology
- Quantitative Psychology
- Social Psychology

Visit the department's website at www.bc.edu/psychology for additional information on these areas.

General Information

Visit the department's website at www.bc.edu/psychology and find detailed information about the research interests of individual faculty members, the requirements for completing the Ph.D. and M.A. programs, and the Graduate Program Handbook. Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. For application materials or further information, visit www.bc.edu/schools/gsas/admissions.html.

Applicants to the Ph.D. and M.A. programs should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation
- Statement of research interests
- Application Fee

Applications are accepted for fall term admissions only. The deadline for applications is December 15 for the Ph.D. program and February 1 for the M.A. program.

Applicants to the B.A.-B.S./M.A. program should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

The deadline for applications is February 1 of the student's junior year.

Course Offerings

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

PSYC8888 Interim Study (Fall: 0)

The Department

PSYC9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

The Department

Romance Languages and Literatures

Faculty

Matilda Tomaryn Bruckner, *Professor Emerita*; A.B., Bryn Mawr College; Ph.D., Yale University

Rena A. Lamparska, *Professor Emerita*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Vera Lee, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus*; M.A., Ph.D., Harvard University

Rebecca M. Valette, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Franco Mormando, *Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

Ouida Mostefai, *Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Elizabeth Rhodes, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

Sarah H. Beckjord, *Associate Professor*; B.A., Harvard University; M.A., Ph.D., Columbia University

Stephen Bold, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

Régine Michelle Jean-Charles, *Associate Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Ernesto Livon-Grosman, *Associate Professor*; B.A., Empire State College; M.A., Ph.D., New York University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Mattia Acetoso, *Assistant Professor*; B.A., University of Bologna; M.A., M.Phil., Ph.D., Yale University

Jeff Flagg, *Professor of the Practice*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Joseph Breines, *Associate Professor of the Practice*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Silvana Falconi, *Assistant Professor of the Practice*; B.A., Feminine University of Sacred Heart, Lima-Peru; M.A., Ph.D., Purdue University

Catherine Wood Lange, *Assistant Professor of the Practice*; B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

Brian O'Connor, *Assistant Professor of the Practice*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Esther Gimeno Ugalde, *Assistant Professor of the Practice*; B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna

Andrea Javel, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

Contacts

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- Romance Languages & Literatures Department office:
617-552-3820, rll@bc.edu
- www.bc.edu/rll

Graduate Program Description

The M.A. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film. The M.A. is granted in French, Hispanic Studies, and Italian. It is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program.

Deadlines and Prerequisites for Admission

The M.A. application is due on February 2. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. There is no G.R.E. requirement for M.A. candidates. For complete information concerning the graduate programs, visit www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement in French: Each French student should endeavor to take at least one course from as many different areas of the curriculum as possible (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement in Hispanic Studies: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Distribution Requirement in Italian: Each semester the Italian section faculty offer two 8000-level graduate seminars (and/or 5000-level advanced courses open to graduate students and qualified undergraduates). M.A. students in Italian are required to take both of these 8000-level or 5000-level courses each semester.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take FREN7704, Explication de textes, and SPAN9901, Advanced Textual Analysis in Spanish and/or SPAN9904, Topics in Advanced Literary Analysis, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses may do so in their second year of study, and must secure permission from the Graduate Program Director during the semester before they plan to enroll.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found at www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

French

Course Offerings

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

FREN7750 Reading Jacques Derrida (Spring: 3)

Cross listed with ENGL7753 and PHIL7753

Periodically

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interventions in such disciplines as literature, philosophy, theology, and history. By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.

Kevin Newmark

Kalpana Seshadri

Italian

Course Offerings

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

ITAL8812 Boccaccio and Petrarca (Fall: 3)

Periodically

Conducted in Italian

Tradition has designated Petrarch's *Rerum vulgarium fragmenta* or *Canzoniere* and Boccaccio's *Decameron* as opposite poles of fourteenth-century Italian literary innovation. Nevertheless, the friendship between the two men was profound and productive, and has been called the most important in the history of Italian literature. The class will explore the friendship, preserved in letters, and the complex and moral concerns shared by the two authors as they are expressed in the two great masterpieces.

Laurie A. Shepard

ITAL8828 Twentieth Century Italian Poetry (Fall: 3)

Periodically

Conducted in Italian

In the first half of the last century Italy produced extraordinary poets of worldwide reputation who confronted the fundamental intellectual and psychological challenges of their age. They experimented with a variety of styles and themes, exploring crucial literary, philosophical, and theological issues. This course investigates and analyzes in depth the works of these poets: Eugenio Montale, Giuseppe Ungaretti, Umberto Saba, and Salvatore Quasimodo. Their poems and critical writings will be read in light of both twentieth-century theoretical debates and contemporary Italian life.

Mattia Acetoso

ITAL8832 Heroism, Tragedy and Romance in Romantic Italy

(Spring: 3)

Periodically

Conducted in Italian

In his letter *On Romanticism*, the Italian novelist Alessandro Manzoni described Italian Romanticism as moderate, nurtured by the Enlightenment and Neo-Classical order. This course probes Manzoni's claim, exploring key themes and aesthetic ideas of Italian Romanticism such as heroism, tragedy and romance, in the passage from the eighteenth

to the nineteenth century. This course will discuss the work of several authors, such as Vittorio Alfieri, Ugo Foscolo, Alessandro Manzoni and others, and include different art forms, such as poetry and novels, as well as dramas and operas.

Mattia Acetosio

ITAL8850 The Plague in Italy: From Boccaccio to Manzoni

(Spring: 3)

Periodically

Conducted in Italian

An interdisciplinary exploration of Italian literature and culture from the fourteenth to nineteenth centuries from the perspective of the bubonic plague, the disastrous medical scourge that struck the peninsula during every generation from the late Middle Ages through the Renaissance and Baroque periods. Literary sources will be supplemented by contemporary scientific treatises, religious tracts, personal diaries, and historical chronicles, as well as by documentation offered by the visual arts.

Franco Mormando

Romance Languages and Literatures

Course Offerings

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

Spanish

Course Offerings

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

SPAN9936 Seminar on Sor Juana Ines de la Cruz and the Baroque Literary Culture of New Spain (Spring: 3)

Periodically

Conducted in Spanish

We will begin with a consideration of some important statements concerning the nature of the “barroco de Indias” and the relationship of criollo productions to Peninsular literary trends. The main focus will be close readings of a selection of both canonical and lesser-known lyrical, dramatic, and epistolary works in historical context, with an eye to grasping the aesthetic and ethical dimensions of her work.

Sarah Beckjord

SPAN9965 Modern and Postmodern Spanish Short Story

(Spring: 3)

Periodically

The course acquaints students with the development of the genre since the end of the nineteenth century. Members of the class acquire a detailed knowledge of a selected number of representative works covering the main themes and techniques of the genre, and an ability to comment on its development and its major trends. We will also apply a range of critical theories to the texts and situate them in relation to prior, or subsequent counterparts.

Irene Mizrahi

SPAN9973 The Latin American 60's (Fall: 3)

Periodically

Conducted in Spanish.

From essays and fiction to protest songs and underground films, this course explores the dramatic political, and cultural changes triggered by the revolutionary movements of the sixties in Latin America. Special attention will be paid to the relation between politics and literature,

women's role in society and the emergence of new genres like the testimonial novel and Latin America's cinema verite in light of today's renewed concern for the relation between art and politics. We will analyze, among others, works by Ariel Dorfman, Ernesto “Che” Guevara, Nicolasito Guillén Landrin, Elena Poniatowska and Pino Solanas.

Ernesto Livon-Grosman

SPAN9982 The Art of the Short Story in Spanish America (Fall: 3)

Periodically

Conducted in Spanish.

Beginning with the elements of oral tradition as reflected in early writings, the development of the genre of the short story will be traced to the present. Attention will be given to major literary currents and their effects on form and content.

Harry L. Rosser

SPAN9985 Applied Linguistics and Teaching Methodology in Spanish (Spring: 3)

Periodically

The course is designed for graduate students who already have some experience in teaching and are looking for specific training in language teaching, as well as for undergraduate students with an excellent command of Spanish who are interested in language teaching.

The aim of this seminar is to provide students with a solid basis in the tenets of second language acquisition (SLA) and recent developments in the field of applied linguistics, with an emphasis on teaching methodology of the Spanish language. Students will develop a reflexive attitude toward the teaching-learning process and acquire the required pedagogical tools and metalinguistic awareness to conduct successful teaching. Practical aspects such as class planning, selection and production of teaching materials, and students' assessment will be discussed throughout the semester. Among other projects, students will work on their own pedagogical materials portfolio with the professor's supervision.

The Department

Slavic and Eastern Languages and Literatures

Faculty

Maxim D. Shraye, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Cynthia Simmons, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Professor*; B.A., Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Sing-chen Lydia Chiang, *Associate Professor; Coordinator, East Asian Languages*; B.A., National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Michael J. Connolly, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Franck Salameh, *Associate Professor; Coordinator, Arabic and Hebrew*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Atef N. Ghobrial, *Assistant Professor of the Practice*; B.A., Cairo University; M.A., Ph.D., Boston University

Fang Lu, *Assistant Professor of the Practice*; B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, parasira@bc.edu
- www.bc.edu/sl

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department entertains applications for dual M.A./M.B.A. and M.A./J.D. degrees.

Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

Degree Requirements

All M.A. programs require:

- A minimum of ten 1-semester courses (30 credits) in prescribed graduate-level course work
- Qualifying and special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

Course Information

Courses numbered below 3000 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Linguistics

Course Offerings

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

LING8888 Interim Study (Fall/Spring: 0)

The Department

Sociology

Faculty

Severyn T. Bruyn, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

John D. Donovan, *Professor Emeritus*; Ph.D., Harvard University

Lynda Lytle Holmstrom, *Professor Emerita*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor Emeritus*; A.B., Harvard College; Ph.D., New York University

Ritchie Lowry, *Professor Emeritus*; A.B., A.M., Ph.D., University of California at Berkeley

Paul G. Schervish, *Professor Emeritus*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin, Madison

Sarah Babb, *Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Charles Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Sharlene Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

Andrew Jorgenson, *Professor*; B.S., University of Utah; Ph.D., University of California, Riverside

Stephen J. Pfohl, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

Juliet Schor, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Brian Gareau, *Associate Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

Paul S. Gray, *Associate Professor*; A.B., Princeton University; A.M., Stanford University; A.M., Ph.D., Yale University

Zine Magubane, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Shawn McGuffey, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Sara Moorman, *Associate Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

Natasha Sarkisian, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

Wen Fan, *Assistant Professor*; B.A., Renmin University of China, Beijing; Ph.D., University of Minnesota

Gustavo Morello, *Assistant Professor*; B.A., Universidad Del Salvador, Buenos Aires, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Buenos Aires, Argentina

Kyung-yim Kim, *Visiting Assistant Professor*; B.A., Korea National Sport University; M.A., Korea National Sport University; M.A., University of Ottawa; Ph.D., University of Toronto

Lisa Dodson, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

Eva Marie Garrouette, *Associate Research Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociology@bc.edu

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Guide to Graduate Study at www.bc.edu/schools/cas/sociology/grad/handbook.html.

Master's Program in Sociology and Social Research

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/content/bc/schools/gsas/admissions/applynnow.html.

Master's Degree Requirements: To receive the Master's Degree in Sociology and Social Research, the student must complete 30 credit hours (generally 10 courses). The required courses for all students are the following: a course in methods of social inquiry (SOCY7710) in the first semester of study, one semester of sociological theory (SOCY7715 or SOCY7716), and two semesters of statistics (e.g., SOCY7703 and SOCY7704). With permission of the Graduate Program Director, students may complete either a Master's Thesis or a Master's Paper. Students completing a Thesis or Paper are required to take a course in empirical research (SOCY7711) in the second semester of study and a seminar in writing in their second year (SOCY7761); students not writing a Thesis or Paper are required to take an elective research methods course.

Doctoral Program

The Ph.D. program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. It prepares students for careers as researchers and university and college faculty.

Admissions: The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/content/bc/schools/gsas/admissions/applynnow.html.

Ph.D. Degree Requirements: The doctoral degree is fulfilled by completing a course in methods of social inquiry (SOCY7710) in the first semester of study, two semesters of sociological theory (SOCY7715 and SOCY7716), two semesters of statistics (e.g., SOCY7703 and SOCY7704), an M.A. Thesis or Paper (which entails taking SOCY7711 in the second semester of study and SOCY7761 in the second year of study), plus elective courses (to include at least one additional course in research methods) for a total of 54 credits.

Other requirements include meeting a one year full-time residency requirement, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

Ph.D./M.B.A. Program (M.A./M.B.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers in business and the work environment, and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at gray@bc.edu for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at www.bc.edu/content/bc/schools/gsas/admissions/applynnow.html and the Carroll Graduate School of Management at www.bc.edu/schools/csom/graduate/mba.html.

Financial Assistance

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program who remain in good academic standing assured of receiving funding for five years. No separate applications for financial assistance are necessary.

Course Offerings

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

SOCY7101 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

The Department

SOCY7102 Research Practicum (Fall: 6)

Registration requires prior approval of the instructor

In this apprenticeship-style course, students will do substantive reading, contribute to research design/instrumentation, conduct fieldwork and collaborate in data analysis and writing. With a focus on research about inequality, the professor will work closely with students as they learn about undertaking complicated social inquiry and working on a collaborative research team.

Lisa Dodson

SOCY7702 Introduction to Statistics and Data Analysis (Fall: 3)

Required for graduate students

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

Michael A. Malec

SOCY7703 Multivariate Statistics (Spring: 3)

Requirement for graduate students; enrollment for students outside the sociology department is by permission of the instructor

This course assumes knowledge of material covered in SOCY7702; that is, a solid background in SPSS and a basic course in statistics. We will focus on two general statistical procedures multiple regression and logistic regression (maybe including multinomial logistic regression). In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, stepwise regression, path analysis, and if time permits

multiple imputation to deal with missing data. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered. In addition, we discuss exploratory factor analysis at the end of the course. This course does not make use of matrix algebra.

John B. Williamson

SOCY7704 Regression Models for Categorical Data (Fall/Spring: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SOCY7703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include OLS regression diagnostics, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), treatment of missing data, and the analysis of clustered and stratified samples. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Sara Moorman

Natasha Sarkisian

SOCY7706 Longitudinal Data Analysis (Spring: 3)

Offered periodically

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SOCY7703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The course will focus on panel data management and analysis, with topics including change models, fixed and random effects models, GEE models, and mixed models. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Natasha Sarkisian

SOCY7710 Social Inquiry Research Seminar (Spring: 3)

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

Paul Gray

Sharlene Hesse-Biber

Shawn McGuffey

SOCY7715 Classical Social Theory (Fall: 3)

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call “classical sociological theory.” Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Paul G. Schervish

Eve Spangler

SOCY7716 Contemporary Social Theory (Spring: 3)

Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

The Department

SOCY7751 Quest for Social Justice (Fall: 3)

SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (1) diagnosing the opportunities and constraints provided by the system in which they are operating; (2) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (3) devising effective strategies for influencing targets of change; and (4) dealing with counter-efforts at social control.

William A. Gamson

SOCY7761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

This is a three-credit, two-semester course that meets approximately every other week for both terms. Students should contact the professor about attending in the fall, but wait to register until the spring term. In the fall term, they should register instead for an independent study with the faculty member advising their writing project. Note that a completed research proposal is required for entry.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers. The three-credit seminar begins in fall and continues into the spring term. The seminar employs a supportive structure and a collaborative learning environment to help students to carry out their independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

Sarah Babb

Brian Gareau

SOCY8101 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SOCY8801 Thesis Seminar (Fall: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

The Department

SOCY9901 Research Apprenticeship (Fall: 3)

By arrangement.

The Department

SOCY9981 Dissertation Seminar (Fall/Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

The Department

SOCY9998 Doctoral Comprehensive (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

SOCY9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg
Harvey D. Egan, S.J., *Professor Emeritus*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)
Philip King, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University
Rev. Robert P. Imbelli, *Associate Professor Emeritus*; A.B., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University
Patrick J. Ryan, S.J., *Associate Professor Emeritus*; A.B., A.M., Boston College, S.T.D., Gregorian University
Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain
Lisa Sowle Cahill, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago
M. Shawn Copeland, *Professor*; Ph.D., Boston College
Catherine Cornille, *Professor*; Chairperson of the Department; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium
Richard Gaillardetz, *Joseph Professor of Systematic Theology*; B.A., University of Texas, Austin; M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame
Roberto S. Goizueta, *Flatley Professor of Catholic Theology*; B.A., Yale University; M.A., Ph.D., Marquette University
Michael J. Himes, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago
David Hollenbach, S.J., *University Professor of Human Rights*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

James F. Keenan, S.J., *Founders Professor of Theological Ethics*; Director of Graduate Studies; B.A. Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

Ruth Langer, *Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

James W. Morris, *Professor*; B.A., University of Chicago; Ph.D., Harvard University

John J. Paris, S.J., *Walsh Professor*; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Stephen J. Pope, *Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Liam Bergin, *Associate Professor*; B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland

Jeffrey L. Cooley, *Associate Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

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Mary Ann Hinsdale, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

Frederick G. Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

John J. Makransky, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D., Harvard University

Brian D. Robinette, *Associate Professor*; B.A., Belmont University; M.A., Saint John's University (Collegeville); Ph.D., University of Notre Dame

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhoof, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

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Douglas Finn, *Assistant Professor*; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

Gregorio Montejo, *Assistant Professor*; B.A., University of St. Thomas; M.A., Marquette University; Ph.D., (ABD), Marquette University

David Mozina, *Assistant Professor*; A.B., Columbia University; M.T.S., Harvard Divinity School; Th.D., Harvard Divinity School

Andrew L. Prevot, *Assistant Professor*; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

Erik C. Owens, *Assistant Professor of the Practice*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago
Matthew Petillo, *Assistant Professor of the Practice*; B.A., Saint Anselm College; M.A., Ph.D., Boston College

Meghan Sweeney, *Assistant Professor of the Practice*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

Matthew Mullane, *Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

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Graduate Program Description

Boston College offers extensive resources for Catholic and ecumenical study of theology. Embedded in the culturally rich Boston metropolitan area, the combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier international center for the study of theology. The library, course and faculty resources available to graduate students at Boston College are further expanded by Boston College's membership in the Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, which has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Hebrew College
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

Ph.D. Program in Theology

The doctoral program in theology at Boston College has as its goal the formation of theologians who excel intellectually in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural endeavors.

The program is led by an internationally respected ecumenical faculty. Students are encouraged to explore widely and deeply in a variety of Catholic, Protestant and Orthodox theological and doctrinal traditions, while also engaging in critical and constructive dialogue with other major religions and cultures.

The program is rigorous in its expectation that students develop a mature grasp of the Christian theological tradition and probe critically the foundations, intelligibility and relative adequacy of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology can be pursued seriously.

Successful applicants to the Ph.D. Program will generally have in hand a M.Div., or equivalent degree; a Master's degree in religion, theology, or philosophy.

Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, Historical Theology/History of Christianity, Systematic Theology, Theological Ethics, or Comparative Theology.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination on the testament that is not their specialty (which counts as their "minor" area).

The **Historical Theology/History of Christianity (HT/HC)** area studies past theological reflection on the faith and practice of the Church, with a particular focus on early and medieval Christianity. The HT/HC area strives to appreciate these theological expressions both within their immediate historical contexts (social, cultural, institutional) and within the broader trajectories of theological development in the Christian tradition. Currently, this area has a strong common interest in early and medieval Christian theology.

Systematic Theology is the contemporary intellectual reflection on the central elements of the Christian faith considered as an inter-related whole. The Systematics faculty seeks to develop the student's ability to treat theological material critically and constructively. It is "systematic" inasmuch as it attends to its subject matter with attention to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in particular historical and cultural contexts.

Theological Ethics includes the ecumenical study of major Roman Catholic, Protestant and Orthodox contributors to moral theological reflection. It attends as well to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought,

both past and present. Students pursuing this area of study will be exposed to a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

Comparative Theology prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity and their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of another tradition or traditions. Students are expected to acquire a significant understanding of a major non-Christian religion while also appropriating a critical method for the study of religions, for example, philosophy of religion, comparative religion, or history of religions. Like all other areas of theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition, becomes deeply shaped by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, Historical Theology/History of Christianity, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

Language Requirements

Each doctoral student must demonstrate reading proficiency in at least two languages (normally, French and German) prior to applying for their comprehensive exams. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Depending on one's field of study or research interest, some areas may require more than the minimum of two languages the proficiency for which must also be demonstrated prior to applying for comprehensive exams. For example, students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology

Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Course Offerings

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

THEO7001 1-2 Maccabees (Fall: 3)

Prerequisite: Intermediate Greek

Offered periodically

Exegesis of the Greek text of 1-2 Maccabees by philological and historical-critical methods. Meetings are devoted to reading, analyzing, and translating the Greek text, and to critically assessing scholarly opinions on its interpretation.

Gilliban

THEO7002 Theology and Phenomenology (Fall: 3)

Offered periodically

This seminar will examine the conjunction between theology and phenomenology from both directions in order to understand the mutual influence of the one upon the other. We will study a variety of theological and phenomenological works that present differing accounts of each enterprise and of their proper relation. The central question will be this: What does a radical description of the nature of experience have to do with the contemplation of God?

Andrew Prevot

THEO7003 Ancient Hebrew and Related Inscriptions (Spring: 3)

Prerequisite: Intermediate Hebrew I or equivalent

Cross listed with LING4203 and NELC4251

Offered periodically

This course introduces students to the corpus of ancient Hebrew Inscriptions of the Iron Age and to several inscriptions from closely related languages, including Moabite. Students will study paleography, the historical grammar of Hebrew, the relationship of Hebrew to other closely related languages, and new photographic technologies for reading inscriptions. These inscriptions will also offer a perspective on the religious experience and ideas of ancient communities.

David Vanderhoofi

THEO7004 Thomas Aquinas: A Christological Theology (Fall: 3)

Offered periodically

Christ's place in the *Summa theologiae* (ST) of Thomas Aquinas can best be understood by an ordering principle according to which all being comes and receives its plenitude from God (exitus), and every being tends toward its plenitude by a return (reditus) to its source in God through Christ. This course will explore this return "through Christ" in light of that principle: One must come to know God's existence, the mystery of the Trinity, source of all of creation, and the mystery of

created and fallen humanity (ST I), before one can then show that our return to God and the attainment of our ultimate end, eternal beatitude, is possible only through the person and mission of Christ Jesus (ST III).

Gregorio Montejo

THEO7443 Comparative Religion: History and Methods (Fall: 3)
Cross listed with TMST7106

Offered periodically

The comparative study of religions has evolved through different stages of methodological reflection since its establishment as an autonomous discipline over a century ago. Questions concerning the nature and goal of comparison and the possibilities and limits of understanding individuals belonging to other religions remain at the heart of any engagement with religious pluralism. We will explore these questions through a study of the theories of early phenomenologists of religion such as Gerardus Van der Leeuw, through the work of Mircea Eliade and his critics, and up to the contemporary approaches of figures such as Jonathan Z. Smith.

Catherine Cornille

THEO7461 Human Rights Interdisciplinary Seminar (Spring: 3)
Cross listed with APSY7461, EDUC7461, LAWS7461 and UNAS7461

Application: Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2015.

This seminar develops an interdisciplinary understanding of—and responses to—the compelling human rights challenges of our times. This year it will be co-taught conducted with Michael Delaney, Director of Humanitarian Response at Oxfam America, and with participation by others affiliated with the Center for Human Rights and International Justice (see www.bc.edu/humanrights). It will explore human rights in the context of contemporary humanitarian crises and the forced migration that results from such crises. The relation between such crises and both warfare and economic justice will be explored. The ethical perspectives that should guide responses by political, religious and civil communities to humanitarian crisis and the plight of refugees today will be considered throughout the course.

David Hollenbach

THEO7486 For God and Country: Thinking about Religion and Citizenship (Spring: 3)

Cross listed with EDUC4402

Offered periodically

This course explores the religious and ethical dimensions of citizenship, with particular attention to the points at which religious and political allegiances conflict or appear to conflict. With an eye toward the contemporary American context, we will draw upon diverse political philosophies, faith traditions, historical periods and geographic regions for insight. We will consider the nature of this conflict between God and country, attempts to resolve it in theory and practice, and contemporary issues that exemplify it. Among the many questions we will ask: Are patriotism and faith compatible? What is the difference between a good person and a good citizen? (Can we be one but not the

other?) What are the limits of religious tolerance in a diverse society? How can we educate the next generation to sustain the values and institutions we hold dear?

Erik Owens

THEO7518 Aquinas' Ethics (Spring: 3)

Offered periodically

A study of Thomas Aquinas's *Pars Secunda* of the *Summa Theologiae*, including his writings on Faith, Hope, Charity, Justice, Prudence, Fortitude and Temperance.

James Keenan, S.J.

THEO7567 Theology and Bioethics (Spring: 3)

Offered periodically

The course will stress Protestant and Catholic approaches to death and dying, infertility therapies, abortion, genetics, health care reform, and AIDS. Social justice will be a key concern. Feminist and intercultural perspectives will be included.

Lisa Sowle Cabill

THEO7568 Ethics and Christology (Fall: 3)

Offered periodically

Doctoral student only

The interdependence of theological ethics and interpretations of Jesus Christ will be explored, using recent and current figures, such as Reinhold Niebuhr, Jurgen Moltmann, Jon Sobrino, Elizabeth Johnson, as well as essays on new approaches, including African, African-American, Asian-American, and postcolonial theologies.

Lisa Cabill

THEO7627 Late Medieval Mystical Traditions (Spring: 3)

Offered periodically

This course will explore the influence of the Pseudo-Dionysian corpus on late medieval descriptions of the human-divine relationship. In particular, it will analyze in detail (in both the original Latin and in English translation) the use and interpretation of Dionysian mystical theology in the writings of Hugh of St. Victor, Thomas Gallus, Bonaventure, Hugh of Balma, and the author of the *Cloud of Unknowing*.

Boyd Taylor Coolman

THEO7630 Authority in Church (Spring: 3)

Offered periodically

This seminar will consider the nature, scope, limits and structures of the exercise of power and authority in the church. We will consider the topic from theological, historical and cultural perspectives. Particular topics to be considered include: the relationship between the magisterium and moral theology, the magisterium and theologians, the role of the papacy, structures of collegiality and synodality and the distinctive authority of the *sensus fidelium*. While attentive to ecumenical contexts and contributions, the seminar will focus on the exercise of authority in the Roman Catholic tradition. This will be conducted as a doctoral seminar. Masters level students who have already taken a graduate course in ecclesiology may request permission to enroll from the professor.

Richard Gaillardetz

THEO7639 Happiness and Virtue (Fall: 3)

Offered periodically

This course examines major approaches to the relation of contemporary Christian ethics to virtue and human flourishing. It begins with recent scientific studies of human well-being and then examines how they might be understood in relation to important recent writings

in contemporary Christian ethics. Topics include the relation between virtue and well-being, sin and grace, temporal and eternal happiness, science and theological ethics. Key terms: Pleasure, happiness, contentment, fulfillment, well-being, flourishing, beatitude, delight, joy. Authors studied include S. Hauerwas, T. Jackson, P. Waddell, J. Porter, J. Keenan.

Stephen Pope

THEO7652 Augustine: Life and Thought (Spring: 3)

Offered periodically

This course will survey the major works of the late antique North African bishop Augustine of Hippo. Keeping in mind the social, philosophical, and religious background to his thought, we will explore the development of his theology over the course of his career, with a special focus on its ecclesial context and often polemical character. Towards that end, attention will be paid to his theological disputes with the Manicheans, Donatists, and Pelagians.

Doug Finn

THEO7654 Theology in a Secular Age (Spring: 3)

Offered periodically

What is “secularity,” and what is the role of theology in “a secular age”? Such questions have gained renewed urgency and complexity as numerous narratives and counter-narratives have been proposed to frame and address them. Engaging several recent voices shaping the conversation and debate in historical, philosophical, and theological terms, this seminar inquires into ways the contemporary theologian may contribute. Beginning with a thorough reading of Charles Taylor’s *A Secular Age*, which lays out the landscape in broad and nuanced terms, the seminar will examine contributions from several figures, including: Asad, Milbank, Zizek, Habermas, Ratzinger, Girard, and Vattimo.

Brian Robinette

THEO7676 Theological Aesthetics (Spring: 3)

This course will explore the dramatic, aesthetic dimension of faith. In the light of Hans Urs von Balthasar’s thought, students will examine the performative character of Christian faith as a locus theologicus that integrates contemplation and action, beauty and justice. Among the issues to be addressed are: theology and spirituality; the Christological foundation of theological aesthetics; popular Catholicism as liberating aesthetic practices; the relationship between liberation theology and theological aesthetics; theology and the arts.

Roberto Goizueta

THEO7694 Early Modern Theology (Spring: 3)

This graduate seminar will treat several significant Christian theologians from the end of the seventeenth to the early twentieth centuries by examining significant primary texts. It will discuss the ways these theologians understood their field of study, its method, organization, and relation to other fields, especially history and science.

Michael Himes

THEO7803 Graeca (Spring: 3)

Prerequisite: Intermediate Greek

Rapid reading in Jewish Greek texts (LXX, Philo, Josephus), with an introduction to research in the authors treated, for students who have completed Intermediate Greek.

Pheme Perkins

THEO7817 Global Health and Theological Ethics (Spring: 3)

Prerequisite: One course in Bioethics

Cross listed with TMCE8518

Offered periodically

Level 3 course

The course engages theological ethics in promoting global health as an urgent good and right that is integral to a vision of just society. Global health challenges (from HIV/AIDS to poverty and underdevelopment) are studied by highlighting international examples (from Asia, Africa, and the Americas) that help to identify the theological agenda and to implement it. Public health concerns and universal health coverage are part of this agenda worldwide. The course’s theological analyses and proposals rely on Catholic and Protestant insights (from social doctrine to philosophical and theological bioethical discourse).

Andrea Vicini, S.J.

THEO7827 Introduction to the New Testament (Fall: 3)

Cross listed with TMNT7023

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the “historical Jesus” debate.

Pheme Perkins

THEO7880 Psychotherapy and Spirituality (Fall: 3)

Prerequisite: Undergraduates require permission of instructor

Cross listed with TMPS7120

Offered periodically

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

John McDargh

THEO7893 Contemporary Theories of Justice (Spring: 3)

Offered periodically

A study of some major recent interpretations of the meaning of justice (e.g., Rawls, Sandel, Walzer, Sen and Nussbaum, Taylor), their historical antecedents (e.g., Aquinas, Locke, Kant), and the critique and appropriation of these interpretations in recent Christian ethics.

David Hollenbach, S.J.

THEO7956 Theology as Hermeneutical (Fall: 3)

Prerequisite: M.A. level Philosophy or Theology

To understand (1) the Christian drama of salvation as presented in the Old and New Testaments; (2) the development of the creeds; (3) the difference between a Christian world view and Christian theology.

Frederick Lawrence

THEO7957 Theology as Political (Spring: 3)

Offered periodically

After comparing and contrasting the approaches of Latin American Liberation Theologies of Gutierrez, Sobrino, et al. with the Continental approach of Johann Baptist Metz, we will turn to more recent approaches and end with raising foundational issues vis-a-vis the current loss of legitimacy within American democracy and the absorption of civil society into the market.

Shawn Copeland

THEO7968 Theological Anthropology (Fall: 3)**Offered periodically**

This graduate seminar explores modern and postmodern theological approaches to the Christian doctrines of creation, sin, and grace. The study of each doctrine begins with a brief survey of biblical and classical understandings/controversies, followed by consideration of the critiques and correctives offered by post-liberal, political, and contextual/liberation theologians. The impact of recent developments in cosmology, social constructivist understandings of gender, sexuality and selfhood, and perspectives from critical race theory, class, and disability may also be explored, according to student interest.

*Mary Ann Hinsdale***THEO7969 Suffering, Solidarity, and the Cross (Spring: 3)****Offered periodically**

Suffering and, often, tragedy and lament are basic features of human life. This course raises questions about the relevance of the cross of Christ and human solidarity to these afflictions.

*M. Shawn Copeland***THEO8002 American Catholicism and Social Reform (Fall: 3)****Offered periodically**

This course will examine select individuals, groups and issues that have shaped the history of American Catholic involvement in social action, e.g. John Ryan and Charles Coughlin, the Central Verein and the Catholic Worker, immigration and slavery. The aim of the course is to see how American Catholicism interacted with the wider civil society and what contributions the Catholic community made to the reform of American social life.

*Kenneth Himes***THEO8101 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department***THEO8502 Mercy and Justice (Spring: 3)***Prerequisite:* Ph.D. student; M.A. students by instructor's permission**Cross listed with LAWS8502****Offered periodically**

This course explores the meaning of mercy, particularly in its relationship to justice. It examines four major topics: (1) mercy in its relationship to retributive justice, focusing on mercy or clemency in the case of criminal sentencing, as well as broader questions of retribution for wrongdoing, such as whether there can or should be criteria for the exercise of mercy, whether mercy can be exercised unjustly, and the relationship of forgiveness to mercy; (2) mercy in its relationship to distributive justice, focusing on the corporal works of mercy and issues such as the relationship of justice and private charity; (3) mercy in its relationship to social justice, or the social face of mercy; and (4) divine justice and mercy, focusing on the way theologians have attempted to reconcile God's mercy and God's justice. Readings for the course will be interdisciplinary, including philosophical, theological, and legal materials.

*Cathleen Kaveny***THEO9901 Doctoral Comprehensive (Fall/Spring: 1)**

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***THEO9911 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department***THEO9981 Seminar: Biblical Studies II (Fall: 3)****Required of Ph.D candidates in Biblical Studies***The Department***THEO9982 Ethics Doctoral Seminar (Fall/Spring: 3)**

By arrangement.

*The Department***THEO9984 Systematics Doctoral Seminar (Fall/Spring: 3)**

By arrangement.

*The Department***THEO9985 Comparative Doctoral Seminar (Fall/Spring: 3)**

By arrangement.

The Department

The School of Theology and Ministry

INTRODUCTION

The Boston College School of Theology and Ministry (STM) is an international theological center that serves the Church's mission in the world as part of a Catholic and Jesuit university. The school prepares its students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith. The STM is committed to the Catholic theological tradition, rigorous academic inquiry, interdisciplinary study, ecumenical and interreligious dialogue, and the engagement of faith and culture. The STM offers graduate programs, including civil and ecclesiastical degrees in theology and ministry that integrate intellectual, spiritual, pastoral, and personal formation and reaches out to larger theological and pastoral communities through C21 Online learning resources, the publication of New Testament Abstracts, and timely continuing education programs. For more information, visit the STM website at www.bc.edu/stm.

Admissions and Financial Aid

Applying to the School of Theology and Ministry is straightforward; however, some programs have specific requirements. Be sure to review carefully the requirements for your program of study. Access to the online application can be found through the STM website at www.bc.edu/stm.

Admissions Requirements

Deadlines

Fall Admission

Ph.D.: January 15

All other degrees: February 1 (for priority financial aid consideration)

Summer Admission (M.A. and non-degree programs only)

February 15 (for priority financial aid consideration)

Spring Admission (Except Ph.D. and S.T.D.)

November 15 (for priority financial aid consideration)

Below are the admission application requirements for all degree programs:

Online Application for Admission

Personal information

- **Three letters of recommendation:** Recommenders should be familiar with the applicant's academic competence. For applicants who have been out of school for a significant amount of time, the recommenders should be familiar with the applicant's professional competence. At least one recommendation should also speak to the applicant's character. For M.Div. and M.A. applicants, one recommender should be familiar with the applicant's ministerial potential and experience. Recommendations can be submitted through the online application by the recommenders.
- **Personal statement:** Maximum 1,000 words. The personal statement is submitted online through the online application. Please address the following areas:
 - The academic, professional, and personal development that has motivated you to apply to the STM. Include a sketch of your educational background and interests, any experience you have in ministry and/or religious education, and any other relevant professional and volunteer experience;
 - Your understanding of theological education and/or ministry in the context of the Church's mission;

- How you plan to apply your theological education;
- Given your experience, how you assess your principal strengths for theological education and/or ministry as well as your areas of needed development.
- (*Ph.D. and S.T.D. only*): Applicants should include additional information (up to an additional 1,000 words) outlining your specific area and field of academic interest, how your previous academic, professional, and/or pastoral experience has prepared you for studies within that particular field, the service in the Church that one would render with the Ph.D./ S.T.D. degree, why you are applying to STM, and the faculty member(s) with whom you would like to work. The statement of intent is submitted online through the online application
- **Curriculum vitae or resume:** The curriculum vitae or resume is submitted online through the online application.
- **Writing sample (Ph.D. and S.T.D. only):** Academic paper, usually no less than 10 pages, not to exceed 25 pages. S.T.D. applicants are also required to submit a copy of their S.T.L. thesis upon its completion. The writing sample is submitted online through the online application.
- **\$75 Admissions application fee.** Jesuits, members of other religious orders, current JVC members, and current BC students are exempt from this fee. E-mail the admissions office at stmadmissions@bc.edu to request a waiver.
- **Major Superior Form** for all applicants that are priests or members of religious orders. The form can be found in the online application and can be submitted through the mail to the processing center.
- **Other Supporting Documents (submitted through the mail)**
- **Official transcripts** sent to the STM Admissions Office from all colleges, universities, seminaries, or theological schools that you have attended. Official transcripts can be sent along with other supporting application materials in a sealed, signed envelope.
- **GRE scores:** Scores need to be received directly from ETS. Our GRE code is 2508. In some cases, the admissions office may accept other standardized tests (for example, the Miller Analogies Test). International students for whom English is not their native language can submit TOEFL scores in place of GREs. To inquire, please email the admissions office. The admissions committee may also waive this requirement for those who have earned a previous master's degree. No exceptions will be made for those applying to the Ph.D. or S.T.D.
- **Personal interviews:** The admissions committee may request a personal interview as part of the application process.

Supporting Application Materials

The School of Theology and Ministry is currently able to accept personal statements, statements of intent, curricula vitae/resumes, writing samples, and letters of recommendation through the online application.

All transcripts, major superior forms, and standardized test scores should be mailed to: Boston College School of Theology and Ministry, Processing Center, P.O. Box 67406, Chestnut Hill, MA 02467.

Please include your full name and Eagle ID number (if you have it) on all forms and correspondence.

Jesuit Applicants

Jesuit scholastic applicants must follow the instructions above. Additionally, international Jesuits should first contact the Assistant Director of Admissions at least five months prior to their planned

enrollment to discuss their plans, academic background, and language skills. Jesuits requiring financial assistance should be in touch with the school by February 15, 2015 so that names may be submitted to the U.S. Jesuit Conference. After this initial contact, the scholastic's provincial would write a letter to the rector of the Blessed Peter Faber Community. The letter would indicate an intent to mission the student to STM, request housing, and indicate if financial funding is needed. Funding for Jesuits from developing countries is approved by the U.S. Jesuit Conference in Washington D.C., and the request is made by the rector of Blessed Peter Faber Community. All Jesuit scholastic applications are reviewed by the Admissions Committee.

In addition, Jesuit applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with the rector of the Blessed Peter Faber Community and other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

Non-Jesuit Religious Applicants

Religious applicants who are not Jesuits must also follow the instructions above. Religious applicants requiring scholarship and parish or convent housing assistance should apply by February 1, 2015 for the fall semester. All religious applicants are reviewed by the Admissions Committee. Lastly, if accepted, the Office of Admissions will work with the Office of International Students and Scholars to process all visa documentation for international applicants.

In addition, non-Jesuit religious applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with your vocation director and/or other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

Additional Information

All transcripts must be mailed to BC's STM Processing Center. No materials submitted as part of the application for admission can be returned or forwarded to a third party. The Admissions Committee will not consider an application until it is complete.

Once an application is complete, it will take up to four weeks before you receive a decision. Ph.D. applications can take up to two months after our deadline before receiving a decision. Decision letters are mailed to the applicant's current address as reported on the admission application.

The Admissions Committee takes into account all of the material submitted with the application: grade point average (GPA), GRE or other standardized test scores (if applicable), TOEFL (for international students), letters of recommendation, work and/or volunteer experience, and personal statement—where we look for a high level of intellectual, social, and religious maturity.

Acceptance to a STM degree program is not guaranteed and is very competitive. Therefore, estimates of the likelihood of acceptance cannot be given to any applicant.

Scholarship and Grant Funding

As an international theological center providing outstanding academic resources and an intimate community for its members, we want to help you finance your studies and make it possible for you to join us. Boston College School of Theology and Ministry (STM) offers generous funding through several types of financial assistance. When you complete the STM Application, you are automatically considered for all financial assistance for which you may be eligible from the STM.

Tuition scholarships are based on considerations of academic achievement, potential for ministry, demonstrated leadership, and financial need. Funding is generally renewable at the same level in years following the student's initial award year, assuming the student's need and academic standing do not change markedly. Prospective students are encouraged to contact the Associate Dean, Enrollment Management for questions regarding the funding of your studies.

Federal Student Loans

In addition to scholarship and grant funding, the University participates in the Federal Direct Loan Program. Students can borrow up to the total cost of attendance, minus any funding they are receiving from the STM through the Direct Loan Program. To apply for the Stafford loan, you will need to submit a Free Application for Federal Student Aid (FAFSA), and also complete and submit the Boston College Graduate Financial Aid Application/Validation. Information and forms are available through the Boston College Office of Student Services located in Lyons Hall. Go to www.bc.edu/gradaid or call 617-552-3300 for more information. Please note that Federal Stafford loans are only available for U.S. citizens and residents. Please also note that Federal loans are not available to S.T.L. or S.T.D. degree seeking students, certificate seeking students, or non-degree seeking students.

Notification of your funding will occur after a decision is made regarding your admission into the STM.

Please note that if you receive a scholarship after you receive your loan package, your loan package may have to be adjusted. Federal regulations limit the total amount of aid (including student loans) a student can receive. Contact the Boston College Office of Student Services if you have any questions about Federal loans.

International Student Admission Requirements

As an international theological center, STM represents the changing landscape of the Catholic Church on the global stage by training priests, lay ministers, and theologians from over forty nations. While we continue to attract and train students from North America and Europe, more and more, the future leadership of the Church is emerging from South America, Africa, India, and Asia. STM is a part of this movement, training some of the first indigenous professors of seminaries, universities, and theological centers in those regions.

We encourage clergy, religious men and women, and lay students from all countries to apply to our programs. Below is important information that you should consider before applying.

Visa Process

When Applying

Applicants only start securing a visa after they have been accepted to a program. No work on the part of the international applicant needs to be done toward a visa until after they receive a letter of admission, have confirmed intent to enroll, and have proven financial ability for studies. (See below.)

After Being Accepted

After being accepted, the Admissions Office will send you the Declaration and Certification of Finances form for the I-20 document. Filling out and returning these forms to the STM Admissions Office will start the process of obtaining an F-1, or student, visa to study in the United States, as long as you meet the financial and English language requirements.

International students, who are also Diocesan priests, must obtain priestly Faculties to serve as priests in the Boston Archdiocese. The student's bishop or major superior must write to the Archbishop of

Boston, requesting housing and facilities to function as a priest in the area. A copy of this letter should be sent to STM. Boston College can only issue an I-20, after such facilities have been secured.

Additional Requirements

All applicants for whom English is not their native language must demonstrate proficiency in the English language. This can be demonstrated by an acceptable score on the TOEFL exam (Test of English as a Foreign Language) or by receiving a degree from a college or university at which English is the language of instruction.

An acceptable TOEFL 85 on the Internet exam. When taking the exam, include STM's institutional code—3971—so that your scores may be sent directly to the school. Students cannot be accepted into any STM program without an acceptable TOEFL score.

TOEFL Registration

CN6152

Princeton, NJ 08541, USA

www.toefl.org

The TOEFL score is not required if:

1. You are a citizen of Australia, Canada (except Quebec), Great Britain, Ireland, New Zealand, Guyana, an Anglophone country of Africa, or an English-speaking country of the Caribbean.
2. You earned your prior college or university degree in the U.S. or one of the countries listed above.
3. You are currently enrolled as a full-time student in a U.S. degree-granting program or at an American or English-speaking school in one of the countries listed above and will have completed two academic years of college/university work before beginning your studies at Boston College.

GRE Exam

If you do not already have a graduate degree (a degree beyond the initial first post-secondary degree) you must take the Graduate Record Examination (GRE). STM prefers a score of 159 or above on the verbal to be eligible for admission. **Ph.D. and S.T.D. applicants are not exempt from taking the GRE even if they possess a graduate degree.** STM GRE code is 2508.

Educational Testing Service

P.O. Box 6000

Princeton, NJ 08541

www.gre.org

Permission of Superior

All diocesan priests and members of religious orders must submit a letter of approval and financial support from their bishop or major superior. The letter must indicate complete knowledge and support for your studies indicating degree and semester of initial enrollment. The letter must be on official letterhead and signed by your superior or bishop. The letter should be addressed to the Associate Dean, Director of Enrollment Management and must contain contact information. STM will only accept original letters.

Costs

The United States Government requires all international students to prove that they have the financial means to support themselves while studying in the United States. If you are a member of the clergy or a religious, you need to document by either a bank statement or letter of support from your bishop or congregation that you have funds to live and study in the U.S. The U.S. Embassy will not issue you a visa if you do not have the necessary funds. Any tuition costs not covered by STM scholarship funds must be documented.

Financial Aid and Scholarships

The cost of higher education in the United States is high. STM awards tuition grants to international students depending on availability, to help ease their financial burden. Partial tuition grants are available for international students. Students must be enrolled in a degree seeking program. Students must exhibit an exemplary academic record and personal potential. Students should be aware that, even if receiving a tuition grant, they still must obtain support to pay for their living expenses. Unfortunately, Federal loans are not available to those who are not U.S. citizens or permanent residents.

All international students must show that they have sufficient funds or resources to pay for their tuition and living expenses during the course of their studies, whether support comes in the form of scholarships, grants, or support from a religious order or personal bank account. Applicants do not need to supply evidence of sufficient resources with their applications. Once accepted, the admissions office will send a form where one can document resources.

Housing

Housing is available for international lay students on an individual basis. Members of religious orders usually find housing with area parishes or religious communities. The Admissions Office assists placing religious members in such communities, though placement and housing is not guaranteed.

Graduate Programs

Degree Programs

The School of Theology and Ministry offers graduate students a number of degree-granting programs. Our degree programs prepare students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith, and scholars preparing for a career in academia.

Master of Divinity (M.Div.)

The School's most comprehensive program, the three-year M.Div. program offers a course of theological, pastoral, and spiritual formation to prepare students for ordained ministry, professional lay ecclesial ministry, or doctoral studies. M.Div. students at the STM have a demonstrated passion for ministry and service to the world, and often go on to careers in parish ministry, campus ministry, chaplaincy, teaching, and non-profit work.

Master of Arts in Theology and Ministry (M.A.)

The M.A. in Theology and Ministry prepares students for a wide variety of ministries. Designed for students of all ages and career backgrounds, this two-year program (48 credits in the academic year) combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, ministry in Hispanic and/or multicultural communities, campus ministry, religious education, high school religion teaching, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

For the most flexibility, students in the M.A. Theology and Ministry utilize their electives to explore theological and pastoral areas of interest. Those wishing to do so can choose a specific track in either Hispanic Ministry or Religious Education.

Students can work towards completion of the M.A. Theology and Ministry during the Academic Year, Summer Session, or a combination thereof.

In collaboration with other BC professional schools, the M.A. Theology and Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

Master of Theological Studies (M.T.S.)

The two-year M.T.S. program (48 credits) offers a broad study of theology with the option to specialize in an area of particular interest. With a flexible curriculum and a special focus on scholarship, the M.T.S. is especially appropriate for students who intend to pursue doctoral studies in theology. The program is also appropriate for students seeking personal reflection and theological development.

Doctor of Philosophy, Theology and Education (Ph.D.)

The Ph.D. program educates scholars in the interdisciplinary field of religious education. Participants take courses in theology, education, and religious education; faculty members from each of these areas serve on both the comprehensive examination committee and on the dissertation committee. The program is offered in conjunction with the Boston College Theology Department and the Lynch School of Education, and the degree is awarded by the Graduate School of Arts and Sciences.

Master of Theology (Th.M.)

The Th.M. is a one-year, post-master's degree (24 credits) that is intended to deepen and focus a student's foundational knowledge of theological disciplines and ministerial practice. Th.M. graduates come from various backgrounds and go on to use their experience in a diverse array of professions. Graduates take their Th.M. education and serve as teachers, administrators, medical doctors, advocates for refugees and human rights, and ecumenical ministers, as well as in numerous other capacities. Finally, lay students who have already completed a master of divinity and who are interested in pursuing doctoral work, but believe they need additional course work might also consider the master of theology.

Ecclesiastical Degrees

The ecclesiastical degrees are part of a three-degree cycle offered by an ecclesiastical faculty and granted in the name of the Holy See. STM has one of only six ecclesiastical faculties within the United States. The degrees provide training in advanced theological areas, preparing students to teach in a seminary or for religious and lay leadership positions in the Catholic Church.

The **Bachelor of Sacred Theology (S.T.B.)** is a first-level, three-year ecclesiastical degree granted in the name of the Holy See through the ecclesiastical faculty of the School of Theology and Ministry (STM) by virtue of its status as an Ecclesiastical Faculty accredited by the Vatican Congregation of Catholic Education. It is offered only in conjunction with the Master of Divinity (M.Div.), a three-year civil degree. Building on the solid theological and practical foundation for ordained and full-time lay ecclesial ministry established by the requirements of the M.Div. degree, the S.T.B. prepares one to pursue the Licentiate of Sacred Theology (S.T.L.), a second-level, research-oriented ecclesiastical degree also offered by the STM.

The **Licentiate in Sacred Theology (S.T.L.)** is the second degree in a three-degree progression of ecclesiastical degrees. The S.T.L. enables students to build upon previous work and focus more on a particular subject or field within a Catholic context. An advanced degree, it provides students with two full years of work above and beyond the S.T.B. or M.Div. Students use the S.T.L. to continue work in Catholic theological studies, prepare for doctoral work, or teach or build competence for working within the Church. Officially, it is "the academic degree which enables one to teach in a major seminary or

equivalent school." The S.T.L. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

The **Doctor of Sacred Theology (S.T.D.)** is the culminating step in the three-degree ecclesiastical program. The purpose of the S.T.D. program is to create scholars who combine broad knowledge of a certain area, a critical knowledge of theological methodology, and an ability to contribute original research in a chosen field of study. Most students who complete the S.T.D. go on to teach in university faculties, seminaries, and theological centers. They also contribute to Church administration and pastoral work, using their extensive study, training, and expertise as resources for their community. Students interested in the S.T.D. usually have discerned a vocation of working within the Catholic Church or a related environment. As with the S.T.L., the S.T.D. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

Non-Degree Programs

The School of Theology and Ministry is committed to providing the opportunity for professional development and ongoing formation for today's Church. Every person interested in exploring the important issues of the Church today can find a workshop, lecture, or course to meet his or her interest—whether professional or personal. Our programs are designed to fit into a variety of schedules, with day, evening, weekend, and online programs during the academic year, as well as one- or two-week courses held during the STM's Summer Institute.

Academic Certificate Programs

Post-Master's Certificate in Spiritual Formation

The Post-Master's Certificate prepares ministers with a prior master's degree in theology or a related field to be spiritual mentors for persons and Christian faith communities.

Theology and Ministry Certificate

The Theology and Ministry Certificate is an 18-credit program for individuals who wish to study a specialized area of ministry, but not enroll in a full master's program.

Religious Education Certificate

The Religious Education Certificate is an 18-credit program for individuals who wish to study religious education, but not enroll in a full master's program.

Hispanic Ministry Certificate

The Hispanic Ministry Certificate is a program designed to prepare students, ministers, and educators who are already working or are interested in doing so in the context of Hispanic communities anywhere in the U.S.

Supervised Practicum in Spiritual Direction

The Supervised Practicum in Spiritual Direction is designed for those interested in thorough introduction to the practice of spiritual direction within the Catholic tradition.

Summer at STM

In addition to individual courses for credit or audit, the M.A. in Theology and Ministry is offered through the Summer at STM.

Individual Courses

Special Student

Special Students at Boston College are those students wishing to take one or more classes in the academic year. As a Special Student at STM you may earn academic credit without enrolling in a degree program. Regular tuition applies and up to 12 credit hours may

be taken. Should you later enroll in an STM degree program, the credits you earn will count toward your degree. Special Students may cross-register at other BTI schools, as long as they take one course at STM. Special Students are also allowed to take courses for audit for one-half of the credit cost.

Auditor

Students not enrolled as Special Students or in a degree or certificate program are eligible to audit one course per semester at the rate of \$473 per credit hour.

Minister-in-the-Vicinity

Boston College STM offers a special audit rate for those currently engaged in full-time ministry (ministers, lay ecclesial ministers, priests, rabbis, and others) who live in the vicinity and who hold a theological degree. Minister-in-the-Vicinity students can audit one course per semester at the rate of \$100 per credit hour.

Continuing Education

Conferences, Lectures, Workshops, Seminar Series

STM welcomes all as part of our commitment to making contemporary theological discussion accessible to the community. Many events are free of charge and others have a small fee.

Sabbatical

Those who wish to come to Boston College for sabbatical may apply as a Special Student or Minister-in-the-Vicinity and create their own independent sabbatical experience.

C21 Online

C21 Online offers online courses to support the ongoing formation of Catholic adults and parish volunteers, as well as the professional development of Catholic school teachers and professional lay ministers. For more information about any of the STM's programs, visit www.bc.edu/stmacademics.

Academic Policies and Procedures

Academic Integrity at Boston College

Academic integrity is taken quite seriously at Boston College and by the dean and faculty of the School of Theology and Ministry in particular. STM abides by the University policy on academic integrity to be found in the University Policies and Procedures section of this catalog. The roles and responsibilities of students, faculty, and deans with regard to promoting academic integrity can be found there as well. STM students are strongly encouraged to become familiar with these policies and procedures, as they are held responsible for this knowledge. Students with questions regarding what constitutes a violation of Boston College's Academic Integrity Policy, especially with regard to specific courses and assignments, are invited and encouraged to ask these questions of their professors and the Associate Dean for Academic Affairs.

STM Academic Integrity Procedures

In the School of Theology and Ministry (STM), an Academic Integrity Committee (AIC) with both faculty and student members is to be constituted annually by the Associate Dean for Academic Affairs and chaired by one of the faculty members serving on the AIC.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and is encouraged (but not required) to notify the Associate Dean for Academic Affairs in writing of the incident. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty must be sent to the Associate Dean for Academic Affairs.

On receipt of such a notification the Associate Dean will notify the student of the allegation and the grading penalty (if any) imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the STM AIC. The Associate Dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

The Associate Dean will notify the faculty member bringing the accusation and the student that the case is under review by the AIC. The AIC at its discretion may interview any individual with knowledge pertinent to the case.

The AIC will decide a case by simple majority vote, and the Associate Dean will convey to the faculty member and the student the committee's findings as to responsibility and recommended sanctions. The Associate Dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a warning, which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the committee's decision may be made by written request to the Dean of the school not later than ten days following notice of the committee's decision, and the Dean's decision will be final.

STM Academic Integrity Tutorial

This online tutorial, developed by STM faculty, students, and administrators (with lots of help from offices across the University!), is meant to help students understand better the importance of and policy regarding academic integrity at Boston College and to introduce them to the academic culture at the STM. As well, the tutorial serves as an introduction to good research practices and resources in theology and ministry at the graduate level. The tutorial is required of all new STM degree and certificate students in their first semester or summer of study. Students who do not complete the tutorial by the deadline set each semester by the associate dean for academic affairs will not be able to register for courses for the following term until they complete the tutorial. Information regarding the administration of the tutorial will be given at new student orientation and through email from the associate dean for academic affairs.

University Communication Policies and Student Responsibilities

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Absences for Religious Reasons

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog.

Academic Advising

Students are free to form mentoring relationships with all STM faculty, including but not limited to their assigned advisors, and encouraged to form these relationships particularly with those faculty working in the student's area of academic or ministerial interest. STM faculty welcome the opportunity to mentor students.

All students are assigned a faculty advisor for the purpose of course selection upon entry into an STM degree program. Students are strongly encouraged to meet with their advisors once per semester to choose courses for the following semester. Consulting the advisor ensures that when it comes time for graduation the student will have fulfilled the requirements of his or her program. Conversely, students who do not consult advisors risk not having fulfilled their requirements and then needing to take extra courses in order to do so before they graduate.

Faculty advisors are assigned based on the student's degree program and an equitable distribution of advising among the faculty. Because advising is so important to the student's academic success, students should feel comfortable with their faculty advisors. Students who wish to change their advisor may do so by contacting the Associate Dean for Academic Affairs, requesting and giving the reason for the change, and identifying the faculty person whom the student wishes to have as his or her advisor moving forward. The Associate Dean will handle the matter in a way that is respectful to all parties.

Academic Grievances

I. Preamble

The Academic Grievance Policy of the School of Theology and Ministry provides a procedure for the constructive and timely resolution of serious academic grievances of students against faculty members. An academic grievance is defined as a complaint by a currently enrolled graduate student against a member of the faculty related to a serious academic matter that has had an adverse effect on the student's learning or ability to perform to the best of his/her ability.

Ordinarily, questions related to a course grade are not considered cause for setting in motion an academic grievance, unless the disputed grade is judged to be evidence of a broader issue or concern related to instruction, communication, access, availability, accountability and/or fairness on the part of the professor. If a student's only issue is the grade itself, the matter should be addressed directly with the professor either in person or in writing. It is the professor's prerogative to alter or uphold the grade. In this case, the decision of the professor is final. If a student wishes to dispute a grade based on one of the alleged broader issues named above, a student may use the Academic Grievance Process to do this. The decision-makers in the Academic Grievance Process will consider only how the broader issues affected the student's grade; they will not abrogate the professor's prerogative to evaluate the academic quality of the student's work.

Resolution of grievances should involve all parties working cooperatively and respectfully to obtain resolutions acceptable to all parties involved. The grievance process first strives for mediated outcomes and only moves to directed outcomes when such efforts at mediation fail. All parties should seek resolutions at the lowest possible administrative level. The grievance should be initiated no later than the end of the sixth week of the semester immediately following the one in which the

action giving rise to the complaint occurred—for example, a grievance arising from spring semester must be initiated before the end of the fall semester.

II.

Any student who believes he or she has a grievance should communicate with the faculty member(s) immediately involved as soon as possible after the action being grieved, but by no later than the close of the fall or spring semester immediately following the term in which the action giving rise to the complaint occurred. If communication results in a mutually acceptable solution, the matter shall be considered closed. If either party wishes to have a written statement of the outcome, the parties shall put the solution in writing, sign it, and each retain a copy.

III.

If, however, a resolution acceptable to all parties is not achieved, the student may present the matter in writing in a timely manner—ordinarily, “a timely manner” suggests no more than ten business days; in this case, that means ten business days from the date of the unsuccessful effort to achieve a negotiated resolution—to the chairperson of the department in which the faculty member(s) resides administratively. The written statement must clearly specify: (a) the nature of the complaint and (b) the remedy requested. The chairperson should proceed in the following manner. If the chairperson is a party to the grievance, the Associate Dean for Academic Affairs shall act in his/her stead:

- (A) After consultation with both the student and the faculty member(s) affected, the chairperson should proceed in a timely manner either to mediate the matter personally or assign it for mediation to one or more members of the department.
- (B) The chairperson or designated faculty mediator(s) shall then meet formally with the faculty member(s) involved and obtain a written answer to the grievance with a full explanation of the faculty member(s)' position. After a full investigation, the chairperson or assigned mediator(s) should meet again with the faculty member(s) and student involved, either separately, or jointly, or both, in order to work out a settlement of the problem. If the chairperson or assigned mediator(s) succeeds in resolving the grievance, he/she shall put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all parties involved in the process.

Should the chairperson or assigned mediator not obtain a resolution, the chairperson, after conducting such further proceedings as he/she may determine to be necessary or desirable in his/her sole discretion, shall prepare a written decision and provide a copy of it to the student and the faculty member(s) involved.

IV.

A student grievant may appeal a decision of the department chairperson to the Dean. The appeal must be made in writing within ten business days of the decision of the department chairperson and must specify clearly: (a) the nature of the grievance; (b) the remedy sought; and (c) the reason or reasons why the proposed resolution emanating from step (III) above is not acceptable. Upon receiving the written appeal, the Dean or the Dean's designees must meet with the chairperson, faculty member(s) and student involved, separately or jointly, to seek a timely solution to the issues. If such procedures produce a resolution acceptable to all parties involved, it shall be put in writing and copies given to all of the parties.

If no resolution acceptable to all parties is achieved, the Dean or the Dean's designees shall expeditiously gather all written statements

and evidence accumulated up to that point and conduct such review or such further proceedings, including hearings, as the Dean or the Dean's designees may determine in their sole discretion to be reasonably necessary to reaching an ultimate disposition of the issue(s). In the event of a hearing, the faculty member(s) and student shall each be entitled to bring, for consultative purposes only, an advisor from the School of Theology and Ministry or the wider Boston College community. If the above process achieves a resolution acceptable to all parties, the Dean or the Dean's designee(s) must put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all of the parties.

If the Dean or the Dean's designee(s) does not achieve a resolution acceptable to all parties, the Dean shall in ten working days convey his/her decision and report (or the report of his/her designee(s) as applicable) to the chairperson and the parties involved. The Dean's decision shall be final.

Attendance

In order to successfully complete and achieve the objectives of an STM course, students must attend the course meetings in order to engage the professor and fellow students in the teaching and learning dynamic. Students are responsible for being familiar with and following the attendance policy in the University Policies and Procedures section of this Catalog. In addition, the STM has its own attendance policy, enforced by course instructors at their discretion. Students must withdraw from a course in which they have been absent at least 30% of class meeting time. If a student with more than a 30% or greater absence rate does not withdraw from the course, the student will be given a failing grade for the course.

Audits

Students enrolled in STM degree and certificate programs may audit courses and will be charged half the per-credit tuition rate. Students will not receive financial aid/tuition remission for audited courses and audited courses will not count toward degree programs (but may be counted toward certificate programs).

Students not enrolled in STM degree or certificate programs can apply through the Admissions Office to audit STM courses for half of the credit rate per course.

The STM has a reduced audit rate for Ministers-in-the-Vicinity. Please contact the Admissions Office for more information. The rate is limited.

Students cannot register to audit courses through their Agora accounts. Students should contact the STM Service Center or the Assistant Director for Financial Aid and Academic Services in order to register to audit a course.

For summer courses, students wishing to switch from credit to audit status must do so within one week of the start of the course.

Comprehensive and Synthesis Exams

Doctoral Students: S.T.D.

Consult the S.T.D. Handbook for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TMST8528 S.T.D. Specialized Research. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail.

Doctoral Students: Ph.D.

Consult the Ph.D. Prospectus for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TMST9911 Doctoral Continuation. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail.

M.Div. Students: Synthesis Exams

Synthesis exams are taken in the third (or for part-time students, the last) year of the M.Div. program. Consult the M.Div. Handbook and the M.Div. Program Director for more information about policies and procedures for the synthesis exams.

M.A. and M.Ed. Students: Thesis Projects

For M.A. and M.Ed. students, the Thesis Project serves as the comprehensive exam. Students wishing more information about the Thesis Project should obtain a Thesis Information Packet from the STM Service Center. In accordance with the University policy on grading comprehensive exams, Thesis Projects are graded Pass with Distinction, Pass, and Fail.

Course Loads

For summer course loads, please see the policy on Summer courses. M.Div. students may not enroll for more than fifteen (15) credits in any one semester; the Associate Dean for Academic Affairs will monitor compliance with this policy.

Course Numbering

STM course numbers reveal two things about the course: the subject area and the level. The following is a key to STM Course Numbering:

TMCE: Christian Ethics

TMST: Systematic/Historical Theology

TMHC: History of Christianity

TMPS: Pastoral Studies/Practical Theology

TMOT: Old Testament

TMNT: New Testament

TMRE: Religious Education

STM courses are primarily classified into three levels. These levels are not meant to restrict enrollment, but rather to guide students and advisors in choosing courses. Students wishing to take a course, but having questions about whether the course will be taught at an appropriate level for their needs should contact the instructor of the course directly.

Level 1: Course numbers 7000–7999: No prerequisites required

Level 2: Course numbers 8000–8099: Prerequisites required

Level 3: Course numbers 8100 and above: Doctoral seminar

Cross-Registration

In consultation with their faculty advisors, STM students may cross-register into courses at other universities and schools of theology through the following consortia: the Boston Theological Institute, the Consortium, and the Graduate Consortium in Women's Studies. More information is available in the University Policies and Procedures section of this Catalog. Students can obtain a BTI cross-registration form at the STM Service Center. *Note that 50% of coursework required for a Boston College degree must be taken at Boston College, and that 50% of coursework for an ecclesiastical degree (S.T.B., S.T.L., S.T.D.) must be taken with the Ecclesiastical Faculty of the STM.*

Directed Research

Directed research may be pursued on a specialized topic not currently covered in the curriculum, depending on the availability of faculty to work with a student. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be worked out with the professor. The agreement must be put in writing on a Readings and Research form, obtainable through the STM Service Center, signed by both the student and faculty member, and approved by the Associate Dean for Academic Affairs.

Doctoral Candidacy and Continuation

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog. To register for doctoral continuation, Ph.D. students register for TMST9911 and S.T.D. students register for TMST9528.

Doctoral Dissertation Submission

In order to graduate, your graduation date must match your graduation date listed in Agora. If not, you must contact STM's Assistant Director for Financial Aid and Academic Services to have this corrected. Follow the instructions below to ensure you have completed all requirements.

Submitting your Ph.D. Dissertation

Ph.D. students should consult the office or the website of the Graduate School of the Morrissey College of Arts and Sciences for further instructions on dissertation submission.

Submitting your S.T.D. Dissertation

Please review the S.T.D. Handbook for instructions on formatting your dissertation. Submit your dissertation electronically via eTD@BC. See the Help section of the University Libraries website for instructions on how to do this.

Enrollment Status

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Graduate full-time enrollment is as follows:

- School of Theology and Ministry—9 or more credits
- All students are considered half-time with 6 credits.

Students completing degree requirements in their final semester may be given exceptions to the school's minimum credit standard for full-time status by their academic dean.

The credits amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

Graduate students in the School of Theology and Ministry are full time if enrolled in TMST8053, TMST8054, TMST8101, TMST8526, TMST8528, TMST8529, TMST8530, TMST8543, TMST8546, TMST9901, or TMST9911. Doctoral students are considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants.

Final Examinations

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Foreign Language Requirements

Students should consult individual degree program handbooks/prospectuses for program-specific requirements.

Good Standing

A student in one or more of the following situations is considered under academic review:

1. the student's cumulative grade point average (GPA) falls below 3.0;
2. the student receives a grade of "incomplete" for one-half or more of the courses taken in a single semester;
3. the student has any incompletes that are not resolved by the end of the semester following the one in which the incomplete was obtained; and/or
4. the student has two or more grades that are below what is considered "Passing" for his or her degree program.

If a student is under academic review, the student will be notified in writing by the associate dean for academic affairs. The student will have until the end of semester in which she or he receives this notice in writing to bring his/her GPA up to 3.0, to complete all incompletes, and/or to develop a plan to make up the work not passed. If a student does not do these things, the student loses good academic standing. The associate dean will engage the student's faculty course selection advisor, the relevant department chair, and the associate dean for student affairs in a discussion as to whether and under what conditions the student may continue in his or her degree or certificate program. The associate dean for academic affairs will also notify the associate dean for enrollment management of the names of all students who have lost good academic standing. As a result of these conversations, the student may be prevented from enrolling in further coursework, lose his or her financial aid, be dismissed from the University, or be given further conditions to meet in order to remain enrolled in the STM. The associate dean for academic affairs will communicate this information to the student in writing as soon as possible after the meeting.

Grading

The STM follows the grading policies and grading scale set forth in the University Policies and Procedures section of this Catalog. In addition, the STM faculty has adopted the following grading guidelines:

- "A" work demonstrates superior or exceptional achievement for the graduate level. "A" level work will demonstrate one or more of the following characteristics (1) the ability to synthesize and interrelate course material with other bodies of knowledge or with personal experience; (2) the ability to develop the course material in an original or creative fashion by identifying and developing further implications of the course material; by articulating the underlying assumptions of the course material, the set of values that the underlying assumptions embody, and the relation between this set of values and those espoused by a faith community or those you yourself hold; (3) the ability to take insights from the course material and apply them to other fields of study. Needless to say, this is more than simple mastery of course material. It represents a very active and sophisticated engagement with every aspect of the course, demonstrated through incisive analysis or creative treatment of the ideas covered in the course, and through a developed capacity to synthesize ideas across several course topics.
- "B" work is clearly satisfactory at the graduate level. This work demonstrates consistent engagement with, and a basic mastery of, the course material (shows good, articulate command of the content in an organized, clear, cogent and correct manner). Yet, work does not necessarily demonstrate the ability to interrelate and synthesize the various ideas covered in the course.

- “C” work is minimally acceptable at the graduate level. This is basic mastery of most but not all of the course material. It represents that work is inconsistent, that work has slipped below an acceptable level in one or perhaps two areas.
- “F” work is unsatisfactory and fails to meet the requirements of the course.

Grade Changes

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Graduation

For graduation policies and procedures, please see the University Policies and Procedures section of this Catalog.

Incompletes

A student may, with adequate reason and at the discretion of the instructor, take an incomplete in a course. A formal request form must be obtained at the STM Service Center and signed by the professor and the Associate Dean for Academic Affairs. For approval to be granted, a date for completion must be agreed upon between the student and the professor. Except in extraordinary cases, all such “I” grades will automatically be changed to “F” according to the following University-dictated schedule:

Spring: August 1

Fall: March 1

Summer: October 1

See the STM Good Standing policy for the number of incompletes a student may take in a given semester or summer and remain in good academic standing.

Leave of Absence and Readmission After a Leave of Absence

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Students are not eligible for STM financial aid or funding while on leave. When they return to the STM, students continue to receive the tuition remission that they were granted upon entrance into their degree program.

Students wishing to take courses at theological institutions outside of Boston College and the BTI while on leave of absence from Boston College are strongly advised to discuss this plan with their faculty advisor, the relevant department chair and the Associate Dean for Academic Affairs to make sure that the courses they are planning to take will transfer into and be counted toward their STM degree program. Please see the Transfer of Credit policy for more information.

In some cases, the Associate Dean may require that the student work out a plan of study for the following semester or for the completion of the degree as a condition of re-admission after a leave of absence.

Masters' Theses

All M.A. and M.Ed. students are required to complete a non-credit thesis in or prior to the last semester of their programs. Students seeking more information about the thesis should obtain a Thesis Packet from the STM Service Center.

M.T.S. students have the option of using one of their electives to do a 3-credit thesis. Students seeking more information about the thesis should consult the M.T.S. Handbook and/or consult the M.T.S. Program Director. Students should be registered for TMST8053 M.T.S. Thesis.

Th.M. (Option A) students enrolled in a 6-credit thesis course during their final semester; these 6 credits are part of the 24 required for the degree. Students seeking more information about the thesis should consult the Th.M. Program Director.

Online Courses

M.A., M.Ed., and C.A.E.S. students may take up to six credits of online courses toward their degree requirements. Hybrid courses are not included in these six credits. Other STM degree students should consult their course selection advisors as to whether online courses would be acceptable toward their degrees.

Pass/Fail

Select courses are designated Pass/Fail. All requests for Pass/Fail credit, beyond taking courses designated Pass/Fail, must be approved by the student's academic advisor and the Associate Dean for Academic Affairs during the registration period. Students should obtain a Pass/Fail form from the STM Service Center.

- M.A., M.Ed., and C.A.E.S. students may take 2 courses P/F beyond those designated as such.
- M.Div. students may take no more than 18 credits on a P/F basis.
- M.T.S. students may take no more than 12 credits on a P/F basis.
- Th.M., S.T.L., and S.T.D. students may not elect to take any courses P/F, with the exception of the Spiritual Direction Practicum.
- Ph.D. students should consult the GSAS Dean's Office.

Prerequisites

For students with little or no background in writing research papers in the humanities, students for whom English is a second language, and others, the Admissions Committee may decide to recommend or require TMST7081 Writing and Research for Theology and Ministry as a condition of admission into a master's or certificate program. TMST7081 is not a remedial course and is highly recommended for most students. It can be used for elective credit toward the degree by M.A. and M.Ed. students who have not been required to take it. If the student is required to take this course, however, it must be taken in addition to the credit hours required for the degree.

Four courses (12 credits) in philosophy are prerequisites for the M.Div. degree. These courses can be taken on an undergraduate or graduate level, and they can be taken Pass/Fail. For students who do not have at least 12 credits of philosophy at the time of application to the M.Div. program, these courses may be taken during the first year of the M.Div. All courses must be taken for credit and the courses themselves approved by the M.Div. program director. As prerequisites for the degree, they do not count in the 84 credits required for the M.Div.

Professional Ethics in Ministry Workshop

STM's Professional Ethics in Ministry Workshop, required for all STM students, is intended for students as they begin their programs at STM. The workshop considers ministerial ethics in theological, pastoral, and legal perspectives and invites students into an ongoing, school-wide conversation and reflection on the nature of ministerial roles and the power dynamics and ethics that attend them. Students in ministerial degree programs (except for summers-only degrees) with a field education requirement (Contextual Education or Supervised Ministry) must fulfill this requirement before they begin their placements. All other students must complete the requirement before they graduate. Information about when the Professional Ethics in Ministry Workshop is offered is distributed with admission materials. Students

who have not fulfilled the requirement in their first year of study will be notified of the next available date to fulfill the requirement by the Associate Dean for Academic Affairs.

For summers-only M.A. students, the material normally covered in the Professional Ethics in Ministry Workshop will be covered during the required Contextual Education course.

Readmission After a Lapse in Enrollment

All students are required to keep their University status current. If a student does not do so, s/he must seek approval from the STM to be re-admitted to the degree program.

Each degree has a term limit—a number of years from the date of matriculation into the degree program by which a student must finish the degree. These term limits are the following:

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

If a student seeks readmission before the term limit expires, s/he must write the Associate Dean for Academic Affairs to request re-admittance before the start of the semester in which the student wishes to return. If granted, all courses taken towards the degree thus far will count toward the degree.

If a student seeks readmission after the term limit has expired, the student must reapply through the Office of Admissions. To begin this process, the student should email the Associate Dean for Enrollment Management. If the student is readmitted to the program, a decision will be made on a case-by-case basis by the Associate Dean for Academic Affairs as to (1) which and how many courses already taken will count toward the degree; and (2) any changes in requirements for graduation with the degree. The decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

S.T.L. Thesis Submission

Do not submit your dissertation online through the same process by which S.T.D. dissertations are submitted. Before your defense, please obtain from the STM Service Center an S.T.L. Packet. This information includes instructions on S.T.L. thesis submission.

Summer Courses

Beginning with Summer 2016, courses will be offered for 3 credits rather than 2 credits. If you are considering taking summer courses in 2016, please check in with your advisor before registering.

MAPM summer students whose requirement is a total of 35 credit hours for the degree may take no more than two three-credit courses during the academic year. Exceptions must be approved the student's faculty advisor.

All STM Summer Institute two-week courses are designated for two credits. However, as an exception a M.A., M.Ed., C.A.E.S., or Ph.D. student may request that such a two-credit course be taken for three credits. This may be done only with the professor's permission, and under the following conditions:

1. The student does an additional reading of approximately 300-500 pages of scholarly work that is germane to the theme of the course and not required reading for other courses. The text(s) chosen must have the explicit and prior approval of the professor.

2. The student submits to the professor a written paper on the additional required reading of at least ten pages (double spaced).
3. M.A., M.Ed., C.A.E.S., and Ph.D. students must have at least a B+ (3.5) grade point average in the program.
4. M.A., M.Ed., and C.A.E.S. degree students may obtain three credits in a two-week course only twice throughout their degree program and no more than once per summer. Exceptions to this policy should be discussed with a student's faculty advisor and be approved by the department chair.

Summers-only M.A., M.Ed., and C.A.E.S. students may take a maximum of eight credits in any given summer. Six credits is standard. All student taking more than that must have at least a B+ (3.5) grade point average in the program. Beginning summer 2014, the on-line course can be taken as an additional two credits (for a total of ten) since the on-line offering will begin in mid May and complete before the on-campus summer courses begin in late June.

The faculty strongly urge that all Summer Institute students obtain the reading lists for their chosen courses well ahead of time, and to have much of the required reading done before classes begin.

M.A., M.Ed., C.A.E.S., and Ph.D. students wishing to take a two-credit summer course for three credits must request to do so at the time of registration by indicating their desire to do so on the Summer Registration Form or by emailing Donna DeRosa at derosado@bc.edu. The Associate Dean for Academic Affairs decides on approval for all such requests. Students should assume that the request has been approved unless contacted by the Associate Dean.

For M.Div. and M.T.S. students, courses offered in semester-length mode must be taken in that mode. Summer courses cannot be used to satisfy subject area requirements for these degree programs, but where appropriate, courses taken in the summer can be applied as electives. The student should consult the relevant program director to determine such suitability before enrolling in summer course(s). Two-credit courses taken in the summer must be counted as such; no provision will be made to convert these courses to three credits. A maximum of six (6) credits from summer courses can be applied towards an M.Div. or M.T.S. degree.

For Th.M., S.T.L., or S.T.D. students, permission of the program director is required before enrolling in summer courses. Two-credit courses cannot be applied toward these degrees. For students in all STM degree programs, summer courses in languages are acceptable if they conform to the requirements of the degree program to which they are to be applied; the student should contact the relevant program director to determine such suitability before enrolling in the summer language course.

Summer Course Registration

Students taking summer courses must be registered for the course for credit or audit. When students register for a course, they will be given a name tag; students without name tags will be asked to return to the Service Center to register. Persons with questions about this policy should contact the associate dean for academic affairs.

Supervised Ministry: Criteria for Enrollment

Upon beginning their ministerial studies at the STM, students are responsible for knowing and following the guidelines for their respective degree programs regarding supervised ministry requirements. Cultivating a positive working relationship with the appropriate faculty director of supervised ministry is essential to the dynamic and

inter-related processes of conscientious self-assessment, enrollment in the supervised ministry course, the appropriate selection of sites and supervisors, the development and implementation of learning goals and objectives, and rigorous, constructive and formative evaluations.

Mindful of the fact that students admitted to ministerial degree programs at the STM are expected to manifest the faith and religious commitment, the personal responsibility, the emotional maturity, the capacity for collaboration and perspective-taking, and the resiliency, resourcefulness and integrity that a program of preparation for professional ministry presupposes, the faculty members and administrators of the STM take extremely seriously their collective institutional responsibility for guaranteeing that these expectations, among others, are met and verified before any student's enrollment in a supervised ministry course is approved. Associated with such responsibility is ongoing accountability to those supervised ministry sites and supervisors with whom the STM works in partnership.

In the light of such responsibility, when a faculty co-director of supervised ministry and/or the associate dean for academic affairs is provided with substantive evidence indicative of a student's lack of readiness or suitability for undertaking supervised ministry in general or a specialized supervised ministry in particular, it is the responsibility of the co-directors for supervised ministry and the associate dean for academic affairs to delay or deny enrollment in the supervised ministry course. In obtaining and evaluating such evidence, the faculty co-directors and the associate dean may consult with other Boston College personnel, who may reveal relevant information as permitted by law. In addition, the appropriate faculty co-director and/or the associate dean are responsible for providing the student with adequate feedback regarding the reasons for the decision as well as support and guidance regarding subsequent steps. Such advice may include referring the student to appropriate avenues of personal and professional development, inviting the student to apply for supervised ministry at a future time, encouraging the student to consider a change of degree program, or recommending (or in some cases mandating) a leave of absence or withdrawal from the STM.

Syllabi: Incorporated Texts

The following text is incorporated into every STM course syllabus, usually via a link:

For Students with Disabilities: If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (kathleen.duggan@bc.edu) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

Writing Help for All Students: The STM Writing Companions Corner (WCC) offers students one-on-one help with writing research papers, exegeses, reflection papers, and other assignments frequently given by STM faculty. Please watch STM News for more information on signing up for an appointment in the WCC.

Academic Integrity Policy: 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. Penalties at Boston College range from a grade penalty to dismissal from the University. To avoid plagiarism, any use of another's words or ideas must be fully cited. If in

the original wording, quotation marks or blocked, indented quotations must be used. For more information regarding plagiarism and other violations of academic integrity, please consult the STM website.

Bias Neutral and Inclusive Language: Language is not fixed or static, but is constantly evolving and changing as society's attitudes and practices change. Be aware of the development of new forms of expression that endeavor to describe persons in non-discriminatory ways that are appropriate, respectful and just. In accordance with the *Chicago Manual of Style* and generally accepted contemporary canons of scholarship, the expectation is to use bias neutral language in academic writing. In addition to gender inclusive language, conscientious effort should be made to use appropriate language with reference to race, ethnicity, disability, age, religion, social status, etc.

Taping of Lectures and Presentations

Presentations and lectures given by faculty, students, or others in the classroom are the intellectual property of the presenter and cannot be recorded or distributed for any purpose (including use by enrolled students) without the presenter's permission. Students who wish to record a lecture or presentation must ask for and receive the permission of the presenter prior to recording. Recording of lectures or class presentations made with the presenter's advance consent is authorized solely for the purposes of individual or group study with students enrolled in the same class unless the instructor has given explicit written consent for other uses. The recording may not be reproduced or distributed in any manner, including the Internet, without the instructor's explicit prior written consent.

Time-to-Degree Completion and Extensions

Each degree has its own time limit for graduation from the date of matriculation into the degree program.

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

S.T.D.: 5 years, with one year extension possible

Students must petition the STM for an extension if they will not complete the degree in the time frame indicated above. Normally, only one extension will be granted per student. Students should send a letter by U.S. mail or email to the Associate Dean for Academic Affairs, detailing (1) the reason the extension is needed and (2) giving a completion date for the degree. The Associate Dean will circulate the petition for extension to the student's faculty advisor and program director for approval before making a final decision on an extension. The Associate Dean will notify the student as to whether the petition has been approved and the student's new graduation term.

Transcripts and Transcripts/Diploma Holds

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Transfer of Credit

All STM degree students, with the exception of M.Div. students, may transfer a total of six graduate credits from another university or school of theology, subject to the following criteria:

- At the date of the student's graduation, his or her transfer credits may be no more than five years old;

- transfer credits must have been obtained for graduate-level coursework;
 - each transfer course must have been taken for a letter grade and a minimum grade of “B” must have been earned;
 - credit must not have been used in obtaining any other degree; and
 - coursework must be relevant to the student’s degree program.
- M.Div. students may transfer in 24 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

Students may transfer up to 12 credits taken at the STM prior to degree matriculation into an STM degree program. After admission into the degree program, students wishing to do this should contact the Associate Dean for Academic Affairs.

Jesuit scholastics transferring in courses from First Studies will receive a letter from the Director of Jesuit studies in the spring or summer prior to their arrival at STM with instructions on how to transfer in those credits.

All other students (including Jesuits transferring in courses from sources other than First Studies prior to enrollment) should follow this procedure to transfer in credits to STM degrees:

In order to transfer credits into your STM degree program, you will need to submit the following materials to the Academic Administrative Assistant:

- Transcript containing the courses you wish to transfer in (if you submitted the transcript with your admissions application, stop by the admissions office and ask that it be printed out for you; if you did not submit it already, then contact the institution and have them send an official transcript to Karen Smith, Administrative Assistant, Boston College School of Theology and Ministry, 140 Commonwealth Ave., Chestnut Hill, MA, 02467).
- Syllabi of the courses you wish to transfer.
- An up-to-date program of study/course tracking sheet indicating the courses you’ve taken so far at STM, the courses you are hoping to transfer into the degree, and the requirements that you are proposing that all those courses fulfill (blank forms can be printed from the STM website).
- A completed Transfer of Credits form (to be obtained from the academic Administrative Assistant).

Please deliver these documents to the Academic Administrative Assistant. S/he will circulate the form to your advisor, department chair, and the Associate Dean for Academic Affairs (for Jesuit scholastics, it will also go to the Director of Jesuit studies) for approval. The associate dean will send it on to University Student Services, who will transfer in the credits. If the courses do not show up on your Agora course history within two weeks, please contact the Academic Administrative Assistant.

Withdrawal from a Course

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Withdrawal from Boston College

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Faculty

John F. Baldovin, S.J., *Professor of Historical and Liturgical Theology*; A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)

James T. Bretzke, S.J., *Professor of Moral Theology*; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)

Richard J. Clifford, S.J., *Professor Emeritus of Old Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., S.T.L., Ph.D. (Harvard)

James J. Conn, S.J., *Visiting Professor of Canon Law and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., A.M., J.D., J.C.L., J.C.D. (Gregorian)

Thomas H. Groome, *Professor of Theology and Religious Education*; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/ Columbia University Teachers College)

Mary Jo Iozzio, *Professor of Moral Theology*; B.A., M.A., Ph.D. (Fordham)

Richard Lennan, *Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

Mark S. Massa, S.J., *Professor of Church History and Dean*; A.B., M.A., M.Div., S.T.L., Th.D. (Harvard)

Francine Cardman, *Associate Professor of Historical Theology and Church History*; A.B., M.Phil., Ph.D. (Yale)

Dominic F. Doyle, *Associate Professor of Systematic Theology*; B.A., M.T.S., Ph.D. (Boston College)

Colleen M. Griffith, *Associate Professor of the Practice of Theology and Faculty Director for Spirituality Studies*; B.A., M.Ed., Th.D. (Harvard)

Margaret Eletta Guider, O.S.F., *Associate Professor of Missiology*; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

Angela Kim Harkins, *Associate Professor of New Testament*; B.A., M.A., Ph.D. (Notre Dame)

Franklin Harkins, *Associate Professor of Church History*; B.S., M.Div., Ph.D. (Notre Dame)

Thomas A. Kane, C.S.P., *Associate Professor of Homiletics and Liturgical Practice*; A.B., M.A., S.T.L., Ph.D. (Ohio State)

Melissa M. Kelley, *Associate Professor of Pastoral Care and Contextual Education*; B.A., M.A., Ph.D. (Boston University)

Catherine M. Mooney, *Associate Professor of Church History*; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

Nancy Pineda-Madrid, *Associate Professor of Theology and Latinol Latina Ministry*; B.A., M.Div., Ph.D. (Graduate Theological Union)

Jane E. Regan, *Associate Professor of Theology and Religious Education*; B.A., M.A., Ph.D. (The Catholic University of America)

John R. Sachs, S.J., *Associate Professor of Systematic Theology*; A.B., M.A., M.Div., Dr. Theol. (Tübingen)

Thomas D. Stegman, S.J., *Associate Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

Andrea Vicini, S.J., *Associate Professor of Moral Theology*; B.Phil., B.Th., M.D., S.T.L., S.T.D., Ph.D. (Boston College)

Andre Brouillette, S.J., *Assistant Professor of Theology*; B.Ph., M.A., M.A., M.Div., S.T.L., D.Th. (Institut Catholique de Paris)

Andrew Davis, *Assistant Professor of Old Testament*; B.A., M.T.S., M.A., Ph.D. (Johns Hopkins)

Brian Dunkle, S.J., *Assistant Professor of Historical Theology*; A.B., M.S., M.A., S.T.B., S.T.L., Ph.D. (Notre Dame)

THEOLOGY AND MINISTRY

Philip Browning Helsel, *Assistant Professor of Pastoral Care and Counseling*; B.A., M.Div., Ph.D. (Princeton)

Theresa A. O'Keefe, *Assistant Professor of the Practice of Youth and Young Adult Faith and Faculty Co-Director of Contextual Education*; B.A., M.Ed., Ph.D. (Boston College)

Hosffman Ospino, *Assistant Professor of Hispanic Ministry and Religious Education*; B.A. (Equiv.), M.A., Ph.D. (Boston College)

O. Ernesto Valiente, *Assistant Professor of Systematic Theology*; B.A., M.Div., Ph.D. (Notre Dame)

Contacts

- General Information: 617-552-6501
- Admissions: 617-552-6506
- C21 Online: 617-552-4075
- Continuing Education: 617-552-0185

Christian Ethics

Course Offerings

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

TMCE7004 The Moral Dimension of the Christian Life
(Summer: 2)

School of Theology and Ministry course

This course provides a foundational and systematic overview of the basic components of Catholic moral theology. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment and moral decision-making. *Kenneth Himes, O.F.M.*

TMCE7008 Introduction to Catholic Social Ethics (Fall: 3)

This course introduces the rich tradition of social ethics engaged explicitly by Leo XIII, *Rerum novarum* (1891), continued by his successors and bishops conferences, and enriched by theological reflection that continues today. Attention will be given to the principal documents (encyclicals, *Gaudium et spes* (1965), pastoral letters), and the contexts from which they emerged to gain facility in applying social analysis to contemporary concerns. Key themes to be studied: life and dignity of the human person, solidarity, social participation and the common good, the preferential option for the poor, and economic development and work, among others.

Mary Jo Iozzio

TMCE7034 Fundamental Moral: Critical Ethical Issues (Spring: 3)
Offered periodically

This is the introductory course in moral theology for all degree programs, except the M.Div.

This course considers critical contemporary issues from Catholic, interdenominational, interfaith, international, and cross-cultural perspectives. Attention will be given to the Wesleyan Quadrilateral (scripture, tradition, reason, and experience) and casuistry to ground a common approach in the examination and interrogation of the issues to be addressed. The principal ethical issues to be studied include: economic justice (access to health and human services), sexual ethics (just love, sexual identity, misogyny, pedophilia, and reproduction), respect life (abortion, euthanasia, hyper-incarceration and capital

punishment), fanaticism and religious fundamentalism, environmental degradation and human ecology (natural disasters), and the toll of a perpetual state of war.

Mary Jo Iozzio

TMCE7038 Professional Ethics for Ministry I (Fall: 3)

This workshop will be offered on **Friday, September 11, 2015 and Friday, October 2, 2015 from 12:00-4:00 p.m.** Students may choose either date.

This is the first of a two-part workshop series. This intensive workshop offers participants an opportunity to reflect theologically and pastorally on professional ethics in ministry. Through varied modalities, participants will consider a broad spectrum of ministerial activities and the correlative ethical responsibilities of the minister.

Melissa Kelley

TMCE7113 Meditation, Interfaith Learning, and Social Service
(Spring: 3)

Prerequisite: Professor's permission required. E-mail professor with reasons you wish to take the course.

Cross listed with THEO3527

Offered periodically

Tibetan Buddhist understandings of the nature of mind with its capacities for wisdom and compassionate responsiveness are explored through contemporary writing and guided meditations adapted for students of all faiths and backgrounds. Buddhist thought and practice is then brought into conversation with Thomas Merton, Martin Luther King, Gandhi, Dorothy Day, Henri Nouwen and other faith-based activists—for learning across religious boundaries (comparative theology) and to shed light on students' own spiritualities as bases for service and action.

John Makransky

TMCE8002 Fundamental Moral: Theological Ethics (Fall: 3)

Prerequisite: One undergraduate course either in philosophical ethics or moral theology

This Level Two course treats Roman Catholic fundamental moral theology, focusing on both traditional and contemporary understandings of principal themes such as: The Nature and History, as well as a Methodological Model for Approaching Fundamental Moral Theology; The Moral Person and Moral Community; Conscience, Moral Norms and the Natural Law; Evaluations of Moral Acts; Sin (personal and social), Conversion and Reconciliation; Roles of Church Teaching (Magisterium) and Tradition in selected contemporary issues in the areas of sexual ethics, health care and bioethics, Catholics in the political arena will be discussed in terms of applying the fundamental themes of moral theology.

James Bretzke, S.J.

TMCE8059 Social Justice and the Bible (Spring: 3)

Prerequisite: One graduate level course in either fundamental moral theology (including CST) or scripture

Offered periodically

This course builds on the rich tradition of Catholic social teaching found in the papal, Vatican, and conferences of bishops documentary history and brings the insights of Catholic social ethics and biblical studies to bear on the realities of social justice and human rights today. Attention will be given to primary source documents in the prophetic and wisdom literature traditions of scripture and the social encyclicals found in CST. The course (1) presents the concerns of justice making/

justice breaking/justice doing in the primary literature of these traditions, (2) explores the social, economic, and educational conditions of those who are vulnerable or otherwise marginalized, and (3) considers how to realize the preferential option for those who are poor and/or otherwise vulnerable as the Gospel demand for justice.

Mary Jo Iozzio

TMCE8518 Global Health and Theological Ethics (Spring: 3)

Prerequisite: One course in Bioethics

Cross listed with THEO7817

Offered periodically

Level 3 course

The Course engages theological ethics in promoting global health as an urgent good and right that is integral to a vision of just society. Global health challenges (from HIV/AIDS to poverty and underdevelopment) are studied by highlighting international examples (from Asia, Africa, and the Americas) that help to identify the theological agenda and to implement it. Public health concerns and universal health coverage are part of this agenda worldwide. The course's theological analyses and proposals rely on Catholic and Protestant insights (from social doctrine to philosophical and theological bioethical discourse).

Andrea Vicini, S.J.

TMCE8541 Disability Studies and Theological Ethics (Fall: 3)

Prerequisite: One graduate-level course in fundamental moral theology (including CST) and one graduate-level course in systematic theology, liberation theology or equivalent.

This course investigates Disability Studies at the intersections of interdisciplinary subjects in the humanities, including Scripture, theology, and theological ethics. Attention will be given to the hermeneutic work of Disability Studies and considerations in scripture studies, theology, and theological ethics. The course (1) presents the history of people with disabilities (similar to feminist retrievals of “undocumented stories” found by reading between the lines of texts), (2) explores the move from institutionalization to rights, liberties, and self-determination, and (3) considers how theological ethics in particular calls for something radically new in the way of solidarity between people with disabilities and their normate counterparts.

Mary Jo Iozzio

History of Christianity

Course Offerings

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

TMHC7026 History of Western Christianity I: 100–850 (Fall: 3)

Through lectures and primary source readings, the course surveys the major cultural, institutional, and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.

Francine Cardman

TMHC7027 History of Western Christianity II: 850–1650

(Spring: 3)

Level 1 course

Students need not have taken History of Western Christianity I or any other course in church history.

General survey of Western Christianity, with special emphasis on institutional, theological, pastoral and spiritual issues. Lays the foundation for understanding many features of the Church today. Topics include monasticism, establishment of the modern papacy, lay apostolic

movements (e.g. beguines), religious orders (e.g., Franciscans, Jesuits), heresies, crusades, inquisitions, scholasticism, saints (e.g., Hildegard of Bingen, Francis of Assisi, Ignatius of Loyola), popular devotions, women in church, mysticism, Protestant Reformation, church councils (e.g., Trent), overseas evangelization. Lectures, readings in primary sources, focused discussion.

Catherine M. Mooney

TMHC7063 Catholics and American Culture (Spring/Fall: 3)

Cross listed with THEO7666

Offered periodically

This course examines the interaction between Catholic theology, liturgical practice, and intellectual traditions with American mainstream culture. Using demographic, sociological, and theological resources, it will examine a series of specific issues: passing on the faith to younger generations, Catholic “market share” in the ecology of American denominations, the tradition of neo-Thomism, etc.

Mark Massa, S.J.

TMHC7123 Vatican II: History and Theology (Summer: 2)

Offered periodically

School of Theology and Ministry summer evening course

This course examines Vatican II in its historical background, its unfolding, major documents of Vatican II, and its legacy in contemporary Catholicism. The course is structured in three parts: (1) the history of the Second Vatican Council, from the pre-conciliar movements to the preparation and the debate during the years 1962–1965; (2) an in-depth analysis of the major conciliar documents in light of the history of the conciliar debates; (3) a history of the debate on Vatican II in these last 50 years and its consequences in the life of the Church.

The Department

TMHC7129 Saints or Devils Incarnate? Jesuits and Modernity

(Summer: 3)

Offered periodically

The Jesuits were involved in virtually every facet of early modern culture around the globe, and they left behind an extensive paper trail, much of it still unexamined. This seminar situates Jesuits in the traditional mode as agents of the Counter Reformation, of course, but more so in the new approaches that see them as cultural agents of Modernity on a massive scale in a variety of enterprises. This course is a seminar. Students will be expected to have background in the area they decide to explore for their final paper and to have the language skills it requires.

Robert A. Maryks

TMHC8013 Ignatian Spirituality: Foundations and Traditions

(Fall: 3)

Ignatian spirituality takes its name from Saint Ignatius of Loyola, founder of the Society of Jesus (Jesuits). This course surveys the origins and traditions of Ignatian spirituality beginning with an exploration of foundational works by Ignatius, including the *Spiritual Exercises*, his *Autobiography*, *Spiritual Diary*, and selected *Letters*. We then examine the traditions, principles, and diverse applications of Ignatian spirituality as they are expressed in the lives and writings of Jesuits and other men and women (e.g. Francis Xavier, Mary Ward, Gerard Manley Hopkins, Pedro Arrupe, Dean Brackley, Margaret Silf).

Catherine M. Mooney

TMHC8027 Ministry and Leadership in the Early Church (Fall: 3)

Prerequisite: Course in early church history or in systematic theology/ ecclesiology

The course studies the emergence, development, practice and theologies of leadership and ministry in the churches of East and West from 100 to 600 CE. Topics include varieties of leadership, development of structures of ministry, emergence of distinctions between laity and clergy, patterns of oversight and communion, conciliar decision-making, and episcopal leadership and empire. Readings, discussion, lecture.

Francine Cardman

TMHC8507 Seminar: Early Christian Ethics (Fall: 3)

Prerequisites: Early church history and moral theology

An examination of major ethical themes and issues in early Christian life from the second through the sixth centuries (Apostolic Fathers through Gregory the Great). The goal of the seminar is to explore the range of approaches and sources for Christian ethics in this period through extensive reading and discussion of primary sources (homilies, letters, apologetic writings, ethical and theological treatises) and through seminar presentations. A final research paper allows for in-depth work on a particular figure or topic.

Francine Cardman

New Testament

Course Offerings

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

TMNT7023 Introduction to the New Testament

(Summer/Spring: 3 or 2)

Cross listed with THEO7827

This course will be offered summer 2015 for two credits and spring 2016 for three credits.

An introduction to academic study of the New Testament for graduate students entering theology or ministry programs. Each book of the New Testament will be surveyed focusing on historical setting and community situation; critical questions concerning sources, authorship; literary analysis of the text, and major theological themes. New perspectives that have emerged from recent critical approaches such as social-scientific analysis of the NT; feminist hermeneutics; African-American, post-colonial and liberation theology will be introduced. The course concludes with discussion of the historical Jesus debate. Students will learn to use the basic research tools and methods by preparing an exegetical paper.

Thomas Stegman, S.J.

TMNT7043 1 Corinthians (Fall: 3)

Offered periodically

A close reading of 1 Corinthians with attention to its historical and social setting, its rhetorical structure, and its theological and ecclesiological significance for our understanding of Paul's thought and practice, and the history of early Christianity. Thus the course will consist of a thorough survey of the structure, content, and key themes (e.g., Christology, ecclesiology, eschatology, ethics, resurrection, role of women) of Paul's epistle based primarily upon an exegetical analysis of the text with attention to current discussion in the scholarly literature.

Christopher Matthews

TMNT7131 Mark: The Strangest Gospel (Fall: 3)

School of Theology and Ministry course

This course will involve a careful reading of the text of Mark, with a view to elucidating the strangeness of this most paradoxical of all gospels.

Nicholas King, S.J.

TMNT7132 John: Entering Into the Mystery (Fall: 3)

We shall read carefully through the Fourth Gospel to see how the evangelist takes us deeper into the mystery of who Jesus is and what his disciples must be like.

The Department

TMNT8005 Great Themes of the Bible (Spring: 3)

Prerequisites: Introductions to OT and NT (or equivalents)

Offered periodically

School of Theology and Ministry course

A survey of several key themes that emerge and re-emerge in the Christian Bible (encompassing both the Old and New Testaments). These themes include creation and eschatology; election and the nations; covenant and law; mediator/suffering servant; divine justice; sin and forgiveness; manifestations of God (e.g., Wisdom, Word, Spirit); Kingdom of God; and resurrection. This course serves as a good capstone course for M.T.S. and M.Div. students. Accommodations can be made for more advanced students.

Richard Clifford, S.J.

Old Testament

Course Offerings

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

TMOT7014 The Core Narrative of the Old Testament: Genesis to Kings (Fall: 3)

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures, and sections in which students present an exegesis of important passages. Solid knowledge of these books is essential to understand the rest of the Bible. This course does not duplicate other introductions, for we read only Genesis through Kings (not the Prophets, Wisdom Literature, or Psalms), and a third of the class time is devoted to small sections, which are designed to sharpen exegetical and preaching skills.

Andrew Davis

TMOT7021 Wisdom Literature (Fall: 3)

Prerequisites: Successful completion of Intro to Old Testament or Core Narrative course at the undergrad or graduate level

Wisdom literature comprises the Old Testament books of Proverbs, Job, Qoheleth (Ecclesiastes), Sirach, and the Book of Wisdom. We will read the above-named books (plus Song of Songs) and trace the further development of wisdom in the Second Temple period, the Dead Sea Scrolls, and New Testament books influenced by wisdom: the Epistle of James, the Gospel of John, and such passages referring to wisdom as Luke 7:35 and 10:21-22; Matt 11:19 and 11:25-30; Eph 3:8-10; and Col 1:15-20.

Michael Simone, S.J.

TMOT7055 The Prophets (Spring: 3)

This course provides a historical, literary and theological overview of the prophets and the prophetic books in the Hebrew Bible. Although we will look at the Former Prophets, most of the class will focus on the Latter (Writing) Prophets. When possible, we will read

prophetic books in their entirety, but for longer books we will read selected texts. By the end of this course I hope that you will better appreciate the rich diversity of form, style and theology we find in the prophetic books.

Andrew R. Davis

TMOT7067 Introduction to the Old Testament (Spring: 3)

A literary, historical, and theological introduction to the Old Testament (Hebrew Bible)—the Pentateuch, Deuteronomistic History, Wisdom Literature, and Prophets. Key books will be read in their entirety: Genesis; Exodus; Deuteronomy (chs. 5-28 only); 1 and 2 Samuel; Psalms (selected); Ecclesiastes, Job; Isaiah; and Daniel, and others in selection.

Michael Simone, S.J.

TMOT8525 Biblical Aramaic (Spring: 3)

Prerequisite: 1 1/2 years of Hebrew

Offered periodically

Translation and grammatical analysis of the Aramaic portions of Ezra, Daniel, Qumran texts, and Targums.

Daniel J. Harrington, S.J.

Pastoral Studies

Course Offerings

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

TMPS7017 Liturgical Preaching I (Fall: 3)

Offered periodically

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.

Thomas Kane, C.S.P.

TMPS7018 Death and Dying (Fall: 3)

The study of death and dying is a complex, multidimensional, and evolving field. This course draws on contemporary theory and research to explore death and dying from multiple perspectives, including religious, theological, pastoral, and psychological. Topics include societal attitudes toward death; facing one's own death; cultural features of death and dying; end-of-life issues; children and death; funerals and the use of ritual in ministry to the dying; pastoral sensitivities and skills for ministering to the dying; and pressing contemporary concerns, such as death in the workplace, institutional death, violent death, and death in global perspective.

Melissa Kelley

TMPS7041 The Practice of Ministry with Youth and Young Adults: Discernment in a Poly-Vocal World (Fall: 3)

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics herein, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work, and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.

Theresa O'Keefe

TMPS7060 Education in Faith: Foundations and Practice

(Fall/Summer: 3 or 2)

Cross listed with THEO7060

School of Theology and Ministry course

This course will be offered summer 2015 for two credits and fall 2015 for three credits.

This course proposes theological, spiritual and pedagogical foundations for a participatory and empowering approach to faith-based education, pastoral ministry and service. Reflecting religious education as a mode of practical theology and concern for the spiritual foundations of Catholic education, the course invites participants to develop their own praxis of educating from and for faith. This is the purpose of the Church's educational work in the world. However, it is also a responsibility of every Christian person and of every function of ministry and faith based service.

Thomas Groome

TMPS7061 A Survey of Canon Law (Fall: 3)

Prerequisite: One year of graduate theology

An introductory survey of the canon law of the Catholic Church through an examination of the Code of Canon Law. Special attention is given to the rights and obligations of all the Christian faithful and of various groups within the Church (laity, clerics, consecrated persons) and to the universal and local ecclesial structures that foster and protect them. Parochial, educational and ecumenical issues are given due consideration. Generally not included are sacramental and marriage topics dealt with in TMPS8019.

James J. Conn, S.J.

TMPS7064 Integrating Faith, Counseling and Service of Justice (Spring: 3)

What are the spiritual and theological resources that energize persons to serve in ministries of personal and social justice? How does a vocation of care unite diverse fields such as pastoral ministry, social work, and counseling? In this advanced course in pastoral care and counseling you will explore these questions by examining the implicit theological and spiritual components, histories and themes, of the psychotherapeutic schools. This course help you access resources to support your own vocation as a person who gives care and seeks justice.

Philip Browning Helsel

TMPS7080 Spiritual Formation for Ministry (Fall/Spring/Summer: 1)
Offered periodically

This two semester program, a requirement for first year M.A. Theology and Ministry students, cultivates practices for integrating faith, life, and ministry through prayer and reflection on central themes of spirituality for ministry. The program consists of two parts. First, a student commits to a small faith community, which meets on the same day and same time twelve times during the academic year under the guidance of a trained facilitator. Second, a student creates a spiritual formation plan (SFP), the components of which may be fulfilled throughout the duration of one's degree program. Students who are able to meet only in the summer meet for two hours each of the six weeks of the summer session. Students must attend all six weeks of the summer session.

Barbara Quinn, RSCJ

TMPS7086 Trauma and Addiction (Fall: 3)

This course will explore recent research on the relationship between trauma and theology, describing both the effects of trauma—including symptoms such as addiction—and its theological and

spiritual consequences. A central thesis of the course is that trauma interferes with both personal and communal memory. Students will review several approaches to trauma therapy, including those that help a person recover memory in a safe atmosphere—specifically using guided imagery—and surround that survivor with a community of memory. Attention will be given to healing both survivors and perpetrators and particularly addressing systems that attempt to silence trauma survivors.

Philip Browning Helsel

TMPS7090 Ministry in a Diverse Church: Latino Perspectives and Beyond (Fall: 3 or 2)

School of Theology and Ministry

Catholicism in the United States is presently shaped by rich cultural traditions that demand creative approaches to ministry in the midst of diversity. Nearly 45% of all Catholics in the country are Hispanic, 40% Euro-American, 4% Asian-American, 3.7% African-American, among others. Students in this course explore key questions and discuss ministerial strategies that will help them develop cultural competencies for effective ministry today. The course builds on the U.S. Latino/a Catholic experience as a case study while addressing core issues in ministry that affect everyone in the Church. Ecumenical and international perspectives are welcomed into this conversation.

Hosffman Ospino

TMPS7093 Introduction to Pastoral Care and Counseling: A Narrative Approach (Fall/Summer: 3 or 2)

Offered periodically

This course will be offered summer 2015 for two credits and there will be two sections offered fall 2015 for three credits.

Philip Browning Helsel will teach the course summer 2015 and fall 2015 and Melissa Kelley will teach the course fall 2015.

In this introduction to pastoral care and counseling, you will reflect on the discipline as a charism for the whole people of God that can be practiced in empowering and teachable ways. Focusing on how people shape their lives through stories, you will explore congregational and personal family systems and self care practices. Particular topics to be addressed will be family counseling, violence, crisis ministry, depression, substance abuse, and boundaries in ministry. You will explore the theological horizons of pastoral care and counseling, including the interface between counseling ministry, sacramental ministry, and Ignatian spirituality.

Philip Browning Helsel

Melissa Kelley

TMPS7096 Professional Ethics for Ministry II (Spring: 0)

This workshop is being offered April 8, 2016 from 12:00-4:00 p.m.

This is the second part of the Professional Ethics for Ministry workshop. This intensive workshop offers participants an opportunity to reflect theologically and pastorally on professional ethics in ministry. Through varied modalities, participants will consider a broad spectrum of ministerial activities and the correlative ethical responsibilities of the minister.

Melissa Kelley

TMPS7101 Directed Research in Pastoral Ministry (Fall/Spring/Summer: 2)

The Department

TMPS7105 Career and Calling (Spring: 3)

Cross listed with THEO5438

Offered periodically

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of “workplace spirituality.” The Academy of Management, a leading forum for business schools, now includes a section on management and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals’ careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.

James Weiss

TMPS7122 Theology in Context: Faith and Culture in American Catholicism (Summer: 2)

Offered periodically

School of Theology and Ministry Summer course

Theology emerges from the concrete life circumstances of believers and faith communities. Faith precedes theology, which in its classical definition—“faith seeking understanding”—presumes the one theologizing has already experienced God within their surrounding sociocultural milieu and is now seeking a deeper understanding of that experience and its implications. Drawing on the diverse historical and contemporary experiences of U.S. Latino/a communities as a case study, this course will explore the contextual nature of the theological task for any sociocultural situation out of which theology is done.

The Department

TMPS7125 Quieting the Storm of Trauma: Spiritual Resources for Healing (Fall/Summer: 1)

Offered periodically

At the end of this intensive, students should have a very basic knowledge of trauma theory and understand the specific and particular resources the faith community may offer in the healing of trauma. This is a School of Theology and Ministry, one-credit, Summer Weekend course.

In this two-day intensive, we will cover the basic ground of trauma theory including: what constitutes trauma; what happens to the mind and body in trauma; why is trauma so challenging to deal with and treat; who is most vulnerable to trauma; how to recognize the symptoms of lasting trauma; ASD; and PTSD. After covering the basics of trauma theory, we will turn to individual and communal approaches for calming the storm of trauma that wrecks havoc in peoples’ lives. We will ask: What is the role of spiritual/pastoral caregivers and the faith community in the prevention and healing of trauma? What spiritual resources and practices does the faith community have to help heal trauma, and how do we use them intentionally and consciously for the healing of trauma?

Brita Gill-Austern

TMPS7127 Abundant Life in Christ (Summer: 1)

Offered periodically

School of Theology and Ministry Summer Evening course.

Christ said “I have come so that you may have life, and have it abundantly.” In this course we will look at the challenges for Christians of coming to flourish. Survival is not enough. He will look, for example,

at how we are summoned to be emotionally alive, “glorify God in our bodies” (St Paul), be imaginatively and spiritually alive, and how can our study be life-giving.

Timothy Radcliffe, O.P.

TMPS7130 Spiritual Direction and the Spiritual Exercises of St. Ignatius (Summer: 3)

Offered periodically

This three-credit course is offered by the Institute for Advanced Jesuit Studies.

Through both study and practice, this course explores the dynamic of the *Spiritual Exercises* by examining the key elements of the Exercises and how they relate directly to the ministry of spiritual direction. Readings will include the study of the primary text along with secondary readings which will enable students to more fully understand important developments that have taken place. The course includes a practical dimension where students will consider a method of spiritual direction that highlights exploring, diagnosing, and prescribing—and the listening skills needed for detecting the graces and the movements of the spirits described by Ignatius.

Casey Beaumier, S.J.

TMPS7135 Fear, Sex and Faith: Struggles for Fullness of Life in Christ (Summer: 1)

Offered periodically

School of Theology and Ministry Summer Evening course

Fear, sex, and faith constitute a curious trinity. They are powerful energies, humanly and spiritually. Each has a powerful positive side, just as each has a powerful negative underside. What constitutes healthy and unhealthy fear? What constitutes healthy and unhealthy sexuality? What constitutes healthy and unhealthy faith? How do we channel these powerful energies to help bring us more into fullness of life in Christ?

Ron Rolheiser, O.M.I.

TMPS8006 Ministry and Theology of the Sacrament of Reconciliation (Spring: 3)

Prerequisites: Fundamental Moral Theology and Canon Law of Marriage and Sacraments

Offered periodically

This course is part of the M.Div. Rites Practicum, and is open to non-ordination students, including women, as long as they have the prerequisites and are aware that the primary focus is on preparation for the ministry of the Sacrament of Reconciliation.

This course treats the Roman Catholic Sacrament of Reconciliation utilizes a combination of an ongoing practicum on confessional counseling, and also including presentation of the principal moral, liturgical, and systematic theology as it relates to the Sacrament. Additional attention will be paid to spiritual direction and pastoral counseling in the context of sacramental confession, as well as a number of pastoral, moral, and canonical issues which often surface in the celebration of the Rite of Reconciliation.

James T. Bretzke, S.J.

TMPS8007 Contextual Education (Fall/Spring/Summer: 5 or 2)
Contextual Education is offered in the summer for two credits for MAPM students, and the academic year for five credits.

This is the supervised ministry requirement of the MATM and MAPM, completed in the latter part of degree work. Composed of two elements: work at a supervised ministry site; and participation in the

classroom component (on-campus for MATM students; on-campus and online for MAPM students). The experience runs across both fall and spring semesters. Ministry sites must be investigated and established prior to the beginning of the fall semester (for MATM students) or the Summer Institute (for MAPM students). Therefore students should work in the prior spring semester with the faculty director of Contextual Education to initiate the placement process.

Theresa O’Keefe

TMPS8008 Rites Practicum (Spring: 3)

For students enrolled in the old M.Div. curriculum, this course is one credit. For students enrolled in the new M.Div. curriculum, this course is three credits. There will be two sections of this course taught in Spring 2016.

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet twice a week (once for theory and once for practice) as well as in small groups and for videotaping.

James Conn, S.J.

Robert Ver Eecke, S.J.

TMPS8019 The Canon Law of Marriage and the Sacraments (Fall: 3)

Offered periodically

A study of the canonical norms governing marriage and the sacraments of initiation and healing in the Catholic Church. Special attention is given to the prenuptial preparation of couples for marriage and to the various grounds of nullity for failed marriages. Treatment of marriage and the other sacraments is directed to priests, deacons, and lay persons who administer and assist at them, and to those who prepare the faithful for their valid, lawful, and fruitful reception. Consideration is given to the theological basis of the law and its appropriate pastoral application.

James J. Conn, S.J.

TMPS8023 Professional Ministry Practicum (Fall/Spring: 3)

Prerequisite: Students must meet with the professor before registering for this course

This practicum is by permission of the instructor. Students should meet with the instructor early in their degree programs to allow sufficient time to plan an approved practicum experience.

The professional ministry practicum provides M.Div. students with an opportunity to integrate the academic study of theology and ministry with the exercise of a particular pastoral ministry under supervision. There are three required components of the professional ministry practicum. First, students are engaged in pastoral ministry in an approved setting for a required number of hours. Second, students are mentored by approved supervisors at the ministry site. Third, students participate in a course component to deepen their understanding of their ministry experience and to further develop pastoral and professional skills and sensitivities for ministry.

Melissa Kelley

TMPS8024 CPE Reflection Experience (Fall/Spring/Summer: 1)

This one-credit experience is required of all M.Div. students who complete a unit of Clinical Pastoral Education (CPE) for academic credit. It offers the opportunity to examine and articulate the pastoral

and professional learning one has gained through participation in CPE. Students prepare written summations of and reflections on their experiences and engage in an oral process of reflection with other participants.

Melissa Kelley

TMPS8034 Supervised Practicum in Spiritual Direction (Fall/Spring: 3)

Prerequisite: An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum

Graded pass/fail

This practicum is a two-semester, six-credit course in which students direct 3 to 5 persons, receive supervision, and attend a three-hour seminar every week.

Ellen Keane, SND

TMPS8046 Identity: From Discovery to Integration (Spring: 3)

Prerequisites: TMPS7041 or similar course on adolescent development

This course considers the process of identity formation, which comes to the fore in adolescence and is refined and integrated throughout adulthood. This course examines the questions and concerns that surround that discovery and integration process, particularly attending to how identity is problematized within postmodern contexts. Participants in this course pursue the question: how might we attend ministerially to young people growing through this process? Conducted in seminar format, participants are responsible for conducting topic discussions for the class. Prior coursework in youth and young adult ministry and/or developmental theory is required for registration. Permission required.

Theresa O'Keefe

TMPS8047 Ministry for Mission Seminar (Spring: 3)

This course is required for all first year M.Div. degree students.

The seminar, enrollment in which is required for all M.Div.-1 students, is a three-credit course run over two semesters; the credits are awarded at the end of the second semester. The seminar promotes the human formation of the student, particularly the integration of human and ministerial identity. The seminar, through its methodology and content, complements, without repeating, what is done in the human, spiritual, and pastoral formation programs that are integral to the M.Div. It also builds on other academic courses in the M.Div., particularly the theology of church and the theology of ministry.

Margaret Guider, O.S.F.

TMPS8049 Post-Masters Certificate in Spiritual Formation: Traditions of Prayer and Discernment (Summer: 2)

Students must apply to this Post-Master's Certificate program in order to enroll in the course. Students attend morning course and afternoon workshops.

The purpose of this program is to enable pastoral leaders to become spiritual mentors for individual persons and Christian communities of faith. The program of studies consists of daily morning sessions that focus on the theoretical foundations of spirituality work and afternoon sessions devoted to the practical art of spiritual guidance.

Colleen Griffith

TMPS8515 Advanced Professional Ministry Practicum (Fall/Spring: 3)

Prerequisite: Completion of the Professional Ministry Practicum

The Advanced Professional Ministry Practicum provides advanced M.Div. or Th.M. students with opportunities for exercising ministerial

leadership in settings requiring both advanced ministerial experience and professional expertise in a field other than theology. The aim is to conjoin expertise in another professional field (e.g., health care, law, economics, social work, education, international affairs, etc.) with the practice of ministry. The student is mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

Melissa Kelley

TMPS8516 Diaconate Practicum (Fall/Spring: 3)

Prerequisite: Completion of the Professional Ministry Practicum

The Diaconate Practicum provides advanced M.Div. or Th.M. students with opportunities for ministering as a deacon in parish settings while being mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

Melissa Kelley

Religious Education

Course Offerings

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

TMRE7000 Contemporary Approaches to Religious Education (Summer: 2)

Cross listed with THEO7414

Offered periodically

School of Theology and Ministry course

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

Jane Regan

TMRE7053 Spiritual Sources of Catholic Education and Catechesis (Spring: 3)

Cross listed with EDUC7734 and THEO7734

The course is open to Catholic school teachers and administrators, religious educators, and anyone interested in learning more about the spiritual roots of Catholic education.

Catholic education and catechesis are rooted in particular appropriations of the Christian faith articulated as schools of spirituality. From these appropriations emerge commitments to specific charisms and pedagogical practices. It is imperative that Catholic educational efforts continue to affirm the spiritual legacies that have sustained schools, missions, and parochial programs throughout history. In this course we read some foundational texts of major schools of spirituality and explore how they have inspired life-giving philosophies of Catholic education. The guiding principle throughout the course is that a good philosophy of Catholic education and catechesis is always sustained by a deep spirituality.

Hosffman Ospino

**TMRE7073 Adult Believers in a Postmodern Context (Summer/
Fall: 2 or 3)**

Cross listed with EDUC7700

This course will be offered summer 2015 for two credits as an online course. This course will be offered as an on-campus course for three credits fall 2015.

What are the dynamics that make adults ready and able to live effectively as people of faith in our contemporary postmodern context? What does it mean to be a believer in such a context and how are adults supported in the maturity of faith? Theology, psychology, and education theory all have a contribution to make in addressing these questions. Focused consideration is given to contemporary theories in adult development and adult learning. Attention is given to the implications of this for the parish/congregation, but broader applications are also considered.

Jane Regan

TMRE7076 Education of Christians: Past, Present, and Future (Spring: 3)

Cross listed with EDUC6635

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology, of the church, and of Western education.

Thomas Groome

TMRE7102 Directed Research in Religious Education (Fall/Spring: 3)

Cross listed with EDUC8830

The Department

TMRE8527 Doctoral Seminar in Religious Education (Fall/Spring: 3)

Cross listed with EDUC9936

Thomas Groome

Systematic and Historical Theology

Course Offerings

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

TMST7009 Fundamental Theology (Fall/Spring: 3)

There will be two sections of this course offered in Fall 2015 by Professor Valiente and one section offered Spring 2016 by Professor Andre Brouillette, S.J.

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the church's doctrine. The course will also survey past and present methods in "doing theology," and consider the connection between theology and spirituality.

Andre Brouillette, S.J.

Neto Valiente

TMST7010 Doctrine of God (Fall: 3)

Using classical authors and contemporary approaches, this course considers how the Christian experience and understanding of God can be authentically (re)interpreted in the context of religious pluralism and contemporary challenges to religious faith, including science and the "new atheism" and the problem of suffering and evil. Topics include the nature of religious experience and faith, the development of

doctrine, divine agency, the relationship between religion and science, and Ignatian spirituality. Readings from Catherine LaCugna, Elizabeth Johnson, Karl Rahner, John Haught, J-B. Metz, John Paul II, Jon Sobrino, William Barry, and Roger Haight.

Randy Sachs, S.J.

TMST7020 The Church (Fall/Summer/Spring: 2 or 3)

This course will be offered summer 2015 for two credits by Fr. Michael Himes, two sections in fall 2015 for three credits by Richard Lennan and one section in spring 2016 for three credits with Margaret Guider, O.S.F.

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and a theological anthropology. Specific topics for exploration include the place of the church in the Creed, the sacramentality of the church, a theology of mission, and of structure and authority. The course will also explore current issues shaping the church's life and its place in the wider culture.

Margaret Guider, O.S.F.

Fr. Michael Himes

Richard Lennan

TMST7024 Christology (Summer/Spring/Fall: 3 or 2)

This course will be offered summer 2015 for two credits as an online course with Barbara Radtke. This course will be offered fall 2015 as a three-credit course, taught by Nancy Pineda-Madrid. This course will be offered spring 2016 as a three-credit course, taught by Neto Valiente.

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ, and why this is a significant claim. The course examines the New Testament, the early councils of the Church, the writings of early and medieval Christian theologians, the dogmatic teachings of the Church and the contributions of contemporary theologians. Two main questions will be addressed: Who is Jesus? How does Jesus save us?

Nancy Pineda-Madrid

Barbara Radtke

Neto Valiente

TMST7025 Spirituality and Justice: Twentieth Century Writings (Spring: 3)

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz, and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

Colleen Griffith

TMST7039 Mariology (Fall: 3)

Offered periodically

How are we to account for the upsurge in interest regarding Mary both within and beyond Christian churches around the world? Mindful of this question, the course surveys the origins and development of Marian doctrine and devotion using a fourfold method of theological inquiry (dogmatic, historical, social scientific, aesthetic). Conscious of the interactive dynamics of religion, culture, politics and

social change, the course examines selected themes, claims, and controversies that pertain to the contemporary study of Mary. The course also explores the significance of Marian art, music, literature, film and sites of pilgrimage for spirituality and theological imagination.

Margaret Guider, O.S.F.

TMST7048 The Spirituality of Liberation (Summer: 2)

Offered periodically

In week one, James Nickoloff will explore the socio-historical context in which the contemporary spirituality of liberation has arisen. In week two, Gustavo Gutiérrez and James Nickoloff will examine the biblical figures of the prophets and Jesus as well as Church figures from more recent times who stand as witnesses to such a spirituality.

School of Theology and Ministry Summer course

This course will aim to clarify the meaning of the term “spirituality” as it has been developed by Peruvian theologian Gustavo Gutiérrez. For him, Christian spirituality is another term for discipleship, that is, for the particular way in which individuals and ecclesial communities decide to follow Christ. In this course we will pay special attention to the link between spirituality and (1) evangelization, (2) the transformation of human history, and (3) the struggle of justice.

Gustavo Gutiérrez, O.P.

James Nickoloff

TMST7054 Introduction to Liturgy (Fall: 3)

To introduce the basics of liturgical theology, the course is divided into three parts: liturgical history and sources; ritual studies including art, music and environment; and liturgical practice, planning and celebration.

John Baldwin, S.J.

TMST7056 Theological Anthropology (Fall: 3)

Offered periodically

What is the Christian vision of humanity? This course examines key aspects of human life in the light of Christian revelation including: the human person as created in the image of God; finitude, suffering, and sin; forgiveness and sanctification; grace and nature; gender and sexuality; community; and Ignatian spirituality. Readings from Rahner, Balthasar, Ernest Becker, Lisa Cahill, Anne Carr, Mary Aquin O’Neill, David Kelsey, Roger Haight, Michelle Gonzalez and others.

Dominic Doyle

TMST7057 Theological Foundations in Practical Perspective (Summer/Fall: 3 or 2)

This course is offered summer 2015 for two credits by Shawn Copeland. It is also offered fall 2015 for three credits by Colleen Griffith.

Summer: This course covers fundamental issues and themes in the practice of Christian theology. It explores diverse theological methodologies and considers concepts such as revelation, scripture, tradition, sense of the faithful, magisterium and their roles in the transmission and reception of the Christian faith.

Fall: Taught from a pastoral perspective, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in Co-Workers e.g. the cultural context in which we do theology, God, being human, Jesus, reign of God, Church. It considers theological methods and investigates the sources that contribute constructions of theological positions.

Shawn Copeland

Colleen Griffith

TMST7058 Sacraments in the Life of the Church

(Fall/Summer: 3 or 2)

Offered biennially

This course will be offered in summer 2015 for two credits and fall 2015 for three credits. John Baldwin, S.J. will teach it summer 2015 and Liam Bergin will teach it fall 2015.

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its broadest sense and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual’s faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation—Baptism, Confirmation, and Eucharist; the Sacraments of Healing—Reconciliation and the Sacrament of the Sick; and Sacraments of Vocation; Marriage and Holy Orders.

John Baldwin, S.J.

Liam Bergin

TMST7059 The Theological Virtues (Spring: 3)

Offered periodically

The Church is often described as a community of faith, hope, and love. This course explores how some Christian thinkers have understood these central theological virtues. After considering New Testament sources, we will examine the following periods and thinkers: patristic (e.g. Augustine), medieval (Aquinas), reformation (Calvin), early modern (John of the Cross), and modern (Rahner, Lonergan, liberation theology). While special attention will be paid to the systematic thought of Aquinas, the goal of this course is to present a broad range of thinkers so that students can articulate their own account of these characteristic marks of Christian life.

Dominic Doyle

TMST7074 Finding God in All Things: Ignatian Spirituality in Theory and Practice (Summer: 2)

This two-credit course will offer an introduction to the elements of the Spiritual Life that characterize the Ignatian Tradition: The Spiritual Exercises, the practice of Discernment, Ignatian prayer forms, the role of desire in discernment, the practice of Examen, and the experiences of St. Ignatius and some of his followers who manifest the Charisms often associated with this tradition of Christian spiritual life. The course is provided in a lecture/discussion format, with readings, spiritual exercises, and spiritual conversation that will invite not only intellectual knowledge of the tradition but some experiential entry into it.

Eileen Burke-Sullivan

TMST7081 Writing and Research for Theology and Ministry

(Fall/Spring: 1)

Offered biennially

This course provides an introduction to writing and research for students engaged in STM degree programs. In the conviction that writing for theology and ministry invites a practical integration of theological, ministerial, and wider social worlds in its diverse modes of communication, this course imagines writing, research, and the theological and pastoral questions that engender them as integrated parts of an ongoing process of inquiry, reflection, and practice. Its goal is to invite students into that process through the questions arising from their own theological and ministerial study, engagement, and reflection.

Mary Overton

TMST7082 Theology and Liberation (Fall: 3)**School of Theology and Ministry WJ Req: Systematics**

Latin American liberation theology traces its origins to the grass-roots Christian communities that struggled for social justice in the 1960s. This course explores the distinctive way in which Latin American liberation theologians correlate their interpretation of their social context with the Christian tradition and praxis in a mutually-critical manner. We will critically examine their fundamental presuppositions, their contribution to theology, and their efforts to articulate the Christian message as an effective response against oppression and on behalf of a full human liberation. We will also incorporate some of the liberationist voices that emerge from other social and cultural situations.

Ernesto Valiente

TMST7088 Theology of Culture (Fall: 3)**Offered periodically**

This course explores the relationship between theology and culture through the following questions: How do particular cultures shape Christian faith? How has the Church, for better or worse, changed (or failed to change) the various cultures into which it has been received? How are rapid advances in technology shaping culture and how should the Church respond? How do theologians navigate between their local context and global economic realities that influence all locales? How does the study of culture, which integrates the various branches of inquiry into human meaning, challenge and invigorate theological reflection?

Dominic Doyle

TMST7091 Eucharistic Theology (Spring: 3)

This course will reflect on the theology of the Eucharist as it has developed throughout the history of the Church, and will seek a contemporary understanding of traditional doctrines in light of Vatican II and the reformed ritual for the Eucharistic liturgy.

John Baldwin, S.J.

TMST7097 Mahayana Buddhism in East Asia (Spring: 3)**Cross listed with PHIL5387 and THEO5387****Offered periodically**

The bodhisattva—a wise and compassionate being dedicated to the salvation of all sentient beings—is arguably the model for and model of Buddhist practice in China, Japan, Korea, Vietnam, and, more recently, North America and Europe. This course will explore the cultic dimensions of Buddhism in East Asia—the modes of self-cultivation and worship that have revolved around the figure of the bodhisattva. Close readings of texts and images will challenge Western assumptions about what Mahayana Buddhism has been all about, and by extension, how we imagine the general categories “theology” and “religion.”

David Mozina

TMST7101 Directed Reading (Fall/Spring: 3)

The Department

TMST7102 Advanced Directed Reading (Fall/Spring: 3)

The Department

TMST7106 Comparative Religion: History and Methods (Fall: 3)**Cross listed with THEO7443****Offered periodically**

The comparative study of religions has evolved through different stages of methodological reflection since its establishment as an autonomous discipline over a century ago. Questions concerning the nature and goal of comparison and the possibilities and limits of understanding individuals belonging to other religions remain at the heart of any

engagement with religious pluralism. We will explore these questions through a study of the theories of early phenomenologists of religion such as Gerardus Van der Leeuw, through the work of Mircea Eliade and his critics, and up to the contemporary approaches of figures such as Jonathan Z. Smith.

Catherine Cornille

TMST7114 The Crisis of Confidence in the Catholic Church**(Spring: 3)****Cross listed with THEO5519****Offered periodically**

The Catholic Church in the United States and Europe has seen declining numbers both in regular attendance and in clergy and religious life. Scandals have torn at people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them from the Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

Raymond Helmick, S.J.

TMST7124 Buddhist Philosophy and Spirituality (Fall: 3)

Prerequisites: For undergrads, at least one prior course in philosophy or theology, and a B+ or higher average in prior humanities (non-science) courses

Cross listed with PHIL3503 and THEO3505**Offered periodically**

Focusing on early and Mahayana Buddhist philosophies of India with connections between concepts and spiritual practices. Buddhist versions of theological anthropology, ontology, epistemology, ethics, and soteriology are related to practices of meditation, ritual, phenomenological investigation, and philosophical analysis. Readings from classical and contemporary Buddhist writings.

John J. Makransky

TMST7136 Israel in Jewish Theology (Fall: 3)**Cross listed with THEO5349****Offered periodically**

Israel, both the people and the land, are central to Jewish theology as concrete manifestations of God's covenants. This course will explore the evolving meanings of these concepts from the Bible to today, looking at themes like peoplehood, life in the land, exile from it, and (messianic) return. The second part of the course will focus specifically on the theologies of a range of modern Jewish thinkers, with the goal of helping students to understand aspects of contemporary Israel and its meaning to world Jewry.

Ruth Langer

TMST8011 Creation and Eschatology (Fall: 3)**Offered periodically**

How does Christian faith invites us to imagine the relationship between “this world” and “the world to come”? How does that affect the way we live and work in the world? This course explores key biblical texts, Christian doctrine, and contemporary theologies. Special attention is given to the relationship between religion and science, especially biblical hermeneutics; evolution and theology; death, judgment, heaven,

and hell; the significance of Christian faith in bodily resurrection; and the biblical and theological basis for concern for the environment and a creation-centered spirituality.

John R. Sachs, S.J.

TMST8014 MTS Reflection Paper (Fall/Spring: 0)

Mary Jo Iozzio

TMST8017 Ecclesial Ministry (Spring: 3)

Prerequisite: Previous enrollment in TMST7020 The Church course

This course explores the theology, history, and spirituality of ministry in the church. The emphasis will be on the ecclesial foundations for ministry and the relationship between ministry and the mission of all the baptized. The course will examine current issues in the theology and practice of ministry as well as the implications of ministry for the faith and practice of the minister.

Richard Lenman

TMST8018 Seminar on the Theology of Johann Baptist Metz

(Fall: 3)

Offered periodically

This seminar will unfold by first examining Johann Metz's early relationship and subsequent break with the theology of Karl Rahner. Next we will explore Metz's critical dialogue with the thinkers of the Frankfurt school and the manner in which this encounter led to the formulation of Metz's early political theology. We will then turn to Metz's mature political theology as a "theology after Auschwitz." Some of the themes to be considered include Metz's assertion of the need for "anamnetic rationality," his focus on "the theodicy question," his apocalyptic eschatology, and his articulation of a mystical-political spirituality.

Ernesto Valiente

TMST8021 Priesthood: Theology and Praxis (Fall: 3)

Prerequisite: Ecclesiology

Offered periodically

This Level Two course is open to all students and focuses on ordained ministry of the Roman Catholic priesthood in terms of its biblical and theological foundations, historical development, contemporary issues, pastoral practice, and priestly spirituality, especially as treated in the pertinent ecclesial documents. Also treated are the cooperation between laity and clergy and the roles of lay ecclesial ministry as well as both tensions and critiques arising out of the Church's reservation of the priesthood to males and mandatory celibacy. Ecclesiology is a prerequisite for counting this course for the Ecclesial Ministry requirement in the M.Div. curriculum.

John Baldwin, S.J.

TMST8022 Seminar in Practical Theology (Fall: 3)

Prerequisite: One semester of graduate courses in theology

School of Theology and Ministry course

Christian theology at its best is marked by the pastoral interest of serving the life of the church in the world. Necessarily, the study of the church; specifically, its nature, purpose, and mission provides a framework within which to consider the task of practical theology. The methodology and issues that distinguish practical theology flow from this larger ecclesial context. This seminar will focus on models of the church, the art of doing theology in service of the church, and some foundational themes of practical theology (e.g., hermeneutics, praxis, culture and inculturation, and our post-modern context).

Nancy Pineda Madrid

TMST8036 Feminist Theologies and the Question of Salvation (Spring: 3)

Prerequisite: One course in Systematic Theology

Offered periodically

A critical study of the challenges and contributions to the question of salvation being offered by major feminist theologians (Shussler Fiorenza, Ruether, Johnson, Williams, Gebara, and others). We will analyze how the soteriological task gets framed, particularly in relation to suffering, to the cross, to hope, and to emancipation, as well as to other developing themes. Attention will be given to the critique and appropriation of the Christian tradition.

Nancy Pineda-Madrid

TMST8041 Theological Anthropology and the Body (Spring: 3)

Prerequisite: Foundations or Fundamental Theology

Issues of embodiment relating to theology, spirituality, and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.

Colleen Griffith

TMST8043 Spiritual Classics in Theological Perspective (Fall: 3)

Prerequisites: Must have successfully completed the Foundations of Theology or Fundamental Theology course; or the equivalent

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Benedict, Francis and Clare of Assisi, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, and John of the Cross. Thematic questions will be brought to the reading of core texts.

Colleen Griffith

TMST8053 M.T.S. Thesis (Fall/Spring: 3)

Mary Jo Iozzio

TMST8054 Th.M. Thesis (Fall/Spring: 6)

Francine Cardman

TMST8101 Masters Interim Study (Fall/Spring/Summer: 0)

The Department

TMST8501 Theology of the Spiritual Exercises of Ignatius Loyola (Spring: 3)

Prerequisite: Familiarity with spiritual exercises

The theology underlying the Exercises is both familiar and foreign to us today. This advanced seminar brings it into dialog with contemporary theological interpretations of key topics such as: the will of God, vocation, prayer and discernment, divine and human action, grace and human freedom. Intended for advanced students with a basic familiarity of the Spiritual Exercises. Authors include Michael Ivens, William Barry, Karl Rahner, John Macmurray, Roger Haight and William Lynch.

Randy Sachs, S.J.

TMST8505 Seminar: Karl Rahner (Spring: 3)

Offered periodically

Limited to 15 students

This advanced seminar will explore the methodology and central themes of Rahner's theology principally through detailed analysis and discussion of key essays in Theological Investigations. Intended for students

with basic familiarity with Rahner's work. Essays will be chosen on the basis of the particular interests of the participants at the first meeting of the seminar.

Randy Sachs, S.J.

TMST8506 Seminar: Thomas Aquinas on God (Fall: 3)
Offered periodically

A close reading and systematic examination of Aquinas' doctrine of God in the prima pars of the *Summa theologiae*. Concurrent readings from other parts of the *Summa theologiae* and from other texts of St. Thomas will also be used. In addition, modern interpretations and criticisms will accompany each week's reading from Aquinas. This seminar is an advanced course intended primarily for students in doctoral, STL, and ThM programs, as well as senior M.Div. and M.T.S. students preparing for further research.

Dominic Doyle

TMST8509 Seminar: Post-Modern Sacramental Theology (Fall: 3)

Prerequisite: Faculty permission required

Offered periodically

This seminar will deal with postmodern approaches to sacramental theology, especially the major work of Louis-Marie Chauvet and Sacrament, as well as the work of Jean-Luc Marion, David Power, and others.

John Baldwin, S.J.

TMST8526 Ph.D.-S.T.L. Colloquium (Fall/Spring: 0)

The Department

TMST8528 S.T.D. Specialized Research (Fall/Spring: 6)

James Bretzke, S.J.

TMST8529 S.T.L. Thesis (Fall/Spring: 9)

Thomas Stegman, S.J.

TMST8530 S.T.L. Continuation (Fall/Spring: 0)

Offered biennially

The Department

TMST8532 Jewish Liturgy: History and Theology (Fall: 3)

Cross listed with THEO5449

Offered periodically

Embedded in rabbinic prayer is a concise statement of Jewish theology. After an examination of the precursors of rabbinic prayer and of the development of the synagogue as an institution, this course will examine the structures and ideas of the prayers themselves as they have been received from the medieval world. This will create a context for a deeper discussion of some key Jewish theological concepts as well as a comparison of Jewish and Christian liturgical traditions.

Ruth Langer

TMST8540 American Pragmatism and Theology (Spring: 3)

Prerequisite: One year of theology courses at a graduate level

Offered periodically

This seminar will introduce students to key figures in U.S. American Pragmatism (C.S. Peirce, Josiah Royce, William James, John Dewey) who were part of its golden age dating from the 1860s to 1920s. We will examine several of the most important contributions of these philosophers. Foundational to pragmatism is the association of mind with action, which enables it to serve as a powerful theoretical resource for liberation theologies and practical theologies. A growing number of theologians in these fields are discovering its contributions. We will conclude the course reading some theological works that make use of pragmatism. This course is suited for doctoral students and upper division masters level students.

Nancy Pineda-Madrid

TMST8543 S.T.D. Pro-Seminar (Fall: 1)

Pass/fail course

The S.T.D. Pro-Seminar provides an introduction to the doctoral program and covers the required foundational doctoral research competencies of research readiness based on formulation, research and exposition of at least two acceptable pieces scholarly writing (including proper application of the *Chicago Manual of Style*), and successfully passing the foreign language requirement of the S.T.D. program, based on reading comprehension of several articles selected that have a direct bearing on the student's own research agenda.

James Bretzke, S.J.

TMST9901 Ph.D. Comprehensive Examinations (Fall/Spring: 0)

The Department

TMST9911 Ph.D. Continuation (Fall/Spring: 1)

The Department

Lynch School of Education

The Lynch School of Education endeavors to enhance the human condition through education and applied psychology. Our diverse work is grounded in our commitment to expand the human imagination and make the world more just. Through excellence and ethics in teaching, research, and service, we prepare our students to serve diverse populations in a variety of professional roles—teachers, administrators, human service providers, psychologists, and researchers. We advance knowledge in these fields to inform policy, improve practice, and engage in collaborative school and community improvement efforts on a local, national, and international platform.

GRADUATE PROGRAMS

Consistently ranked among the top 25 schools of education and as the top-ranked Catholic school of education in the country, the Lynch School at Boston College offers 13 master's programs, six doctoral programs, and five dual-degree programs. Theory, research, and practice are integrated across programs, which also leverage the robust practicum opportunities available in schools, hospitals, mental health centers, and universities in the Boston metropolitan area. The Lynch School's focus on expanding social justice is a hallmark of our programs and the work of our students and faculty.

Six Pillars of Excellence

The Lynch School of Education distinguishes itself based upon Six Pillars of Excellence:

1. **Preparing Professional Leaders:** We prepare students to be innovative, reflective, and effective leaders in their fields who make a difference through education and applied psychology.
2. **Making Research Matter:** We conduct and disseminate innovative, collaborative, and rigorous research that is grounded in social justice and informs solutions to complex problems.
3. **Expanding International Impact:** We advance the Lynch School's international reach and influence with rigorous scholarship, collaborations, professional preparation, and strategic initiatives, focused on emerging global educational trends and fair and sustainable human development.
4. **Shaping Policy:** We influence the creation, implementation, evaluation, and discussion of education and social policy across local, national, and international arenas.
5. **Expanding Social Justice:** We foster professional talent, relevant research, and social policies to affirm diversity and reduce disparities in educational outcomes and the well-being of individuals, families, and communities.
6. **Promoting Collaboration:** We nurture University-community partnerships that effectively link inquiry to action. We work with local agencies, programs, research centers, and schools to provide students with ample opportunities to apply classroom learning to real-world experience in a variety of environments and cultural settings.

Admission

Information about admission is available on the Lynch School website at www.bc.edu/lynchschooll. You may also write to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a Non-Degree Student. Consult the Lynch School admissions website for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

Application Deadlines

All admission deadlines are posted on the Lynch School website at www.bc.edu/lynchschooll. In some cases, Master's program applications are considered beyond the deadline. While official deadlines are posted for summer/fall start, some programs may consider a spring start. Non-degree applications are considered for summer, fall, and spring start dates. Call the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214 or email gsoe@bc.edu for more information.

Deferral of Admission

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Director of Graduate Admissions in the Office of Graduate Admission, Financial Aid, and Student Services and must be approved and confirmed by the Lynch School.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application on the Lynch School website at www.bc.edu/lynchschooll. Prospective students may also write to: Boston College, The Office for Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave., Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu. All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (www.ets.org). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 100

on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ.

Non-Degree Status

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

Students seeking non-degree student status must submit the online application form on the Lynch School admissions web page which is required for enrollment in courses. A Non-Degree Student application is comprised of the online application form, application fee, and original copies of either the undergraduate or graduate transcript with the degree posted. This is to assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 8027, Portsmouth, NH 03802, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek career and course advice from the Office of Graduate Admission, Financial Aid, and Student Services. Non-degree students are not eligible for University sponsored sources of financial aid or any financial aid that requires matriculation in a degree program.

Fifth Year/Early Admit Programs

The Fifth Year Program and Early Admit Program offer academically outstanding Boston College Juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time. All undergraduate juniors in the Lynch School of Education, Morrissey College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs.

In consultation with an advisor, students have the ability to take up to two graduate-level courses in their senior year. In addition to the time advantage, there is a considerable savings involved. The two graduate-level courses taken in the senior year are covered by undergraduate tuition.

Upon successful completion from the undergraduate program, senior year coursework and the additional graduate-level courses are reviewed and a determination about formal admission into the full graduate program is made. Upon final admission, the student is sent an official letter of acceptance into the Lynch Graduate School of Education.

Students interested in the 5th Year/Early Admit Program should contact The Office of Graduate Admission, Financial Aid, and Student Services in Campion Hall 135 or at 617-552-4214. Students can also email the 5th Year Team at 5thyear@bc.edu and learn more at www.bc.edu/schools/lsoe/academics/undergrad/fifthy.

Financial Aid

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website (www.bc.edu/lynchschoo) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans, and work-study. Some of these resources can be obtained directly from Boston College. Others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Direct Stafford loans, Perkins loans, and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with low income children, youth, and families in urban communities.

Listing of Named Scholarships: Academic Year 2015–2016

Steven M. and Tammy J. Barry Scholarship Fund

Support graduate students with financial need enrolled in Lynch School, with preference for students focusing on learning among multi-disabled children. *Two students: one new, one continuing—15 credits.*

Bradley Endowed Graduate Scholarship

Supports fifth year masters students pursuing specialization in moderate special needs education. Preference given to students seeking experience in urban schools with first preference given to those seeking to work in BPS. *Three students—21 credits.*

Bristing Urban Scholar Fund

Supports fifth year masters students pursuing specialization in moderate special needs education. Preference given to students seeking experience in urban schools with first preference given to those seeking to work in BPS. *Five students—3–6 credits.*

Herman J. Dreyer Scholarship Fund Scholarship

Assistance for graduate students enrolled in Lynch School with financial need who have demonstrated academic excellence. *Two students: one new, one continuing—12 credits.*

Barbara Benz Duvnjak and Karlo Duvnjak Scholarship Fund

Support graduate students with financial need who have demonstrated academic excellence. *One student—12 credits.*

Mary Jane Flaherty and William Masella Scholarship Fund

Support to graduate students with financial need enrolled in the Lynch School with a preference for students from New Jersey or New York. *One student—6 credits.*

Fruscione Foundation Scholarship Fund in Counseling Psychology

Support graduate student in the school counseling program. The fellowship will be awarded to graduates who will work for at least three years in an inner-city school following completion of their degree. *One student—12 credits.*

William Randolph Hearst Endowed Fund

Support students in teacher education programs. Preference is for students who intend to reside permanently in the U.S. upon completing their studies. *One student—6 credits.*

Kaneb—Catholic Educator Scholarship

Support students working in Catholic Schools (teachers/administrators). *One student—12 credits.*

William F. Keough Memorial Fellowship Fund

Provide scholarship assistance for both undergraduate and graduate students pursuing studies in international education. *One student—6–9 credits.*

William and Mary Lam Family Endowed Graduate Scholarship

Support for Lynch School students of Chinese origin. It is the donors' wish that recipients of the Lam Scholarship return to their home to work in the education field for one year following graduation. *One student—15 credits + stipend = \$13,000.*

Christine Martin Memorial Scholarship Fund

Support a Lynch School fifth year student during their master's program. The award is a tuition scholarship. Preference is given to students engaged in volunteer service, especially serving children with disabilities. *One student—9–12 credits.*

Brenda and Robert Martin Scholarship Fund

Support Lynch School graduate student who is focusing on the education of students with learning differences. *One student—6 credits.*

Sherman Family Scholarship

Provides financial support to qualified students pursuing graduate degrees through the Department of Counseling, Developmental and Educational Psychology. *One student—9 credits.*

Frances D. Stiglin Scholarship Fund Income

Provide scholarship assistance for qualified Lynch School graduate students with preference to those studying special needs. *One student—9 credits.*

Listing of Graduate Student Awards: Academic Year 2015–2016

Mary T. Kinnane Award for Excellence in Higher Education

Given annually to master's or doctoral degree students in Higher Education. The award, named for Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

Christine Martin '96 Memorial Award

Gift of Robert J. Martin '66, Martha Tilley Martin '66, and Bradley C. Martin in memory of Christine Martin '96. Presented to an incoming graduate student who has demonstrated creativity, patience, and curiosity in developing special relationships with children with

disabilities while engaged in volunteer service; a person who has shown leadership through quiet competence, organizational skills, and enthusiasm inspiring others.

Bernard A. Stotsky/Thomas H. Browne Prize

Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

Donald J. White Teaching Excellence Award

The Donald J. White Teaching Excellence Awards program was established to provide further stimulus toward teaching excellence by graduate Teaching Fellows and Teaching Assistants. Each of the winners will receive a cash award and letter of congratulations from the Provost and Dean of Faculties.

Campus School Students and Families Award

Presented to a Severe Special Needs graduate student who has distinguished her or himself by dedication to the Severe Special Needs population and presented in honor of all those who dedicate themselves to our children at the Campus School— with our appreciation, admiration and validation.

Serena B. Strieby Award

Presented to a talented graduate student in the field of Counseling Psychology.

The (Mary) Kim Fries Award

Awarded to a Curriculum & Instruction doctoral student who exhibits academic achievement, belief in social justice education, and enduring commitment to community.

Kelsey A. Rennebohm Memorial Fellowship

The Center for Human Rights and International Justice at Boston College established the Kelsey A. Rennebohm Memorial Fellowship in 2013. The Fellowship will be awarded each summer in her memory to a Boston College student, undergraduate or graduate, who proposed research or activist scholarship is at the interface of psychology, mental health, gender, social justice, and human rights. The recipient will subsequently give a presentation about his or her work at the university upon return.

Urban Education Funding

Donovan Urban Teaching Scholars Program

Up to thirty students, dedicated to urban teaching, are selected to enter the Charles F. Donovan, S.J. Urban Teaching Scholars Program. This one-year intensive cohort program prepares students for the challenges and issues involved in urban education. Students are supported with a tuition scholarship covering half of the cost of their program of study. Additional materials are required for admission to the Donovan Program. Details on the Donovan Urban Teaching Scholarship can be found on the Lynch School website.

Urban Catholic Teacher Corps (UCTC)

Each year, six students are admitted to UCTC, a two-year program in Curriculum & Instruction, that offers new teachers an opportunity to gain experience in inner city Catholic schools. The program offers full tuition coverage, in addition to a stipend and other benefits. There are a separate application and additional requirements for UCTC. Please note that the application deadline is also earlier than the normal deadline for teacher education programs.

Sharp Urban Teaching Scholarship

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial support to 10 highly talented graduate students per year who are from underrepresented groups committed to teaching in urban schools. The scholarship is comprised

of a \$10,000 stipend. One-half of the stipend is an outright grant and the remaining \$5,000 is a forgivable loan. One-quarter of the loan amount will be forgiven upon completion of the master's degree and the remaining three-quarters is forgiven, up to the full amount, for each year spent teaching in an urban school. By nomination of the faculty at the time of admission.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in the Office of Practicum Experiences and Teacher Induction (Campion 103, 617-552-4206) can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. The teacher education programs at Boston College are accredited by both the Commonwealth of Massachusetts Department of Elementary & Secondary Education (ESE) and nationally by the Teacher Education Accreditation Council (TEAC).

The doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure.

The School Counseling sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure. The 60 credit-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-Master's educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state. Students, for all programs, should check the requirements in other states where they may choose to live and work.

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs classroom opportunities in a variety of foreign countries for full-practicum experiences upon successful completion of the pre-practicum and all prerequisite work. International settings include classrooms in such countries as Ireland, England, France, Italy, and Spain, subject to current student visa regulations in each country. Placements are also available in San Juan, Puerto Rico, where a visa is not required. In all cases, housing accommodations are the responsibility of the student. For information regarding programs and requirements, contact the Director, Practicum Experiences and Teacher Induction, Campion 103, Lynch School, Boston College, 140 Commonwealth Ave., Chestnut Hill, MA, 02467-3804 or 617-552-4206.

Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., Ph.D., and Ed.D. degrees. The Lynch School also offers programs leading to a Certificate of Advanced Educational Specialization (C.A.E.S.). Graduate programs serve a dual purpose:

- Research: Preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies.
- Practice: Preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean of Students. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum and Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office for Graduate Admission, Financial Aid, and Student Services. Programs of Study for all programs are available on the Lynch School's website at www.bc.edu/lynchschoo.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation. Current information on policies and procedures regarding doctoral degree programs is provided online at www.bc.edu/schools/lsoe/academics/Graduate/phd.html.

General Requirements for the Degree of Doctor of Education

The Professional School Administrator Program (PSAP) provides an opportunity for full-time administrators to obtain their Massachusetts superintendent licensure and a Doctor of Education (Ed.D.) degree in Educational Leadership. The program is grounded in the core values of the Lynch School, with coursework focusing on leadership for learning, social justice, diversity, anti-racism, and community building.

The intensive, three-year program is taught by full-time university faculty and knowledgeable, skilled school leaders, with personalized support for students from mentor superintendents.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Leadership, Special Education, Reading/Literacy, and Curriculum and Instruction, contact Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone at 617-552-4214 or e-mail to gsoe@bc.edu.

Master's Degree Programs

While candidates may apply to Master's programs whilst still completing an undergraduate degree, candidates must be graduates of an accredited college or university by their program's start date. The Office of Graduate Admission, Financial Aid and Student Services, Campion 135, provides academic and financial aid services for master's students throughout their studies in the Lynch School.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Elementary Teaching
- Secondary Teaching
- Special Education Teaching*
- Reading/Literacy Teaching
- Curriculum and Instruction
- Educational Leadership
- Educational Research, Measurement, and Evaluation

*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K–8 and Grades 5–12, Students with Severe Special Needs Pre-K–12.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

M.A.T. and M.S.T. for Initial Licensure

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program,

and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching. Only one application to the Lynch School is necessary for admission.

Students may prepare in the following disciplines: biology, chemistry, physics, geoscience, mathematics, history, and English.

Programs are described under the section of this manual on programs in Teacher Education/Special Education and Curriculum and Instruction.

M.A.T. and M.S.T. for Professional Licensure

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure. Candidates can only apply to the state for Professional Licensure after teaching for three years, but may begin course work during the first year of teaching. The Professional License is available in the following academic disciplines: English, Spanish, French, history, geoscience, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Higher Education
- Counseling
- Applied Developmental and Educational Psychology

Master of Science Degree (M.S.)

The Master of Science degree is given in the following area:

- Applied Statistics and Psychometrics

These programs are described in each departmental section of this manual.

Course Credit

A minimum of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean of Students, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean of Students by using the Graduate Transfer of Credit Form.

Programs of Study

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Associate Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are available on the Lynch School website at www.bc.edu/schools/lsoe/academics/pos.html. These forms must be approved and filed with the Associate Dean of Students.

Research Centers

The Lynch School houses several Research Centers. For more information refer to the About Boston College section of this catalog.

Department of Teacher Education/Special Education and Curriculum and Instruction

The Department of Teacher Education/Special Education and Curriculum and Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements. The list of specific courses required for each program is available on the Lynch School website under Programs of Study.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, Master's and Doctoral programs are available in Curriculum and Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum and Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Master's candidates can include the Teaching English Language Learners (TELL) or the Teaching Dual Language Learners (TDLL) Certificate in their program of studies. TELL prepares educators to teach bilingual learners in English-only classrooms, while TDLL prepares educators to work with bilingual learners in Dual-Language classrooms. Both certificates require students to complete EDUC7621 Bilingualism, Second Language and Literacy Development, and EDUC3346 Teaching Bilingual Students, as well as require students to work with English language learners in English-only or Dual-Language classrooms, respectively. The TDLL certificate is designed for students in an Elementary Teaching program.

Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the student's Lynch School supervisor and cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, and Earth Science
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K–8, 5–12)
- Specialist Teacher of Students with Severe Special Needs (pre K–12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for

licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car, however some schools are accessible by public transportation. Carpooling is encouraged.

Professional Licensure Programs

The Lynch School of Education at Boston College offers one program that leads to Professional Licensure in the state of Massachusetts: the 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure.

The 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure is available in Elementary Education (1–6), Reading (all levels), Biology (8–12), French (5–12) and Spanish (5–12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial License in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the

state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

Programs in Teacher Education/Special Education and Curriculum and Instruction

Master of Education (M.Ed.) in Early Childhood Teaching

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach children who are typically developing as well as children with moderate disabilities in a general education, pre-K–2 classroom. Students can enter the program without teaching licensure. The prerequisite for either program is a college degree with an Arts and Sciences major or equivalent. Students who have majored in other areas, such as business or engineering, should consult the Office of Graduate Admission, Financial Aid and Student Services.

Master of Education (M.Ed.) in Elementary Teaching

The Elementary Teaching program leads to licensure in grades 1–6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

For the applicants seeking a Master's in Elementary Education, undergraduate transcripts will be audited for mathematics courses. It is expected that applicants have completed a two 3-credit mathematics course equivalent in Arts and Sciences. If applicants do not fulfill this requirement, they will be advised to take the needed courses.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (8–12) licensure in one of the following disciplines: English, history, biology, chemistry, geosciences, physics, and mathematics. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admission, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the

master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

Master of Education (M.Ed.) in Curriculum and Instruction

The Master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum and Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K–8 and Grades 5–12

This program prepares teachers to work with students with mild to moderate disabilities such as: specific learning disabilities, emotional and behavioral disorders, and mild developmental disabilities. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. Applicants who have completed a regular education preparation program can enter directly into the program. Applicants with no previous regular education preparation program must apply for both regular and special education programs. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K–12

This program prepares students to work in schools and community environments with students with intellectual disabilities or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/

Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships.

For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Teaching English Language Learners (TELL) Certificate Program

For Candidates in a Licensure Program

All students who successfully complete a teacher licensure program in LSOE will earn the required Massachusetts Sheltered English Immersion (SEI) Endorsement. This SEI endorsement meets state regulations for working with English language learners (ELLs) as a core academic teacher in Massachusetts. In addition, however, LSOE offers the option of the Teaching English Language Learners (TELL) Certificate Program, a deeper and more extensive preparation for working with ELLs. For candidates in a licensure program this entails adding one course: EDUC7621 Bilingualism, Second Language and Literacy Development for graduates. All TELL certificate program participants are strongly encouraged to work with ELLs in their full practicum sites.

For Candidates in a Non-Licensure Program

Students who are not enrolled in a teaching licensure program may also complete the TELL certificate program. These students complete EDUC7621 Bilingualism, Second Language and Literacy Development as well as EDUC3346 Teaching Bilingual Students and are required to work with English language learners in an instructional setting. The TELL certificate program for students who are not enrolled in a licensure program is ideal for candidates seeking to work with English language learners abroad or in contexts in the United States where Massachusetts SEI Teacher Endorsement is not required. For more information please contact Dr. Maria Brisk, brisk@bc.edu, Dr. Mariela Paez, paezma@bc.edu or Dr. Anne Homza, anne.homza@bc.edu.

Teaching Dual Language Learners (TDLL) Certificate Program

The TDLL Certificate Program is designed for students who would like to work in dual-language classrooms. Students will complete their practicum placements in dual-language classrooms and assignments in EDUC7621 Bilingualism, Second Language and Literacy Development will be geared toward understanding and mastering the complexities of dual-language education. For more information please contact Dr. Patrick Proctor at proctoch@bc.edu.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan Scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level

of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum and Instruction, contact Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Doctoral Program (Ph.D.) in Curriculum and Instruction

The Doctoral program in Curriculum and Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: Language, Literacy, and Culture; Critical Perspectives on Schooling: Race, Class, Gender, Disabilities; Leadership, Policy, and Educational Change; Math, Science, and Technology.

Department of Educational Leadership and Higher Education

The Department of Educational Leadership and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

The list of specific courses required for each program is available on the Lynch School website under Programs of Study.

Programs in Educational Leadership

Master of Education (M.Ed.) in Educational Administration

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted

to the master's program have teaching experience but little or no prior graduate study in educational leadership. To be licensed, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral or written comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Leadership, contact Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135,140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Doctoral Program (Ed.D.) in Educational Leadership

The Lynch School offers a three-year accelerated doctoral program for practicing school administrators—the Professional School Administrators Program (PSAP). This program, in conjunction with completion of the requirements for the certification as district superintendent through the Massachusetts Association of School Superintendents and the Leadership Licensure Program (LLP), leads to the Ed.D. degree. The PSAP is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools. Admission to this program is offered in alternate years and the next cohort will be admitted in 2017.

Applicants must be currently practicing in their administrative area. More information is available from Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135,140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Programs in Higher Education

Master of Arts (M.A.) in Higher Education

The Master's degree in Higher Education prepares students for entry-level and mid-level positions in student affairs as well as in other professional areas in colleges, universities, and policy organizations. The M.A. program consists of 30 credit hours of required and elective course work and field experiences. The program may be completed in one academic year and one summer by students interested in full-time study. Students may also elect to complete the program on a part-time basis. In addition to a core of foundational courses in higher education, the program offers students the opportunity to focus on one of the following concentrations:

- Student Affairs
- Higher Education Administration
- Catholic University Leadership

Faculty advisors work with students on an individual basis to design programs of study and applied field experiences according to the individual student's background, interests, and goals.

Doctoral Degree (Ph.D.) in Higher Education

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity

to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School's Higher Education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 7000 level. At least six credit hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Department of Counseling, Developmental, and Educational Psychology

The CDEP department promotes psychosocial well-being, positive social change, and social justice through innovative and rigorous teaching, research, and professional training in applied and counseling psychology. The department engages in psychological research and its applications to advance more equitable and socially just policies and practices in partnership with diverse local, national and global communities. CDEP programs prepare students to engage in culturally informed research and practice within and across disciplines and settings.

Programs in Counseling and Counseling Psychology

Programs in Counseling and Counseling Psychology have, as a mission, the preparation of mental health counselors and school counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

The list of specific courses required for each program is available on the Lynch School website under Programs of Study.

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. Prerequisites for enrollment in the M.A. program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

School Counseling

The School Counseling sequence is a 42 credit-hour program. The first year of the program is devoted primarily to course work; however, School Counseling students do spend one day a week at a school in their second semester to meet pre-practicum requirements. The second year of the program consists of a full-year, 600 hour practicum placement and the completion of remaining academic requirements. Students may select the elementary/middle school track (grades pre-K–9) or the middle/high school track (grades 5–12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

Mental Health Counseling

Students enrolling in the Mental Health Counseling sequence can take a 60-credit or 48-credit track. The 60-credit track fulfills the course requirements for licensure in the state of Massachusetts, while the 48-credit track does not. The first year of the program is devoted primarily to course work. Students in the Mental Health Counselor sequence are then expected to take one required course during the Summer Session. They may also take additional elective courses during the Summer Session if they wish to reduce their course load during the second year in the program. The second year of the program includes a full-year, 600 hour internship placement and the completion of remaining academic requirements.

Within the Mental Health Counseling sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002; 202-336-5979) and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete

them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study, doctoral comprehensives, and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is development and learning in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Applied Developmental and Educational Psychology and the Doctoral degree in Applied Developmental and Educational Psychology.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a baccalaureate or master's degree in psychology or a related field. Most applicants have some research experience as well as practice/education experience in the field.

Master's Programs (M.A.) in Applied Developmental and Educational Psychology

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. The M.A. degree does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally-oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs and involves the choice of one of the following six focus areas:

- Education Focus for those who plan to work with children or adolescents in an educational setting.
- Research Focus for those who want advanced preparation for doctoral study in developmental or educational psychology or to move directly into a research position.

- Prevention and Promotion Focus for those who wish to work at the individual or program level in human or social service programs, advocacy, or policy institutions.
- Community and Social Justice Focus for those who wish to work in social service or social change programs in and with local, national, and international community contexts. Students with particular interests in Human Rights and International Justice are encouraged to consider the Certificate offered by the Boston College Center for Human Rights and International Justice which can be completed concurrently with this focus.
- Early Childhood Specialist Focus for those who seek to develop a strong conceptual and empirical understanding of child development and family systems with relevance to application during the early childhood years.
- Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas.

Students work closely with a faculty advisor and/or the Director of Student Services to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135.

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

The Doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. Through research and practice, the faculty seeks to employ developmental theory and research to inform policy and improve practice in educational, community, and policy settings. The primary focus of the program is development and learning in sociocultural context, with attention to diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological, environmental, and social structural factors. Educational, human service and social justice applications are emphasized, and work with diverse populations in a range of settings is a major focus.

The faculty brings five areas of specialization to these central themes: a focus on individual differences in development, including social competencies, behavior problems, and core language, mathematics, and critical thinking skills; a focus on interpersonal processes such as parenting and peer relations; assessment of proximal contexts such as families, schools, and communities; attention to cultural and social structural forces including racism, ethnic discrimination, poverty, and abuses of political power; and finally, translation of research into practice and social policy.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The program guidelines promote active engagement in research with faculty mentors for all students throughout their doctoral program. In addition to this mentored training, the curriculum requires that students take core courses in (1) social, affective, and cognitive development and the contexts of development; (2) qualitative and quantitative research methods and statistics; (3) professional development and teaching preparation; and, (4) application to practice and policy. In addition, students develop expertise in targeted areas of psychology through selected elective courses and through their research

and practice experiences. Finally, students with a particular interest in human rights and social justice can obtain a Certificate through the BC-based Center for Human Rights and International Justice.

Department of Educational Research, Measurement, and Evaluation

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The Master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 credit hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Master of Science (M.S.) in Applied Statistics and Psychometrics

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The ERME Master's of Science is a specialization in quantitative methods. This program meets the increasingly higher expectations of applied research organizations (e.g., education, psychology, social work, health) and funding agencies, (e.g., the Institute for Education Sciences and the National Science Foundation), for masters-level specialists trained in quantitative designs, statistical procedures, and measurement methodology applicable to a wide variety of projects. A minimum of 30 credit hours and satisfactory performance on a comprehensive examination are required for the M.S. degree.

Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of

research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of specialized computer software for statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Educational Policy and Reform, Curriculum and Instruction, Educational Leadership, or other area.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Dual Degree Programs

The Lynch School offers five dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the School of Theology and Ministry (STM).

Dual Degree Programs—Law and Education

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. in Curriculum and Instruction or Educational Leadership or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617- 552-8550.

Dual Degree Program—Higher Education and Management (M.A./M.B.A.)

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers. Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School of Education and the Carroll School of Management.

All Lynch School admissions requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu. All M.B.A. admissions requests should be addressed to the Office of Graduate Admissions, Carroll School of Management, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3813, 517-552-3920.

Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. All Pastoral Ministry admissions requests should be addressed to the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6506.

Interdisciplinary Certificate in Human Rights and International Justice

The Center for Human Rights and International Justice offers an Interdisciplinary Certificate in Human Rights and International Justice to graduate students enrolled in affiliated academic departments in all

of the university's graduate schools. The Certificate requires the student to: (1) follow a curriculum within his or her graduate studies that emphasizes human rights and international justice issues; (2) widen his or her interdisciplinary understanding of these issues by completing one or more courses designated by the Center in other academic departments; (3) complete the Center's Interdisciplinary Seminar in Human Rights; and, (4) write a research paper under the Center's auspices or complete a practicum supervised by the Center. For more information, visit www.bc.edu/centers/humanrights/academics.html.

Certificate and Specialization Programs

All Lynch School Certificate and Specialization Programs requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Certificate in Child and Family Mental Health

The Certificate in Child and Family Mental Health and Wellness is designed for students who would like to broaden and deepen their understanding of developmental psychology, and the mental health and wellness of children, adolescents, and families. The courses included in this certificate foster an understanding of children and families from strengths-based, developmental-contextual framework.

Certificate in Positive Youth Development

The Certificate in Positive Youth Development equips professionals with an understanding of the theoretical, empirical and experiential bases of the Positive Youth Development (PYD) model. PYD offers an applied perspective to frame applications (programs and policies) for promoting positive development among youth living in diverse communities. The certificate benefits early- and mid-career professional youth development leaders for careers in agencies, institutions, schools, nonprofits, and community organizations that serve youth.

Specialization in Autism Spectrum Disorder

The Specialization in Autism Spectrum Disorder assists teachers and other professionals who work with students diagnosed with Autism Spectrum Disorder (ASD), in K-12 schools in understanding the nature of ASD and the educational techniques used to meet their needs. The population of student being diagnosed with ASD has grown dramatically over the past decade. This specialization will benefit special educators and many general education teachers, who are being asked to serve these students at all grade levels.

Specialization in Assessment Literacy & Data Use for Educators

Teachers, school administrators, and educational evaluation professionals face continuous pressure to administer and use the results of a variety of assessment instruments. The purpose of this specialization is to assist these professionals in understanding the value and the makeup of assessment instruments that may be used in schools where they work.

Certificate in Serving Exceptional Learners in Catholic Schools

The Certificate in Serving Exceptional Learners in Catholic Schools is designed to help participants prepare to serve the diverse learning and behavioral needs of their students who are atypical learners. Although this certificate does not fully prepare teachers to be special educators, it addresses the key strategies needed for serving these students in Catholic school classrooms.

Certificate in Early Childhood Leadership

The Certificate in Early Childhood Leadership equips professionals with knowledge of current research and theory related to early childhood, the policy landscape, diversity, and theories of leadership. Courses develop skills in translating empirical research into practice and policy and collaboration with the multiple stakeholders in young children's lives.

Certificate for Institutional Research Officer/Analyst

The Certificate in Institutional Research prepares professionals for higher education careers as institutional research officers and analysts where addressing institution-related questions and problems requires: skill in program evaluation, assessment development, general research design, and applied social science statistics; and familiarity with institutional structures and operations.

Lynch School Graduate Programs

Department of Teacher Education/Special Education and Curriculum and Instruction

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading /Literacy Teaching: M.Ed., C.A.E.S.

Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.

Professional Licensure (M.A.T./M.S.T.) in English, French, Spanish, history, geoscience, biology, mathematics, elementary education, and reading.

Special Education (Moderate Special Needs, Grades Pre-K-8 and Grades 5-12): M.Ed., C.A.E.S.

Special Education (Students with Severe Special Needs, Grades Pre-K-12): M.Ed., C.A.E.S.

Department of Educational Leadership and Higher Education

Educational Leadership: M.Ed., C.A.E.S., Ed.D.

Higher Education: M.A., Ph.D.

Department of Counseling, Developmental, and Educational Psychology

Counseling Psychology: M.A., Ph.D.

Applied Developmental and Educational Psychology: M.A., Ph.D.

Department of Educational Research, Measurement, and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

Applied Statistics and Psychometrics: M.S.

Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum and Instruction/Law: M.Ed./J.D.

Educational Leadership/Law: M.Ed./J.D.

Higher Education/Law: M.A./J.D.

Higher Education/Business Administration: M.A./M.B.A.

Counseling/Pastoral Ministry: M.A./M.A.

Faculty

Albert Beaton, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

- Curt Dudley-Marling**, *Professor Emeritus*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison
- George T. Ladd**, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University
- George F. Madaus**, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College
- Vincent C. Nuccio**, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University
- Bernard A. O'Brien**, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America
- John Savage**, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University
- Charles F. Smith, Jr.**, *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University
- Mary Griffin**, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago
- Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University
- Jean Mooney**, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
- Philip Altbach**, *J. Donald Monan, S.J., Research Professor*; A.B., A.M., Ph.D., University of Chicago
- David Blustein**, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
- Henry Braun**, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University
- María Estela Brisk**, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico
- Susan Bruce**, *Professor and Chairperson*; A.A., B.A., M.A., Ph.D., Michigan State University
- Marilyn Cochran-Smith**, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania
- Rebekah Levine Coley**, *Professor*; B.A., Brandeis University; Ph.D., University of Michigan
- Anderson J. Franklin**, *Honorable David S. Nelson Professional Chair*; B.A., Virginia Union University; M.S., Howard University; Ph.D., University of Oregon
- Lisa Goodman**, *Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University
- Andrew Hargreaves**, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds
- Penny Hauser-Cram**, *Professor and Chairperson*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Janet Helms**, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
- Maureen E. Kenny**, *Professor and Dean*; B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania
- Jacqueline Lerner**, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University
- Larry Ludlow**, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago
- M. Brinton Lykes**, *Professor*; B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College
- James R. Mahalik**, *Professor and Associate Dean*; B.S., M.A., Ph.D., University of Maryland
- Michael Martin**, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
- Ana M. Martínez Alemán**, *Professor and Chairperson*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
- Ina Mullis**, *Professor*; B.A., Ph.D., University of Colorado
- Joseph M. O'Keefe, S.J.**, *Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., S.T.L., Weston School of Theology; M.Ed., Ed.D., Harvard University
- Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa
- Michael Russell**, *Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College
- Dennis Shirley**, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University
- Mary E. Walsh**, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University
- Lillie Albert**, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana-Champaign
- Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- G. Michael Barnett**, *Associate Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University
- Eric Dearing**, *Associate Professor*; B.A., University of Colorado; M.A., Ph.D., University of New Hampshire
- Audrey Friedman**, *Associate Professor and Assistant Dean, Undergraduate*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College
- Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
- Lauri Johnson**, *Associate Professor*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington
- Belle Liang**, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University
- Katherine McNeill**, *Associate Professor*; B.A., Brown University; M.S., Ph.D., University of Michigan
- Patrick McQuillan**, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University
- Gilda Morelli**, *Associate Professor*; B.A., University of Massachusetts Boston; M.A., Ph.D., University of Massachusetts Amherst
- Laura M. O'Dwyer**, *Associate Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College
- Mariela Paez**, *Associate Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University
- Lisa Patel**, *Associate Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
- Alec F. Peck**, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
- Joseph J. Pedulla**, *Research Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
- Paul Poteat**, *Associate Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign

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C. Patrick Proctor, *Associate Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

Heather Rowan-Kenyon, *Associate Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland-College Park

David Scanlon, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

Elizabeth Sparks, *Associate Professor and Associate Dean of Students*; B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College

Pratyusha Tummala-Narra, *Associate Professor*; B.A., University of Michigan-Ann Arbor; M.A., Ph.D., Michigan State University

Marina Vasilyeva, *Associate Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

Ted I.K. Youn, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Kristen Bottema-Beutel, *Assistant Professor*; B.S., University of Michigan; M.A., San Francisco University; Ph.D., University of California, Berkeley

Vincent Cho, *Assistant Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin

Oh Myo Kim, *Assistant Professor*; B.A., Rutgers College; M.Div., Princeton Theological Seminary; Ph.D., University of Minnesota, Twin Cities

Elida V. Laski, *Assistant Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University

Zhushan Li, *Assistant Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana-Champaign

Rebecca J. Lowenhaupt, *Assistant Professor*; A.B., Harvard University; Ed.M., Harvard University; Ph.D., University of Wisconsin-Madison

Julie Pacquette MacEvoy, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., Duke University

David Miele, *Assistant Professor*; B.A., M.A., Columbia University; M.S., Ph.D., Northwestern University

Rebecca Mitchell, *Assistant Professor*; B.S., M.S., Florida State University; Ed.D., Harvard University

Nelson Portillo, *Assistant Professor*; B.S., University of Central America; M.A., Ph.D., Loyola University Chicago

Lauren P. Saenz, *Assistant Professor*; A.B., Princeton University; Ph.D., University of Colorado

Patricia Weitzel-O'Neill, *Executive Director, Barbara and Patrick Roche Center for Catholic Education and Senior Lecturer*; B.A., Wheeling Jesuit University; M.A., Ph.D., St. Louis University

Nathaniel Brown, *Lecturer*; B.S., Harvey Mudd College; M.Sc., Cambridge University; Ph.D., University of California, Berkeley

Nettie Greenstein, *Lecturer*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

Margaret (Penny) Haney, *Lecturer*; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University

Anne Homza, *Lecturer*; B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University

Michael James, *Lecturer*; B.A., University of Notre Dame; M.A., Indiana University; Ph.D., Indiana University

Julia Whitcavitch-Devoy, *Lecturer*; B.A., St. Lawrence University; M.T.S., Harvard University Divinity School; Ph.D., Boston College

Contacts

- Dean's Office, Campion 101, 617-552-4200
- www.bc.edu/lsoe

Counseling, Developmental, and Educational Psychology

Course Offerings

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

APSY7101 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Permission of a faculty member

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.
The Department

APSY7404 College Student Development (Spring: 3)

Not open to non-degree students; this policy will be strictly enforced.

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

APSY7418 Applied Child Development (Fall/Spring/Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Students will focus on the acquisition of strategies that enable them to assess and understand how they and the children they work with are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

The Department

APSY7419 Applied Adolescent Development (Fall/Spring/Summer: 3)

This course is designed to provide students with an overview of the theoretical and empirical knowledge base concerning adolescent development. In particular, four broad areas will be considered: (1) psychological, biological, and cognitive transitions; (2) central developmental tasks of adolescence; (3) primary contextual influences; and (4) prevalent types of problematic functioning that emerge during adolescence. The overarching goals of the course are to provide a solid and broad understanding of how and why adolescents develop in the manner they do, and to extend this developmental understanding into research, application, and practice.

Rebekah Levine Coley

Jacqueline Lerner

Belle Liang

APSY7440 Principles and Techniques of Counseling (Fall/Summer: 3)**Summer course is intended for non-counseling majors only.**

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

*The Department***APSY7441 Issues in Counseling Men (Summer: 3)**

Examines issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Specifically examines how men's roles impact on their personal development through the life span as well as on men's health, roles as partners and fathers, and how men approach mental health services. Covers issues specific to counseling men from access to services to creating therapeutic environments for men. Uses case analysis of transcripts and videotapes.

*James Mahalik***APSY7444 Theories of Counseling and Personality I (Fall: 3)**

First part of a year-long sequence examining personality and counseling theories. To introduce students to major theories of personality in the field of psychology and how theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized in person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

*James Mahalik***APSY7445 Theories of Counseling and Personality II (Spring: 3)***Prerequisite: APSY7444*

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

*The Department***APSY7446 Child Psychopathology (Fall: 3)****Preference in enrollment will be given to students in the School Counseling program.**

Introduces the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.

*Julie MacEvoy***APSY7448 Career Development (Fall/Spring: 3)**

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.

*David Blustein***APSY7460 Interpretation and Evaluation of Research (Spring/Summer/Fall: 3)****Section 12 Mental Health students only**

Improves students' understanding of quantitative research literature in education and psychology. Concentrates on developing conceptual understandings and communication, skills needed by the competent reader and user of research reports. Particularly emphasizes critical evaluation of published research. Section 12 of this course is designed for and restricted to students in the M.A. in Mental Health Counseling. Other sections do not meet licensing requirement for mental health students.

*Larry Ludlow***APSY7461 Human Rights Interdisciplinary Seminar (Spring: 3)****Cross listed with THEO7461, EDUC7461, LAWS7461 and UNAS7461**

Application: Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2015.

This seminar develops an interdisciplinary understanding of—and responses to—the compelling human rights challenges of our times. This year it will be co-taught conducted with Michael Delaney, Director of Humanitarian Response at Oxfam America, and with participation by others affiliated with the Center for Human Rights and International Justice (see www.bc.edu/humanrights). It will explore human rights in the context of contemporary humanitarian crises and the forced migration that results from such crises. The relation between such crises and both warfare and economic justice will be explored. The ethical perspectives that should guide responses by political, religious and civil communities to humanitarian crisis and the plight of refugees today will be considered throughout the course.

*David Hollenbach***APSY7462 Assessment and Test Construction (Fall: 3)**

This course addresses the major issues in educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Statewide testing programs are also examined.

*Joseph Pedulla***APSY7465 Psychological Testing (Fall/Spring: 3)**

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the

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counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will gain laboratory experience in administration, scoring, and interpretation of psychological tests.

Janet Helms

Julie MacEvoy

APSY7468 Introductory Statistics (Fall: 3)

An introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

Zhushan Mandy Li

Laura O'Dwyer

APSY7469 Intermediate Statistics (Fall/Spring: 3)

Prerequisites: ERME/APSY7468 or its equivalent, and computing skills

This course normally follows APSY7468 or its equivalent.

Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

Joseph Pedulla

APSY7470 Advanced Practicum: Human Development (Fall/Spring: 3)

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to psychological theories, research, and applications. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class, and diversities of language, ability, sexuality, etc. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options.

The Department

APSY7518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

The Department

APSY7528 Multicultural Issues (Fall/Summer: 3)

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

The Department

APSY7529 Psychology of Drug and Alcohol Abuse (Summer: 3)

Designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

The Department

APSY7535 Exploring Spirituality in Psychological Practice (Summer: 3)

The proposed course is designed for applied psychology and counseling students interested in better understanding and responding to clients and community members whose symbolic worlds include a religious or spiritual framework. In order to develop tools with which to engage such frameworks with sympathetic yet critical understanding, it will integrate perspectives on spirituality with approaches to psychological treatment and interventions. These approaches include: attachment theory, cognitive behavioral therapy, constructivist work on meaning making with regard to personal narrative, and various perspectives on psychological trauma and addiction. The psychosocial function of religious texts, especially the Jewish/Christian scriptures, will be a focus.

The Department

APSY7540 Issues in School Counseling (Fall: 3)

Restricted to students in the School Counseling program

This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, culture, and community. Professional issues related to the practice of school counseling are examined, and recent innovations in the field are reviewed.

Mary Walsh

APSY7543 Psychopathology (Fall: 3)

Prerequisite: APSY7444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.

The Department

APSY7549 Psychology of Trauma: Cross-Cultural and Social Justice (Fall: 3)

The focus of this course is on the biopsychosocial aspects of traumatic stress. The course involves an exploration of psychological sequelae of various types of interpersonal violence, such as physical abuse, sexual assault, and political trauma across diverse populations. Assessment and clinical and community-based interventions concerning traumatic stress will be discussed with attention to cultural and linguistic diversity. The course includes a special emphasis on the examination of social justice and human rights in the context of interpersonal and collective violence.

Usha Tummula-Narra

APSY7565 Large-Scale Assessment: Procedures and Practice (Spring: 3)

Recommended: ERME7462 and ERME7468

Examines measurement concepts and data collection procedures in the context of large-scale assessment. Considers technical, operational, and political issues in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Covers

framework development, instrument development, sampling, data collection, analysis, and reporting, in relation to both standardized educational achievement tests and questionnaires.

Ina Mullis

APSY7605 Ethical and Legal Issues in Counseling (Summer: 3)

Topics include professional codes and ethical principles; laws governing mental health professions; confidentiality, privacy and record keeping; client rights and malpractice; issues in supervision; dual role relationships; psychological assessment; and, issues specific to minorities, children and specialized treatment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals.

David Blustein

APSY7611 Learning and Development among Early Learners (Fall: 3)

Focuses on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Examines individual differences and the effects of special needs on learning and development, as well as program implications.

Mariela Paez

APSY7617 Learning and Cognition (Spring: 3)

Discusses theories of learning and cognitive development, explores roles of biology and environment, and examines different interpretations of environment. Discusses whether learning and cognitive development are similar or different processes. Also examines the nature of intelligence, role of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research are discussed.

Elida Laski

**APSY7633 Impact of Psychosocial Issues on Learning (Spring: 3)
M.A. students only; not appropriate for Ph.D. students**

Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses the role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues.

The Department

APSY7638 Issues in Short Term Counseling (Spring: 3)

This course is designed to introduce students to the techniques and issues related to the practice of short-term therapy. Special attention is given to current trends in health care delivery, including the managed care environment and how to adapt various models to this environment. Students will learn a number of coherent strategies to treat a variety of presentations and populations in a short-term model. They will also gain an understanding of the complexities of providing quality mental health care in today's clinical settings.

The Department

APSY7640 Seminar in Group Counseling and Group Theory (Spring: 3)

Sections .01 and .02 will focus across the life span with an emphasis on working with adults. Section .04 will focus on working with children and youth.

Limited to 25 students

This course examines both the theory and practice of group counseling. Among the theoretical positions discussed are client centered,

behavioral, existential, and rational emotive. Important aspects of group process are also discussed including group leadership, group membership, establishing a group, and maintaining a group. As such the course covers therapist issues, patient selection criteria, group structuring as well as basic therapeutic techniques. The course prepares students to design structured counseling groups, to prepare group counseling materials, and to lead counseling groups of various types.

The Department

APSY7642 Introduction to Play Therapy (Summer: 3)

Examination of various theoretical approaches to play therapy as a treatment modality for school age and preschool children. Discusses techniques, methods, and processes of play therapy, as well as strengths and limitations of this treatment approach.

Guerda Nicolas

APSY7645 Advanced Psychological Assessment (Fall: 3)

Offered biennially

Restricted to Ph.D. students in Counseling Psychology. Others by instructors permission. This is a year-long course, one credit in the Fall, two credits in the Spring.

Provides an introduction to a variety of assessment tools commonly used to diagnose psychological disorders and inform treatment planning for children, adolescents, and adults. Assessment tools covered in this course include projective and personality tests, intelligence tests, tests of achievement, neuropsychological tests, and symptom checklists. Focus will be upon the theory, administration, scoring, and interpretation of these tools. Critical issues in the use of these measures, including ethical, psychometric, social, and legal concerns will be addressed. Students will complete and present integrated test batteries.

Julie MacEvoy

**APSY7648 Pre-practicum: Diversity and School Culture (Fall/
Spring: 3)**

Open only to School Counseling students

A two-semester experience in schools. In semester one, students spend one-half day per week in a school with a diverse population. In semester two, students spend one day per week (minimum of 75 hours) in another school working under the supervision of a school counselor. The pre-practicum experience is processed each week in small group laboratory sections.

Sandra Morse

APSY7660 Internship—Counseling I (Fall: 3)

Prerequisite: Permission of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

The Department

APSY7661 Internship—Counseling II (Spring: 3)

Prerequisites: APSY7660 and Permission of the Internship Coordinator

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to

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further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

The Department

APSY7665 Developmental Disabilities: Evaluation, Assessment, Families and Systems (Fall: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

APSY7666 Developmental Disabilities: Values, Policy, and Change (Spring: 3)

This course will be held at Children's Hospital.

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community.

David Helm

APSY7740 Topics in the Psychology of Women (Spring: 3)

Explores current theory and research on the psychology of women and implications of this work for psychologists and educators. The first half of course examines and critiques major themes that have emerged in the field over the last three decades and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

The Department

APSY7743 Counseling Families (Spring: 3) School Counseling students should take section .01 and Mental Health students should take section .03.

The purpose of this course is to provide students with an introduction to family and couple counseling theory, and perspectives of family therapy along with issues of diversity. This course will focus on theory and practice, viewing the couple/family as a unitary psychosocial system. Major topics will include history, theory, and practice models, healthy family functioning, family dysfunction, and intervention techniques. This course will also address issues relative to diversity in families and couples along with perspectives of family therapy.

The Department

APSY7748 Practicum in Counseling II (Spring: 3) Continuation of APSY7648; open only to Counseling Psychology students

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

The Department

APSY7940 Practicum in School Counseling Pre-K-8 (Fall: 3) Prerequisite: Permission of Practicum Director, Dr. Sandra Morse Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days per week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

APSY7941 Practicum in School Counseling Pre-K-8 (Spring: 3) Prerequisite: Permission of Practicum Director, Dr. Sandra Morse Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Continuation of APSY7940.

The Department

APSY7950 Practicum in School Counseling 5-12 (Fall: 3) Prerequisite: Permission of Practicum Director, Dr. Sandra Morse Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

APSY7951 Practicum in School Counseling 5-12 (Spring: 3) Prerequisite: Permission of Practicum Director, Dr. Sandra Morse Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.

Continuation of APSY7950.

The Department

APSY8100 Master's Comprehensives (Fall/Spring/Summer: 0) All master's students who have completed their course work and are preparing for comprehensive exams must register for this course. Elizabeth Sparks

APSY8101 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

The Department

APSY8115 Social and Affective Processes (Fall: 3)

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these

literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

Jacqueline Lerner

APSY8667 General Linear Models (Fall: 3)

Prerequisite: ERME/APSY7469

Ph.D. students only; all others by instructor permission

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover multiple regression models; matrix algebra operations; parameter estimation techniques; missing data; transformations; exploratory versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.

Larry Ludlow

APSY8714 Advanced Research Methods in Counseling,

Developmental, and Educational Psychology (Fall: 3)

Restricted to doctoral students in Applied Developmental and Educational Psychology and M.A. students in the research focus.

Permission of instructor required.

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.

The Department

APSY8741 Advanced Seminar in Psychopathology (Spring: 3)

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.

Mary Walsh

APSY8745 Biological Bases of Behavior (Summer: 3)

Offered biennially

This course reviews a variety of topics within the biological bases of behavior, employing a neuroanatomical starting point. Students learn neuroanatomy in some detail; moreover, course explores basic mechanics of the nervous system, basic psychopharmacology, and sensation and perception. Also examines cognitive functions associated with different regions of the brain as well as neurodevelopmental, psychiatric, and neurological disorders. In addition, students will have opportunity to read some of the more contemporary writings in the field of neuroscience.

The Department

APSY8813 Sociocultural Contexts of Development (Spring: 3)

Offered biennially

Doctoral seminar which seeks to explore both theoretical and empirical scholarship on the primary sociocultural contexts within which human development is embedded, including families, schools, communities, and cultural environments; to consider the bidirectional

relationships between such contexts and individuals' development; and to improve competencies in critically evaluating the methodological and theoretical strengths and weaknesses of research in the field.

Rebekah Levine Coley

Eric Dearing

Jacqueline Lerner

APSY8822 History of Psychology (Fall: 3)

Offered biennially

Ph.D. students only; all others by instructor permission

This course surveys the philosophical roots and the development of psychological thought from the Grecian and medieval periods to the present. Topics include: doctrines of human nature in early Greek philosophy; emergence of science in the post-Renaissance period; contributions of Descartes, Locke, the British empiricists and associationists to mental philosophy; major developments in nineteenth-century physiology; Darwin's evolutionary theory and its implications for psychology; emergence of psychology as an independent discipline; the rise and demise of the major systematic schools in psychology--structuralism, functionalism, Gestalt, behaviorism and psychoanalysis and, an overview of recent theoretical developments and controversies in contemporary psychology.

Janet Helms

APSY8851 Qualitative Research Methods (Fall/Spring: 3)

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

The Department

APSY8917 Cognitive-Affective Bases of Behavior (Fall: 3)

Ph.D. students only; all others by instructor permission

This course discusses theories of human development and examines empirical research on cognitive and affective processes underlying behavior. In addressing the cognitive bases of behavior, it explores key mental processes (e.g., attention, memory, problem solving) and constructs (e.g., schemas, heuristics) that have been instrumental in understanding everyday functioning. The socio-affective bases of behavior addressed in the course include emotions, temperament, and self-concept. The students in this course explore fundamental theoretical questions, such as the role of biology and environment in development, and consider practical applications of current theoretical and empirical knowledge concerning the bases of human behavior.

Marina Vasilyeva

APSY8919 Advanced Topics in Cognition and Learning (Spring: 3)

Offered biennially

For Ph.D. students in Applied Developmental Psychology; open to ADEP M.A. students and other doctoral students with instructor's permission

This course will explore the basic processes underlying human cognition and the role of these processes in acquiring knowledge in key domains. Our main goal is to provide our students with a foundational framework in cognitive psychology that can be applied to better understand human behavior and learning. The first part of the course will

focus on perception, attention, memory, categorization, and reasoning. The second part of the course will focus on learning in key domains of cognition, such as mathematics, science and language.

Elida Laski

APSY9840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)

Prerequisite: Permission of Director of Training

Offered biennially

Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.

The Department

APSY9841 Quantitative Research Design in Counseling and Developmental Psychology (Fall/Spring: 2)

Doctoral students in Counseling and Developmental Psychology. Others by instructor's permission. This is a year-long course; one credit in the Fall, two credits in the Spring.

In this year-long seminar, students examine quantitative research designs and application employed in the Counseling and Developmental Psychology literatures, including randomized, nonrandomized, cross-sectional, and longitudinal designs. Students present and critique published research exemplifying specific designs, propose empirical studies that could advance counseling and developmental psychology, and present findings from their own empirical work.

Eric Dearing

Paul Potrat

APSY9842 Seminar in Counseling Theory (Fall: 3)

Offered biennially

Doctoral students in Counseling Psychology only

Deepens students' understanding of psychological theory, and facilitates a life-long journey of integrating theory with practice. Provides knowledge and understanding of traditional and contemporary theories of psychotherapy, and helps students develop a critical perspective that will enable them to evaluate the usefulness of these theories for their clinical work with clients. Class discussions cast a critical eye on the development of the discipline, including its philosophical and contextual roots, and analyze the values inherent in mainstream psychological practice. Considers strengths and limitations of each school, and uses case examples to gain expertise in applying theory to practice.

A.J. Franklin

APSY9843 Seminar in Career Development (Spring: 3)

Prerequisite: APSY7448 or equivalent

Offered biennially

Advanced doctoral-level seminar on career development theory and research and on the psychology of working. First part of course consists of critical review of major approaches to understanding career behavior and development, empirical support for prevailing theoretical constructs, and empirical efforts related to career interventions. Special attention to issues specific to persons of color, women, gays, lesbians, individuals with disabling conditions, working-class adults, and non-college-bound youth. Examines space between work and interpersonal relationships.

David Blustein

APSY9844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall/Spring: 2)

For doctoral students in Counseling Psychology, and others by permission only. This is a year-long course; one credit in the Fall, two credits in the Spring.

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso- (community, organizations) and macro (government, policy, social norms) levels, in addition to the more traditional micro (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

Lisa Goodman

APSY9846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 2)

Prerequisite: Master's-level counseling practicum

This is a year-long course; one credit in the Fall, two credits in the Spring.

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20–24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Belle Liang

Elizabeth Sparks

APSY9849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)

Prerequisites: Permission of Director of Training; minimum of 400 clock hours of counseling practicum (e.g., APSY7660, 7661, 9846)

Doctoral candidates in Counseling Psychology only

By arrangement only

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) or two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

David Blustein

APSY9864 Advanced Qualitative Research (Fall: 3)

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

The Department

APSY9901 Doctoral Comprehensives (Fall/Spring: 1)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.
Elizabeth Sparks

APSY9911 Doctoral Continuation (Fall/Spring/Summer: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Students are expected to work on their dissertation at least 20 hours per week.

The Department

APSY9920 Seminar on Current Issues in Counseling, Applied Developmental and Educational Psychology (Fall/Spring: 3)
Open only to doctoral students in Applied Developmental and Educational Psychology

Introduces students to a variety of current research topics, professional development issues, teaching preparation, and application in the fields of Applied Developmental and Educational Psychology. Includes colloquia by invited speakers and by students.

The Department

APSY9941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 2)

Prerequisites: Advanced Statistics and Research Design. Permission of instructor required.

This is a year-long course; one credit in the Fall, two credits in the Spring.

This course is designed to assist students in the preparation of a formal doctoral dissertation intent. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation intent is required for completion of the course.

The Department

APSY9988 Dissertation Direction (Fall/Spring: 3)

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are ELHE/APSY9988. The other three are typically the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

Teacher Education and Curriculum and Instruction**Course Offerings**

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

EDUC7101 Readings and Research In Curriculum and Instruction (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

Alec Peck

EDUC7250 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall/Spring: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the

different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

Rebecca Mitchell

EDUC7401 Supervision in Action (Spring: 3)

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating the BC Teacher Education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

Amy Ryan

EDUC7420 Initial License Practicum (Fall/Spring: 6)

Corequisite: EDUC7432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, and Secondary. Placements are made in selected schools in the greater Boston area, and designated international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

EDUC7421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

Lillie Albert

EDUC7429 Graduate Pre-Practicum (Fall/Spring: 1)

Corequisite: EDUC7431

Graded as pass/fail

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected schools in the greater Boston area. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon notification.

Fran Loftus

Melita Malley

EDUC7431 Graduate Inquiry Seminar: One (Fall: 1)

Corequisite: EDUC7429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to

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help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 7432 which is taken in conjunction with full-time student teaching (EDUC7420).

The Department

EDUC7432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)

Corequisite: EDUC7420

Donovan Urban Scholars must enroll in EDUC7432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfies the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.

The Department

EDUC7435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

The Department

EDUC7436 Curriculum Theories and Practice (Fall/Spring: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

The Department

EDUC7438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention, and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services, and supports available for creating a more just society through education.

Richard Jackson

EDUC7447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content

areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

The Department

EDUC7473 Teaching Writing (Summer: 3)

In this course, developing and sustaining a writing curriculum for teachers in K–12 will be practiced and discussed, including a variety of pedagogical approaches to developing a sustained and enjoyable classroom writing culture. The primary emphasis will be on learning through doing—students will write in a variety of genres themselves (poetry, short fiction, memoir, reader response essay) with group discussion on process and implementation in their individual classrooms and based on their own students' needs. Grade is based on a portfolio of finished writing and a strategic plan for implementing writing protocols and ideas in the classroom.

Susan Roberts

EDUC7492 Deaf/Blind Seminar (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

The Department

EDUC7529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

EDUC7542 Teaching Reading (Fall/Summer: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

The Department

EDUC7543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

Maria Estela Brisk

EDUC7546 Teaching About the Natural World (Fall/Spring: 3)

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

G. Michael Barnett

EDUC7550 Integrat Sci Res, Service/Community and Soc/Environ Jus (Fall/Summer: 3)

Cross listed with EESC2275

This course is designed for environmental studies minors, secondary science teachers, or those who are interested in learning more about conducting scientific research. A key feature of this course will be the engagement in the design and development of research projects around air quality, hydroponics, and alternative energies. Embedded in each project will be the need to learn how to power and utilize alternative energy systems to maintain and sustain the equipment needed for each research project.

Mike Barnett

EDUC7579 Educational Assessment of Learning Problems (Fall: 3)

Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, and Reading Specialist Programs. Not open to Special Students.

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. The focus is on identifying students with mild/moderate disabilities. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, addressing critical issues, and designing approaches to monitoring progress.

The Department

EDUC7610 Clinical Experience (Fall/Spring: 6)

Prerequisites: Approval by the Practicum Office, good academic standing, and successful completion of all undergraduate practicum regular education teacher certification requirements

Corequisite: EDUC7432

Candidates who intend to complete the specialist practicum in their own classroom or in a paid internship must meet with the Director as soon as possible to ensure that the responsibilities of the position are aligned with the license the candidate is seeking.

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

EDUC7621 Bilingualism, Second Language, and Literacy Development (Fall/Spring/Summer: 3)

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also

addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

Maria Estela Brisk

Mariela Paez

Patrick Proctor

EDUC7665 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall: 3)

This course will be held at Children's Hospital.

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community.

David Helm

EDUC7666 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)

This course will be held at Children's Hospital.

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community.

David Helm

EDUC7726 Clinical Experience in Reading (Fall: 6)

The Department

EDUC7727 Family and Community Engagement (Fall: 3)

The Department

EDUC7901 Urban Catholic Teacher Corps (Fall/Spring: 0)

Open only to teachers participating in the Urban Catholic Teacher Corps program

See the Urban Catholic Teacher Corps' website (www.bc.edu/content/bc/schools/lsoe/cce/uctc.html) for details or contact the program office at 617-552-0602.

Charles Cownie

EDUC8100 Master's/C.A.E.S. Comprehensive Exam (Fall: 3)

The Department

EDUC8101 Interim Study: Master's/C.A.E.S. Students (Fall: 3)

The Department

EDUC8528 Understanding Learning Disabilities and Education (Summer: 3)

Prerequisites: EDUC1044 or EDUC7438 or waiver for equivalent experience

General and special educators are responsible for serving students with learning disabilities, only some of whom have an identified disability. Course topics include: theories and knowledge of what learning disabilities are, characteristics of students with LD across the life span, and major approaches to service delivery and instruction. This course is appropriate for educators working at the elementary level and higher.

David Scanlon

EDUCATION

EDUC9709 Research on Teaching (Fall: 3)

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

Marilyn Cochran-Smith

EDUC9711 Historical and Political Contexts of Curriculum

(Spring: 3)

Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction.

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

Dennis Shirley

EDUC9729 Controversies in Curriculum and Instruction

(Spring: 3)

Offered biennially

Explores contemporary curriculum controversies in American education as well as the ways these are shaped by differing conceptions of teaching, learning, and the purposes of schooling and by the larger social, historical, political, and cultural contexts in which schooling occurs. The course assumes a broad and encompassing definition of curriculum and the aspects of instruction, assessment, and teacher preparation that have major implications for curriculum. Although the focus of the course is on curricular controversies in K–12 education, controversies related to the curriculum of early childhood education, adult learning, and higher education are also relevant.

The Department

EDUC9737 Contemporary Issues in Curriculum & Instruction:

Early Childhood/Elementary Ed Theory, Research and Policy

(Summer: 3)

Cross listed with SOCY7737

This course is best suited to doctoral students who have completed at least their first year of doctoral studies.

This course is designed to provide doctoral students (and advanced masters students) with an overview of current issues in the field of early childhood/elementary education by reviewing and discussing a wide range of theory and research relevant to the period of development from 0–8 years of age. The course will review theoretical frameworks that are influential in early childhood/elementary education including constructivist, contextualist, and developmental systems theories. In addition, the course will explore current early childhood programs and models. Particular attention will be given to the domain of language and literacy development across models and research in this area. Finally, contemporary debates and controversies in the field will be explored, with a

specific focus on policy implications. Emphasis will be given to how theory, models and research in this area address the needs of all learners, including culturally and linguistically diverse children.

Lisa Patel Stevens

EDUC9755 Theories of Leadership (Spring: 3)

Recommended for doctoral students

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration.

Andrew Hargreaves

EDUC9803 History of Education (Fall: 3)

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.

Dennis Shirley

EDUC9819 Educational Change (Fall: 3)

Offered biennially

This course focuses on the study of change theories and approaches, their application in educational reform, and their impact on teaching and learning. Students examine the history of educational change and consider the forces for and against change in schools and other educational organizations. Each student is expected to conduct a research study of an educational change initiative.

The Department

EDUC9851 Qualitative Research Methods (Fall/Spring: 3)

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

Robert Starratt

EDUC9864 Advanced Qualitative Research (Fall: 3)

Offered biennially

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

The Department

EDUC9902 C&I Doctoral Comprehensive Exam: Publishable Paper (Fall/Spring/Summer: 1)

The C&I doctoral program comprehensive exam will now take the form of a publishable paper.

Elizabeth Sparks

EDUC9911 Doctoral Continuation (Fall: 3)

The Department

EDUC9951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

Curt Dudley-Marling

EDUC9988 Dissertation Direction (Fall: 3)

The Department

Educational Leadership and Higher Education**Course Offerings**

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

ELHE7101 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

Ana M. Martínez Alemán

Katya Salkever

ELHE7102 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

The Department

ELHE7103 Education Law and Public Policy (Fall/Spring: 3)

Cross listed with LAWS7703

Registration by LSOE students is by department permission only.

LSOE students please contact the department by e-mail at elhe@bc.edu. Law students register through the normal Law School registration process.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions;

student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

The Department

ELHE7202 Global and Comparative Systems in Higher Education (Spring: 3)

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

Laura Rumbley

ELHE7301 Organization and Administration of Higher Education (Spring: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

Ted I.K. Youn

ELHE7303 Financial Management in Higher Education (Spring: 3)

This course strives to provide a comprehensive introduction to modern day financial management theories and techniques in higher education. A specific focus will be placed on real life context and practical application across a broad range of specialized topics including: endowment management, fundraising, budgeting, long range planning, debt management, financial statement analysis, cash management, resource allocation and risk management. These topics will be examined through the lens of the recent economic downturn, which has structurally changed the financial and economic landscape of higher education. The tradeoff between risk and return will serve as a common framework for class discussions.

John Zona

ELHE7401 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

Heather Rowan-Kenyon

ELHE7402 College Student Exper: Access, Choice, and Persistence (Spring: 3)

This course explores the ways in which the higher education community has addressed three basic questions: Who goes to college? What sorts of experiences do students have in college? And, as a consequence of their experiences, who do they become by graduation? The course

will familiarize students with the nature and characteristics of the college student population in American higher education, the variety of research methods used to study college students, and some of the many effects and outcomes of college student experiences.

Heather Rowen-Kenyon

ELHE7403 Counseling Techniques in Higher Education (Fall/Summer: 3)

Not appropriate for Mental Health or School Counseling students

Provides an introduction to theoretically-based counseling skills for professionals in higher education and other education and community settings. The areas of communications skills involving the use of role-playing, observation, and practice components are emphasized. Postsecondary case studies cover a range of counseling issues and are applicable to a wide range of settings involving late adolescents and adults.

The Department

ELHE7404 College Student Development (Spring: 3)

Not open to non-degree students; this policy will be strictly enforced

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ELHE7405 Assessment in Student Affairs (Spring: 3)

The purpose of this course is to introduce students to aspects of student affairs assessment including: (1) understanding different approaches to assessment; (2) choosing appropriate research designs and methods; and (3) following professional standards and guidelines. At the end of this course students will be able to read, interpret, and critique research and assessment in student affairs and higher education, and design appropriate assessments in the field of student affairs.

Heather Rowan-Kenyon

ELHE7501 Catholic Higher Ed Administration and Leadership (Summer: 3)

Cross listed with TMCE7121

Please see website for more information on the Institute for Administrators in Catholic Higher Education: www.bc.edu/schools/lsoe/cce/highered/iache.html

This course explores contemporary issues, organizational and governance structures and distinct characteristics of successful Mission leadership for administrators at Catholic Colleges and Universities focusing on effective campus policy development, strategic planning, and assessment. Students will engage research, historical literature, Church documents, lectures and group exercises. A unique component to this course is participation in the Institute for Administrators in Catholic Higher Education (IACHE)—a four-day seminar for senior administrators and leaders in Catholic higher education where internationally recognized scholars and practitioners address the challenges and opportunities that Catholic higher education faces on a daily basis.

Michael James

ELHE7501 Catholic Higher Education Administration and Leadership (Summer: 3)

Cross listed with TMRE7155

Offered periodically

Please see website for more information on the Institute for Administrators in Catholic Higher Education: www.bc.edu/schools/lsoe/cce/highered/iache.html

This course explores contemporary issues, organizational and governance structures and distinct characteristics of successful Mission leadership for administrators at Catholic Colleges and Universities focusing on effective campus policy development, strategic planning, and assessment. Students will engage research, historical literature, Church documents, lectures and group exercises. A unique component to this course is participation in the Institute for Administrators in Catholic Higher Education (IACHE)—a four-day seminar for senior administrators and leaders in Catholic higher education where internationally recognized scholars and practitioners address the challenges and opportunities that Catholic higher education faces on a daily basis.

Michael James

ELHE7502 Institute for Administrators/Catholic Higher Ed (Summer: 1)

Each July, the Institute for Administrators in Catholic Higher Education hosts a five-day seminar providing a singular opportunity for administrators and leaders at Catholic colleges and universities around the globe to interact with some of the nation's most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. The seminar is designed to serve administrative leaders such as presidents, provosts, vice-presidents, deans, mission officers, major program directors, and others in positions responsible for institutional mission and identity. For more information, please visit the website: www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html

Michael James

ELHE7504 Religion and Higher Education (Fall: 3)

Cross listed with TMRE7119

Faith, religion and spirituality have become topics of increasing interest for scholars and practitioners in higher education administration and student personnel development. This course explores the historical, sociological and cultural dynamics between religion and higher education. Topics include secularism, modernity, and challenges to the integration of faith and intellectual life. Additional topics include: religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; academic freedom; constitutional matters; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning in a modern, democratic, pluralistic society.

Michael James

ELHE7602 Topics: Global Citizenship and Higher Ed (Fall/Summer: 3)

Prerequisite: EDUC7404

Higher Education the world over is coming to terms with a growing need to think “globally” and act accordingly. One key aspect of this emerging awareness is the notion of “global citizenship.” ELHE760201 “Contemporary Issues: Global Citizenship and Higher Education” provides a forum for the exploration of definitions of this evolving concept; examines the reasons why global citizenship has become important in

recent years and what's at stake in this discussion; and looks how the global citizenship discourse plays out in both policy contexts as well as in the practical life of higher education institutions.

Karen Arnold

ELHE7603 Internationalization of American Higher Education (Fall: 3)

American higher education operates today in a highly internationalized context. All professionals working in postsecondary education in the United States or in collaboration with U.S. partners must have a clear understanding of the range of opportunities and challenges presented by the new international agenda. This course has two main objectives. The first is to introduce students to the central issues relevant to the international dimension of higher education. The second objective is to promote students' understanding of the practical implications of internationalization for their own work in higher education administration and/or policy-making contexts.

Liz Reisberg

Laura Rumbley

ELHE7605 Public Policy, Politics, and Higher Education (Spring: 3)

This course will examine how policy design, policy contexts, and dynamic processes in higher education work. It focuses on several contemporary public policy issues in higher education such as unequal access to higher education, affirmative action in higher education, federal funding of scientific research, and others.

Ted Youn

ELHE7606 Diversity in Higher Education: Race, Class, and Gender (Summer: 3)

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, access and financial aid practices.

The Department

ELHE7607 Seminar on Law and Higher Education (Spring: 3)

Prerequisites: ELHE7103/LAWS7703 Education Law and Public Policy or 2L or 3L status at BC Law School

Cross listed with LAWS7706

Offered biennially

The Law and Higher Education seminar covers a broad range of pressing contemporary topics impacting institutions of higher education. Topics range from First Amendment concerns on campus, to the business of higher educational institutions (e.g., intellectual property protections and high profile athletic programs), to the impact of government and non-governmental actors on the university, to the future prospects of the American higher education model. The legal, historical, and theoretical underpinnings of each issue are covered, but the focus of the seminar is on the practical decision-making of general counsel, administrators, students, and others who coexist in the university context.

Philip Catanzano

ELHE7608 Gender and Higher Education (Spring/Summer: 3)

Offered periodically

Topics include the history of women in higher education, gender and student development, gender and learning, the campus and

classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, sexuality, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

Ana M. Martínez Alemán

Susan Marine

ELHE7609 Law and Education Reform (Spring: 3)

Prerequisites: 2L or 3L status in the Law School or successful completion of ELHE7103/LAWS7703 Education Law and Public Policy for Lynch School students

Cross listed with LAWS4492

Offered biennially

This interdisciplinary seminar addresses the role of law in education reform and the relationship between law and social science in efforts to promote educational attainment in the nation's elementary and secondary schools. The primary focus will be contemporary education reform issues, including educator quality, access to meaningful opportunity to learn, curriculum control, and student, teacher, administrator, and parental rights. The focus of the course will be inquiry on the role of law in school reform, the limits of law-based education reform, and the consequences of statutory requirements for scientific evidence-based approaches to education programs.

Diana Pullin

ELHE7701 Introduction to Educational Leadership and Change (Fall: 3)

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course and, through discussion and the utilization of case studies, to propose improvements to those realities.

Lauri Johnson

ELHE7703 Education Law for District Leaders (Fall: 3)

This course is for PSAP students only.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

The Department

ELHE7704 Ethics and Equity in Education (Fall: 3)

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations

of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

Robert Starratt

ELHE7707 Leadership for Social Justice (Spring: 3)

This course introduces students to the theory and practice of leadership for social justice at the school and district level. Definitions, approaches, and controversies in this emerging field will be examined. Readings, films, class discussions, and case studies related to the topics of race, ethnicity, culture, language, gender, social class, religion, sexual orientation, and disability will focus on how these issues affect educators, students and their families in today's K–12 schools. In particular, students will learn about leadership which is culturally and linguistically responsive; strengthens parent-community-school relationships; and formulates diversity policies to promote educational equity for students from diverse groups.

Lauri Johnson

ELHE7708 Instructional Supervision (Spring: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

Irwin Blumer

ELHE7711 Using Data and Evidence for School Improvements (Fall: 3)

This course prepares leaders to manage initiatives around continuous improvement and data-informed inquiry. On one hand, students will develop basic research skills that will contribute to evidence-based school improvement, including action research. On the other hand, students will explore the landscape of supports and barriers to using data and other evidence effectively in schools. In particular, students will explore the role of leadership in: the appropriate use and design of assessments; fostering a positive cycle of inquiry among educators; and the effective use of information systems and other technologies.

The Department

ELHE7712 Sheltered English Immersion for School Leaders (Summer: 2)

The Department

ELHE7753 Organizational Analysis (Fall: 3)

Cross listed with SOCY7753

The objective of this research is to provide graduate students with an opportunity to conduct research in organizations. To accomplish this objective, this seminar will present principles of theorizing of formal organizations, so that students learn to conceptualize from the assigned readings and develop theoretical explanations. The readings will introduce basic concepts that guide a broad level of understanding of formal organizations and at the same time give practice in applying them to analyses.

The Department

ELHE7900 Internship in Higher Education (Fall/Spring: 3) Restricted to M.A. students in the Higher Education program

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Michelle Brown

Paul Brown

Heather Rowan-Kenyon

ELHE7901 Field Experience in Higher Education (Fall: 2) Restricted to M.A. students in the Higher Education program

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Michelle Brown

Paul Brown

Heather Rowan-Kenyon

ELHE7902 Advanced Field Experience in Higher Education (Spring: 1) Restricted to M.A. students in the Higher Education program

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers transition into the workforce and relating field work issues to theory and research in higher education.

Michelle Brown

Paul Brown

Heather Rowan-Kenyon

ELHE7952 Practicum in School Principalship (Fall/Spring: 3)

A 500-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ELHE8100 Master's/C.A.E.S. Comprehensive Exam (Fall: 3)

The Department

ELHE8101 Interim Study: Master's/C.A.E.S. Students (Fall: 3)

The Department

ELHE8703 Capstone Seminar (Fall: 3)

Offered periodically

Vincent Cho

Lauri Johnson

Rebecca Lowenhaupt

ELHE8704 Capstone Direction (Fall: 3)*The Department***ELHE8823 Research Design III (Fall: 2)**

Offered periodically

This course is for PSAP students only.

This course aims to support PSAP students during the data analysis phase of their dissertations in practice. These projects may be qualitative, quantitative, or mixed methods. Accordingly, this course is structured in a seminar or workshop format. Although some time is allowed for data collection, the course assignments are geared toward helping students develop, report, and present research findings.

*Vincent Cho***ELHE9501 Doctoral Proseminar in K–16 Administration (Fall: 3)****Ph.D. students in Ed Admin or Higher Ed only**

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

*Karen Arnold**Ana Martin***ELHE9502 Seminar in Research in Higher Education (Fall: 3)***Prerequisites:* ELHE7301 and Doctoral Standing**Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.**

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

*Karen Arnold***ELHE9901 Doctoral Comprehensives (Fall/Spring/Summer: 1)**

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

*Elizabeth Sparks***ELHE9911 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

*The Department***ELHE9988 Dissertation Direction (Fall/Spring: 3)***Prerequisite:* Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

*The Department***Educational Research, Measurement, and Evaluation****Course Offerings**

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

ERME7101 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)*Prerequisite:* Faculty member approval**By arrangement**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

*The Department***ERME7460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)****Mental Health counseling students must take APSY7460.12. Other sections do not meet licensing requirement for mental health students.**

This course will improve a students' understanding of the empirical research literature in education and psychology. It concentrates on developing the conceptual foundations of empirical research and the practical analytic skills needed by a competent reader and user of research articles. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs. Exercises emphasize the critical evaluation of published research. Each student will develop a research proposal.

*Larry Ludlow**Lauren Saenz***ERME7462 Assessment and Test Construction (Fall: 3)**

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Standardized norm-referenced tests and statewide testing programs are also examined.

*The Department***ERME7466 Program Evaluation I (Fall: 3)****ERME7466 is a prerequisite for ERME7467 Program Evaluation II.**

This course addresses the theoretical and philosophical foundations of program evaluation, with emphasis on the roles of social and political theory, methodology, epistemology, and philosophy of science in various models of evaluation in education. Each evaluation model will be examined in terms of the purpose, knowledge construction, the role of the evaluator, relationship to objectives, relationship to policy and decision-making, criteria, and design. The course also includes a focus on issues of value-neutrality and value judgment.

*Lauren Saenz***ERME7467 Program Evaluation II (Spring: 3)***Prerequisite:* ERME7466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, addressing limitations related to various issues, analysis of data, interpretation and reporting of data, and budgeting. Standards, competencies, and ethical considerations for program evaluation will also be covered.

Lauren Saenz

EDUCATION

ERME7468 Introductory Statistics (Fall: 3)

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position, and dependence; the normal distribution; and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, sampling distribution of t , and inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

Zhushan Mandy Li

Laura O'Dwyer

ERME7469 Intermediate Statistics (Fall/Spring: 3)

Prerequisites: ERME/APSY7468 or its equivalent and computing skills

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.

The Department

ERME7560 Seminar on Issues in Testing and Assessment (Fall: 3)

Prerequisites: ERME/APSY7462 and ERME/APSY7469 are recommended

Offered biennially

Provides a technical introduction to the design, analysis and reporting of various types of tests, including school-based formative and summative tests, high-stakes external assessments, and large-scale survey assessments. Examines interpretation and validation issues related to test use, especially for school accountability and the formulation of education policy.

Henry Braun

ERME7565 Large-Scale Assessment: Procedures and Practice

(Spring: 3)

Prerequisites: ERME/APSY7462 and ERME/APSY7468 are recommended

Examines large scale assessment procedures internationally (TIMSS and PIRLS) and nationally (NAEP and NCLB). Considers technical, operational, and reporting procedures in view of requirements for reliability and validity as well as resource constraints and political issues. Uses examples from the TIMSS and PIRLS international assessments in mathematics, science, and reading to illustrate procedures for instrument development, sampling, data collection, analysis, IRT scaling, and reporting results.

Ina Mullis

ERME7601 Introduction to Mathematical Statistics (Spring: 3)

Offered biennially

Quantitative methods in educational and psychological research have become increasingly complex over time, employing more sophisticated models and estimation strategies. This course helps students to develop a deeper understanding of the strengths and limitations of different approaches to inference and to appreciate some of the ongoing arguments among the adherents of the different philosophies regarding statistical inference.

Henry Braun

ERME8100 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

Elizabeth Sparks

ERME8101 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year, but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

Elizabeth Sparks

ERME8667 General Linear Models (Fall/Spring: 3)

Prerequisite: ERME/APSY7469

Ph.D. students only; all others by instructor permission

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; linear-model diagnostics, sources of multicollinearity; diagnostic residual analysis techniques; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; and an introduction to structural equation modeling.

Larry Ludlow

Zhushan Mandy Li

ERME8668 Multivariate Statistical Analysis (Spring: 3)

Prerequisite: ERME/APSY8667

Offered biennially

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

Zhushan Mandy Li

ERME8670 Psychometric Theory II (Fall: 3)

Prerequisite: ERME/APSY8669 Psychometric Theory I

Offered biennially

This course will present an advanced study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. Topics include item response theory, methods for estimating latent trait and item parameters, models for polytomously scored items, explanatory item response models, and multidimensional item response models. Some practical applications of IRT: DIF assessment, computerized adaptive testing, test equating, linking, scaling.

Zhushan Mandy Li

ERME8862 Design of Experiments (Fall: 3)

Prerequisite: ERME/APSY8667

Offered biennially

This course will introduce experimental design as a paradigm for thinking about the conduct of educational research and evaluation. The goals of this course are to introduce students to the design and statistical principles of the experimental approach to educational research with particular emphasis on the correct analysis of data arising from designed experiments. We will discuss a variety of experimental designs, their advantages and disadvantages, estimation of treatment effects, and significance testing. The topics covered will include the

underlying logic of experimental and quasi-experimental designs, regression discontinuity and factorial designs as well as cluster randomized and multi-site trials.

Laura O'Dwyer

ERME9901 Doctoral Comprehensives (Fall: 3)

The Department

ERME9911 Doctoral Continuation (Fall: 3)

The Department

ERME9941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall/Spring: 2)

Prerequisites: Advanced Statistics and Research Design. Permission of instructor.

Offered biennially

One credit in the fall, two credits in the spring

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.

Larry Ludlow

ERME9960 Seminar in Educational Measurement and Research (Fall: 3)

Offered periodically

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology.

The Department

ERME9988 Dissertation Direction (Fall: 3)

The Department

The Boston College Law School

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the three-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the one-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

Registration for Bar Examination

Upon entering law school, some students know the state(s) in which they intend to practice after graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

Advanced Standing

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the CAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

Dual Degree Program in Law and Business Administration

Boston College Law School and the Carroll School of Management offer a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

Dual Degree Program in Law and Social Work

The Graduate School of Social Work and the Law School at Boston College offer a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual

degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

Dual Degree Program in Law and Education

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three years (sometimes requiring additional summer classes), rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

J.D./M.P.H. dual degree program with Tufts University School of Medicine

Our program, in partnership with Tufts University School of Medicine, gives students the flexibility to pursue a broad range of career opportunities in the legal, health care, and public health fields, while completing their degrees in four years instead of five years if obtained separately. The Tufts medical school curriculum provides a practical expertise in health policy, data analysis, and health care management, and also includes an applied learning experience in the public health field. The demand for health care law and policy expertise encompasses job opportunities at small and large law firms, government agencies, hospitals and other institutional health care providers, public interest and advocacy organizations, international human rights organizations, and in-house counsel departments.

J.D./M.A. in Urban and Environmental Policy and Planning with Tufts University

Land Law and urban and environmental policy and planning open up an array of modern areas of professional practice. In this innovative program, BC students can receive two degrees—a Master of Arts and a Juris Doctor (M.A./J.D.) in just eight semesters. Planning skills (including policy analysis) are critical in guiding development patterns, and law frames the mechanisms and limits of private and governmental roles in this process. Students are immersed in practical skills training; in broad debates and critical thinking about the environment, human settlements, social and environmental justice; corporate responsibility; and public and private land use management—all shaped by constitutional, equitable, and pragmatic principles.

Find out more about the Tufts Program at <http://ase.tufts.edu/UEP/Degrees/CombinedDegree.aspx>.

The M.A./J.D. is offered through a collaboration between the Tufts University Department of Urban and Environmental Policy and Planning (UEP) and Boston College Law School. There is currently no graduate program in New England which offers the combined strengths of this program.

In the dual degree program, students meet regularly with the program coordinator and the respective academic advisors from both Schools in planning and implementing an overall course of study that matches the student's background, interests, and requirements of the program. Advisors at both Schools collaborate, under the auspices of an advisory committee, to ensure that students receive accurate and timely support in the dual degree program. Students are eligible for financial assistance based on current policies at each University.

J.D./M.A. or J.D./Ph.D. Philosophy Program

These programs are designed for students who have an interest in legal theory and jurisprudence, and who may eventually wish to go into law teaching in those fields. Students may complete their law degree and master's in philosophy in four years of joint study, or law and Ph.D. in six years. Students must apply to both the Law School and masters or Ph.D. program in the Philosophy Department of Boston College.

Entrance Requirements and Admission

To join the dual degree program students need to submit separate applications to each program. Students in the Boston College J.D. program can wait until their second year before applying to the Tufts degree program. Each school reviews candidates based on its own requirements and criteria. For detailed information on the requirements for the UEP master's degree, contact Tufts Admissions at <http://ase.tufts.edu/uep/admissions/WhoComesToUEP.aspx>.

Other Graduate Courses and Cross Registration

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

Master of Laws (LL.M.) Degree

The LL.M. degree program is designed to expose legal professionals and recent graduates who hold a first degree in law, primarily but not necessarily of foreign origin, to a broad range of subjects in public and private law, including U.S. and international law. The program enables students to explore many cross cutting issues that engage U.S. and international law from courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. Because of our strength in the field of global practice, we are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at www.bc.edu/llm or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our e-mail address is bcllm@bc.edu.

Information

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by e-mailing the office at bcclawadm@bc.edu.

Course descriptions and scheduling information are also available on the BCLS website at www.bc.edu/law.

Faculty

Hugh J. Ault, *Professor Emeritus*; A.B., LL.B., Harvard University
Charles H. Baron, *Professor Emeritus*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University
Arthur L. Berney, *Professor Emeritus*; A.B., LL.B., University of Virginia
Peter A. Donovan, *Professor Emeritus*; A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University
John M. Flackett, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania
Ruth-Arlene Howe, *Professor Emerita*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College
Sanford N. Katz, *Darald and Juliet Libby Professor Emeritus*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow
Cynthia C. Lichtenstein, *Professor Emerita*; A.B., Radcliffe College; J.D., Yale University; M.C.L., University of Chicago
Sharon Hamby O'Connor, *Professor Emerita*; A.B., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University
Filippa Marullo Anzalone, *Professor and Associate Dean for Library and Technology Services*; A.B., Smith College; M.S.L.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School
Mary S. Bilder, *Professor*; B.A., University of Wisconsin at Madison; J.D., A.M., Ph.D., Harvard University
Robert M. Bloom, *Professor*; B.S., Northeastern University; J.D., Boston College
Mark S. Brodin, *Professor*; B.A., J.D., Columbia University
George D. Brown, *Robert Drinan, S.J. Professor*; A.B., J.D., Harvard University
R. Michael Cassidy, *Professor and Director, Rappaport Center for Law and Public Policy*; B.A., University of Notre Dame; J.D., Harvard University
Mary Ann Chirba, *Professor of Legal Reasoning, Research, and Writing*; A.B., Colgate University; J.D., Boston College; Sc.D., M.P.H., Harvard School of Public Health
Daniel R. Coquillette, *Professor and J. Donald Monan, S.J., University Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University
Scott T. FitzGibbon, *Professor*; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University
Frank J. Garcia, *Professor and Associate Dean for Global Initiatives*; A.B., Reed College; J.D., University of Michigan

- Jane K. Gionfriddo**, *Professor of Legal Reasoning, Research, and Writing*; B.A., Wesleyan University; J.D., Boston University
- H. Kent Greenfield**, *Professor*; A.B., Brown University; J.D., University of Chicago
- Ingrid Michelsen Hillinger**, *Professor*; A.B., Barnard College; J.D., College of William & Mary
- Renee M. Jones**, *Professor*; A.B., Princeton University; J.D., Harvard University
- Daniel Kanstroom**, *Professor and Associate Director of the Boston College Center for Human Rights & International Justice*; B.A., State University of New York at Binghamton; J.D., Northeastern University; LL.M., Harvard University
- Cathleen Kaveny**, *Darald and Juliet Libby Professor*; A.B., Princeton University; M.A., M. Phil, J.D., Ph.D., Yale University
- Thomas C. Kohler**, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University
- Joseph P. Liu**, *Professor and Associate Dean of Faculty*; B.A., Yale University; J.D., Columbia University; LL.M., Harvard University
- Ray D. Madoff**, *Professor*; A.B., Brown University; J.D., LL.M., New York University
- Patricia McCoy**, *Liberty Mutual Insurance Professor*; B.A., Oberlin College; J.D., University of California at Berkeley
- Judith A. McMorro**, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame
- Mary-Rose Papandrea**, *Professor*; A.B., Yale University; J.D., University of Chicago
- Zygmunt J. B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan
- James R. Repetti**, *William J. Kenealy, S.J., Professor*; A.B., Harvard University; M.B.A., J.D., Boston College
- Diane M. Ring**, *Professor*; A.B., J.D., Harvard University
- James S. Rogers**, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University
- Vincent D. Rougeau**, *Professor and Dean*; A.B., Brown University; J.D., Harvard University
- Mark R. Spiegel**, *Professor*; A.B., University of Michigan; J.D., University of Chicago
- Catherine Wells**, *Professor*; A.B., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University
- David A. Wirth**, *Professor*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University
- Alfred C. Yen**, *Professor and Director of Emerging Enterprises and Business Law*; B.S., M.S., Stanford University; J.D., Harvard University
- Richard Albert**, *Associate Professor*; B.A., J.D., Yale University; B.C.L., Oxford University; LL.M., Harvard University
- Paulo Barrozo**, *Associate Professor*; LL.B., Rio de Janeiro (UREJ); M. Jur., Rio de Janeiro (PUC); Ph.D., Rio de Janeiro (IUPERJ); LL.M., S.J.D., Harvard Law School
- E. Joan Blum**, *Associate Professor of Legal Reasoning, Research, and Writing*; A.B., Harvard College; J.D., Columbia Law School
- Brian Galle**, *Associate Professor*; A.B., Harvard College; J.D., Columbia University School of Law; LL.M., Georgetown University Law Center
- Dean M. Hashimoto**, *Associate Professor*; A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University
- Frank R. Herrmann**, S.J., *Associate Professor*; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College
- Gregory A. Kalscheur**, S.J., *Associate Professor and Dean, Morrissey College of Arts and Sciences and Graduate School of the Morrissey College of Arts and Sciences*; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology; LL.M., Columbia University
- Elisabeth Keller**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University
- Daniel Lyons**, *Associate Professor*; A.B., Harvard College; J.D., Harvard Law School
- David Olson**, *Associate Professor*; B.A., University of Kansas; J.D., Harvard University
- Vlad Perju**, *Associate Professor and Director, Clough Center for the Study of Constitutional Democracy*; LL.B., University of Bucharest; S.J.D., LL.M. Program, Harvard University; LL.M., European Academy of Legal Theory; Maitrise, University of Paris (Sorbonne)
- Brian J.M. Quinn**, *Associate Professor*; B.S.F.S., Georgetown University; M.P.P., Harvard University; J.D., M.L.S., Stanford University
- Judith B. Tracy**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago
- Katharine G. Young**, *Associate Professor*; B.A., LL.B., Melbourne University; S.J.D., LL.M., Harvard University
- Kari E. Hong**, *Assistant Professor*; B.A., Swarthmore College; J.D., Columbia University
- Natalya Shnitser**, *David and Pamela Donohue Assistant Professor in Business Law*; B.A., M.A., Stanford University; J.D., Yale University
- Paul Tremblay**, *Clinical Professor and Faculty Director of Experiential Learning*; B.A., Boston College; J.D., University of California at Los Angeles
- Alexis Anderson**, *Clinical Associate Professor*; B.A., Wake Forest; J.D., University of Virginia
- Sharon Beckman**, *Clinical Associate Professor*; B.A., Harvard College; J.D., University of Michigan Law School
- Mary Holper**, *Clinical Associate Professor and Director, Immigration Clinic*; B.A., University of Illinois; J.D., Boston College
- Alan Minuskin**, *Clinical Associate Professor*; A.B., University of Miami; J.D., New England School of Law
- Lynnise E. Pantin**, *Clinical Associate Professor*; B.A., Pomona College; J.D., Columbia University
- Evangeline Sarda**, *Clinical Associate Professor*; A.B., Yale University; J.D., Columbia University
- Francine T. Sherman**, *Clinical Associate Professor and Director, Juvenile Rights Advocacy Project*; B.A., University of Missouri; J.D., Boston College

Course Offerings

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

LAWS2120 Civil Procedure (Fall: 5)

Using the Federal Rules of Civil Procedure, this course introduces rules governing the conduct of litigation. After an overview of the entire sequence of events from commencement to final disposition of a lawsuit, specific topics are considered in detail.

The Department

LAWS2125 Constitutional Law (Fall: 4)

Constitutional Law introduces the concept of judicial review of legislation and executive action. The course also focuses on the express and implied powers of the federal government and the effect of the interstate commerce clause on federal and state power.

The Department

LAWS2130 Contracts (Fall: 4)

The concept of what constitutes a contract is followed by detailed study of the various principles that govern the enforcement of contracts. Common law rules are emphasized, but attention is also given to the statutory changes imposed by the Uniform Commercial Code.

The Department

LAWS2135 Criminal Law (Fall: 4)

This course examines the elements of crimes, defenses that the accused may assert, and the method and rationales for punishing criminal conduct. Attention is given to the common law of crime as well as to the Model Penal Code.

The Department

LAWS2140 Property (Fall: 4)

This first-year course covers the substantive law of real property. Topics include initial acquisition, property theory, the right to exclude, land use regulation, servitudes, conveyancing, landlord-tenant law, zoning, and takings.

The Department

LAWS2145 Torts (Fall: 4)

This course examines non-consensual relations among individuals and emphasizes negligence law, the measure of damages, and newer developments such as products liability.

The Department

LAWS2160 Legal Reasoning, Research and Writing (Fall/Spring: 5)

LRRW provides students with a problem-based curriculum that equips them with the analytical, research and written communication skills essential to the practice of law. Instruction is characterized by a fully integrated research curriculum, classroom discussion of analysis, and comprehensive, individualized feedback on a series of predictive and advocacy memoranda assignments.

The Department

LAWS2180 Constitutional Law II (Fall: 3)

Prerequisite: Constitutional Law I

This is the second of two required courses on the constitutional law of the United States. It examines the law of civil liberties and individual rights under the U.S. Constitution. Coverage includes the Fourteenth Amendment and the Bill of Rights and/or the First Amendment.

The Department

LAWS2190 Professional Responsibility (Fall/Spring: 3)

This course focuses on central issues of professional responsibility faced by most lawyers in the practice of law, whether in the public or private sector. Included may be problems of client confidences, conflicts of interest, behavior in court, obligations to represent unpopular clients and other restrictions on a lawyer's own speech and actions. Other topics focus on the fundamental moral responsibility of lawyers, analyzed in terms of the rules governing attorney conduct, principles of moral philosophy and the pressures that create ethical blindness.

The Department

LAWS2191 Professional Responsibility for Clinics and Externships (Fall: 2)

The best context for learning ethics is actual practice. Therefore, this section of the PR survey course is open to students who are taking or have taken one of the BCLS in-house civil clinics or externships. As the "Ethics Committee" for BCLS civil clinics and externships, students will work together to identify, grapple with, and solve the ethical dilemmas they are encountering or have encountered as front line student attorneys and externs. Classroom discussion will guide students through the actual ethical issues which arise in clinic related to: client confidences, how the secrecy rules work in the corporate context, behavior in court, obligations to represent unpopular clients, representation of questionably competent clients, and complicated conflicts topics. We will explore the ABA's Model Rules of Professional Conduct, the Massachusetts Rules of Professional Conduct, and the accompanying "law of lawyering."

Alexis Anderson

LAWS3310 Advising the Business Planner (Fall: 3)

Prerequisites: Corporations, Intellectual Property course (IP Survey, copyright, trademark, or patent). Permission of the instructor is also possible, depending on background.

An introduction to the complex challenge of advising entrepreneurs who are planning a new business. It has three components. First, law students attend classes at the law school devoted to the development of legal knowledge and personal skills related to the advising of new businesses. Second, law students attend classes at the Carroll School of Management devoted to the creation of business plans that are part of the second-year MBA Business Planning and Entrepreneurship course. Third, law students will advise teams of MBA students about the legal aspects of their business plans. This advising will take place under the supervision of the course's faculty. Each law student will meet and counsel two teams of MBA students, participate in class discussion of the issues raised by these meetings, and write a memorandum concerning the legal issues raised for each MBA team.

The Department

LAWS3322 Environmental Law Seminar: Current Topics (Spring: 2, 3)

Prerequisite: Instructor's permission

Individually-selected environmental and land law research topics. This seminar includes two elements: (1) Book-in-progress review: common readings and discussions, working with an author on an ongoing book project; and (2) Research project paper: on topics arranged between the student and teacher. Either researching and writing an article prepared for potential publication in an external law review, or preparing legal research for public interest organizations on significant environmental or land use issues, for use by the client group. In the seminar students define and develop a project research topic and project schedule. Projects may arise throughout the field of land use and environmental law, focusing on doctrine, litigation, policy analysis, or technology. Opportunities for external public presentation of legal analyses are encouraged.

The Department

LAWS3323 Advanced Contracts: Sales in Practice (Spring: 3)

This course concentrates on the transactional side of contracting in the context of sales governed by Article 2 of the Uniform Commercial Code. The course emphasizes contract drafting, negotiation and interpretation and is particularly focused on commercial contracts between

sophisticated private parties bargaining at arm's length. Student will learn the methodology of using a code to understand the substantive law of sales. The course grade will be based on three out-of-class drafting exercises, an open book final examination, and class participation.

The Department

LAWS3326 Community Enterprise Clinic (Fall/Spring: 4)

Prerequisite: Corporations

Corequisite: CEC Seminar

This course introduces students to transactional legal work on behalf of low- and moderate-income entrepreneurs, small businesses, nonprofit organizations, and first-time home buyers. The fieldwork is based at the Law School's Legal Assistance Bureau located in the new Center for Experiential Learning on campus. Students will perform all of the legal work and interact with the clients. Students will be assigned to work with entrepreneurs with business-related legal needs; with emerging, community-based small businesses facing corporate, employment or similar legal issues; with nonprofit organizations or groups seeking assistance to establish a tax-exempt organization; and first-time home buyers. For fieldwork purposes students will be assigned seven or ten office hours per week at the clinic, depending on the number of credits chosen by the student. A weekly seminar will address substantive law, ethical issues, and legal skills. The fieldwork is complemented by a weekly seminar.

Paul Tremblay

LAWS3332 Litigation Skills: Fact Development (Fall: 2)

Instruction in the theory and fundamental skills of pre-trial advocacy in civil cases. Subjects to be covered include interviewing, fact investigation and analysis, case valuation/risk analysis, client counseling, pleading, discovery, and motion practice. Professional responsibility issues will be considered throughout the course. Grading is weighted heavily toward class participation. In addition, students must maintain a "case file," consisting of a 1-inch 3 ring binder. This binder will be submitted for grading at the end of the course.

Michael F. Mahoney

LAWS3334 Civil Motions Practice (Fall: 3)

Practical training in oral and written advocacy with respect to a wide variety of civil motions, including temporary restraining orders, preliminary injunctions, motions for real estate attachments and other prejudgment security, motions to dismiss, discovery motions, motions for summary judgment, motions in limine, and a wide variety of miscellaneous motions. In addition to arguing several motions, each student will present a written memorandum of law with respect to a motion for summary judgment. Enrollment limited to 20 students.

The Department

LAWS3335 European Union Moot Court Team (Fall: 3)

By arrangement.

Vlad Perju

LAWS3336 Community Enterprise Clinic Class (Fall/Spring: 3)

Prerequisites: Corporations; Tax I)

Corequisite: CEC

Clinical Education

A weekly seminar will address substantive law, ethical issues, and legal skills.

Paul Tremblay

LAWS3339 Environmental Law: Clean Water Act (Spring: 3)

Given recent Supreme Court decisions, the law of clean water may well be the bellwether for the future of all federal environmental protection. This course is important to students interested in gaining experience in working with statutes, regulatory requirements, land use issues and working for or against governmental agencies. The course will cover the history, development, and implementation of the federal Clean Water Act, related provisions, policies and case law and state analogues. It will go beyond classic waste water treatment permitting and enforcement issues to include wetlands, oceanic and overall ecosystem considerations. The course work will include in-class exercises in practical regulatory analysis and client advice, much as would be expected of an associate in a law firm or a staff attorney in an administrative or enforcement agency. Grades will be based upon a final take home exam and class participation.

The Department

LAWS3341 Immigration Practice (Spring: 3)

Prerequisite: Immigration Law

Immigration Practice focuses on the practice of immigration law. Students will advocate for hypothetical clients whose cases deal with cutting-edge issues of asylum law, bond, the intersection of immigration law and crimes, and prosecutorial discretion. In-class hearings include an asylum trial, a bond hearing, and a negotiation with ICE in their exercise of prosecutorial discretion.

Mary Holper

LAWS3344 American Legal Education (Spring: 3)

This seminar is designed for students who would like to examine carefully the nature of their legal education. We will commence with the English and Continental origins of legal scholarship and teaching, examine the development of formal legal education in America from the founding of the Litchfield and Harvard Law Schools to the rise of Legal Realism, and conclude with the pressing controversies facing America's law schools today. Among the topics covered will be the relationship between formal legal education and the practicing bar, the changing composition of the faculty and the student body, the early pedagogical controversies, the different methods and ends of modern legal instruction and the role played by law schools in fundamental disputes about jurisprudence political ideology, economics and social reform. A research paper will be required rather than a final examination. Multilithed materials. Course will be taught at Harvard Law School.

Daniel Coquillette

LAWS3360 Law and Accounting (Spring: 2)

A study of the basic concepts and limitations of financial accounting, our course covers the financial reporting process and the development of financial statements for external users, such as investors and creditors. In addition, techniques for analyzing financial statements and putting them to use are introduced along with the context of law, auditing, corporate governance, and globalization in which they are generated. No student who has taken undergraduate courses in accounting may register.

The Department

LAWS3374 Insurance Law Research (Fall: 2)

This course is designed as an in-depth look at legal research techniques and resources used by lawyers in the insurance field and civil litigation attorneys. Course will cover sources of insurance law and insurance obligations, including contracts, common law doctrines, statutes

and regulations. Course will also cover secondary sources, research tools and organizations for both insurance specialists and trial attorneys. Both print and electronic sources will be explored and utilized.

The Department

LAWS3375 Immigration Practicum Seminar (Fall/Spring: 1)

Required for first-time participants in the Immigration Clinic and the Immigration Externship Program. The practicum brings together students from both courses to study the fundamentals of immigration law and procedure and to present and discuss issues relevant to case work. Immigration moot court participants, students in the Criminal Justice Clinic and students who wish to enroll in the Advanced Immigration Law Seminar may also register, but are required to obtain advance permission.

Mary Holper

Amy M. Wax

LAWS3379 Consumer Bankruptcy (Spring: 3)

This course studies bankruptcy relief for individual debtors under chapter 7 (liquidation) and chapter 13 (rehabilitation). Topics covered include pre-bankruptcy planning, the means test, eligibility, property of the estate, the automatic stay, exemptions, lien avoidance, non-dischargeable debts including domestic support and other marital obligations, jurisdiction issues, reaffirmation and redemption rights, the trustees avoiding powers, avoidance actions (preferences and fraudulent transfers), chapter 13 plans, and the bankruptcy discharge. The course adopts a problem-solving approach. The final grade for the course is based on an in-class final exam. Students should take this course if they plan to: (1) practice in a small firm; (2) represent consumers and small business owners; (3) practice domestic relations law; (4) apply for a bankruptcy court clerkship.

The Department

LAWS3383 Selected Topics in White Collar Crime (Fall: 2)

Prerequisite: Criminal Law

This seminar will examine emerging issues in the prosecution and defense of white collar crimes. We will first examine the concept of white collar crime and its import on other areas of the both criminal and business law. We will next study the concepts of corporate and individual liability. Our examination of white collar crime will also include several substantive offenses including conspiracy, tax fraud, mail/wire fraud, bribery, RICO, and financial crimes (including bank fraud and securities fraud). We will also conduct a study of the grand jury system and its role in both the prosecution and defense of white collar crime. Finally, we will intertwine an analysis of federal sentencing throughout the semester.

The Department

LAWS3389 Juvenile Rights Advocacy (Fall/Spring: 4)

The Juvenile Rights Advocacy Project provides a five-credit/semester clinic to students either enrolled in Children's Law and Public Policy or who have completed Children's Law. Students will represent, as Guardian-ad-Litem, youth involved in legal issues related to their dependency, status offense, delinquency, or special education cases. Cases may include special education advocacy, school disciplinary proceedings, administrative advocacy with the Departments of Youth Services and Children and Families, and Juvenile Court advocacy in status offense cases. Students may represent youth committed to the Department of Youth Services through the post-disposition phase of their cases. Students will work on cases in-house at JRAP or be placed

in a community law setting. Placements will be determined based on interest expressed in applications and meetings with the Professor. Weekly commitment for JRAP I or II is 15 hours, although that can vary depending on the demands of a particular case.

Francine Sherman

LAWS3392 Juvenile Rights Advocacy II (Spring: 5)

The Department

LAWS3393 Death Penalty (Fall: 2)

This seminar will examine legal issues surrounding the death penalty in America from a variety of perspectives. After a review of the goals of punishment and their relation to capital punishment, the course will explore: constitutional challenges to the imposition of the death penalty, focusing on claims relating to equal protection, due process and cruel and unusual punishment; race; special offenders, including juveniles, the mentally retarded; modes of punishment and ethical issues; and the impact of international law. A major focus of the course will include the procedural issues in trials for capital offenses, as well as post-conviction proceedings with a particular emphasis on federal habeas litigation. Materials for the seminar will include a collection of essays providing diverse views of the death penalty, as well as central Supreme Court case law in this area. Seminar requirements will include a final paper, a presentation on the paper; and class participation.

The Department

LAWS4400 Feminist Jurisprudence (Fall: 2)

Since the late twentieth century, women have lent their own distinctive voice to the discussion of jurisprudence and to a number of substantive topics concerning sex, gender and the law. In this seminar we will explore some of the issues that feminist scholars have raised. The seminar will begin with a historical orientation to feminist legal theory. It will then consider particular areas of law where feminist insight has been particularly strong, such as: (1) Gender equality and the constitution; and (2) Violence against women. Finally, we will consider some more theoretical issues. What is the relationship between feminist theory and other forms of critical theory that have been developed by oppressed groups? What are the problems of essentialism: Does it make sense to speak of "women's" experience, a "women's" viewpoint; or even of "feminist" jurisprudence as a project that represents the interests of "women in general"?

The Department

LAWS4402 BC Innocence Clinic (Spring/Fall: 4)

Prerequisites: Criminal Procedure and Evidence recommended

Students in BC Innocence clinic work with faculty supervision on post-conviction screening and/or litigation of cases of prisoners who assert their innocence. Case screening involves review of trial transcripts, pre-trial discovery, appellate and post-conviction briefs, and judicial opinions, as well as factual and forensic research, to determine whether scientific testing or other investigative leads could establish a strong likelihood that the prisoner is factually innocent. Students produce a memorandum analyzing the case and making a recommendation as to whether post-conviction litigation should be pursued. Students engaged in litigation research and draft motions for various types of post-conviction relief with supporting memoranda and affidavits. Class component is devoted to case-rounds and development of legal, professional, and ethical skills in the context of post-conviction innocence work. Students spend 10–12 hrs/week outside of class time on casework.

Charlotte Whitmore

LAWS4403 Employment Law (Spring: 3)

This course addresses the legal regulation of employment of those without any form of collective representation, including executives, hourly and contingent employees. It addresses three major areas: (1) The common law regulation of the employment relationship. This includes formation of the employment relationship; common law exceptions to the at-will rule; privacy and dignitary protections (including electronic media); trade secrets and other intellectual property concerns; restrictions on competition; the use of arbitration as a means to avoid jurisdiction of common law courts. (2) The second area covered is federal regulation of wages and hours pursuant to the terms of the Fair Labor Standards Act (an area of substantial growth and litigation). (3) The law under the Occupational Safety and Health Act. This is a dynamic and controversial area of the law. Consideration of current developments and trends, economic and social, as well as comparative legal approaches, are included.

The Department

LAWS4408 Law of Philanthropy (Spring: 2)

Prerequisites: Taxation I; Estate and Gift Taxation preferred but not required

Millions of individual Americans, as well as foundations and corporations, donate well in excess of \$300 billion, each year, in charitable gifts. Even in soft economies, that figure tends to grow annually. Philanthropy has become a key part of the US economy, fully 2.2% of GDP and, increasingly, a discrete and important field of the practice of law. In this course, students will explore the structure of American philanthropy - its legal history, current regulation, case law and emerging legislation and topics on public policy. The course will introduce students to sophisticated charitable giving techniques used to convey donations and trends in the practice of law and philanthropy. Whether anticipating a practice with active engagement in philanthropy, or, volunteer service as a member of foundation or non-profit boards, this course will provide students with an in-depth orientation to the field.

The Department

LAWS4410 Independent Study-Externship (Fall: 1)

By arrangement.

Paul R. Tremblay

Alfred C. Yen

LAWS4411 American Legal Theory (Spring: 2)

This course will survey the important developments in American legal theory from 1880 to the present time. Coverage will include Legal Formalism, Legal Realism, Sociological Jurisprudence, Legal Process Theory, Theories of Natural Law, Critical Legal Studies, Feminist Legal Theory, and Critical Race Theory. The course does not require previous familiarity with jurisprudence or philosophy of law.

The Department

LAWS4412 Intellectual Property Survey (Fall/Spring: 4)

This survey course emphasizes federal copyright, trademark, and patent law and related state trade secret, rights of publicity, and unfair competition law. It is meant to provide students with a general working knowledge of the various intellectual property doctrines, and an understanding of how the individual intellectual property doctrines compare, contrast, and may be used to complement one another. This course is appropriate for the generalist who wants to understand and be

able to analyze IP issues, which are ubiquitous in the modern practice of law. It is also appropriate as the first introductory course for students interested in taking a number of IP courses.

The Department

LAWS4414 Trademark and Unfair Competition Law (Spring: 3)

In this course, students will undertake an in-depth study of trademark law. This course will examine the doctrine, theory, practice and procedure concerning intellectual property rights in corporate names, symbols, logos, and identity. In particular, students will be introduced to trademark creation, registration, protection, licensing, and litigation. There will be a final examination.

The Department

LAWS4417 Housing Law Clinic (Spring: 3)

Prerequisite: Evidence

Corequisite: Housing Law Clinic Seminar

The Department

LAWS4418 Housing Law Clinic Seminar (Spring: 2)

Prerequisite: Evidence

Corequisite: Housing Law Clinic

The Department

LAWS4420 International Criminal Law (Fall: 3)

International Criminal Law criminalizes violations of human rights and the laws of wars. Compared to the seriousness of such violations, the claims of exclusive national jurisdiction, absolute national self-determination, and cultural distinction pale. The course asks how ICL defines and prosecutes war crimes, crimes against humanity, genocide, aggression, torture, terrorism, trafficking, and other large-impact violations. At stake are the conditions for lasting peace, global cooperation, international justice, and universal respect for human dignity. The course has no pre-requisites and does not assume familiarity with human rights, criminal law, or public international law. However, those who have completed studies in these fields will find that ICL complements them well. Students will be graded on a question requiring a dissertative answer.

The Department

LAWS4424 Criminal Justice Clinic Class (Fall: 2)

Prerequisites or co-requisites: Criminal Procedure and Evidence or Trial Practice

The Criminal Justice Clinic class brings together students enrolled in the BC Defender Program and the BC Law Prosecution Program for a weekly class in which they share their insights and experiences, compare professional roles, and examine the functioning of the criminal justice system and measure it against conceptions of fairness and justice. Students and faculty from both programs participate together in skills training simulations, presentations, field trips, and conversations with experienced criminal justice professionals. In addition to readings and other assignments, students write weekly journals reflecting on and integrating their clinical and classroom experiences.

The Department

LAWS4425 Law of Money (Fall: 3)

When we buy things or pay for services, we have to pay money. Sometimes we do so with currency, but usually we use devices such as checks, credit cards, debit cards, and various other electronic or semi-electronic payment systems. New payment systems, such as Bitcoin, are constantly evolving and dying off. Lawyers dealing with such developments will need to be prepared with an understanding of

basic payment law concepts. Unfortunately, there isn't a unified body of payment law. Rather, we have widely scattered and rapidly changing sources of law. We will study articles 3, 4, and 4A of the Uniform Commercial Code; various federal statutes and Federal Reserve System regulations; private agreements, such as those governing clearing houses and bank credit card arrangements; and basic common law concepts. Over time the subject matter has variously been described as "Bills and Notes," "Commercial Paper," or "Payment Systems."

James S. Rogers

LAWS4430 Employee Benefits Law (Fall: 3)

Retirement plans, health insurance and other employee benefit plans are central features of the employer-employee relationship in the United States. The legal regulation of such plans is highly relevant for the practice of corporate, labor, tax, trust, domestic relations, and health care law, and is at the forefront of current policy debates about health and retirement security for U.S. workers. The course will survey the main types of health and retirement plans and examine the rules governing coverage, vesting, funding, fiduciary standards, integration with Social Security, claims administration, remedies, and preemption of state law. It will also consider how the decline of traditional pension plans and the recent healthcare reform impact the existing regulatory scheme for employee benefits in both the private and public sectors.

The Department

LAWS4435 Insurance Law (Fall: 3)

Insurance is of pervasive importance on the modern world, whether in the manufacture and sale of a product, in the ownership of a house or a motor vehicle, in the need for life insurance, in the practice of a profession, in serving as an officer or director of a company, in protection against medical expenses or the consequences of personal injury, and, of course, in the litigation of contract and tort claims. Insurance coverage is often a major influence on litigation. No litigator or representative of an enterprise can avoid having an understanding of insurance principles, including the obligation of insurers to treat claimants fairly. This course covers general principles of insurance, the regulation of insurance, various kinds of insurance (property, life, health, liability and motor vehicle), ethical considerations for lawyers, and relationships between insurers.

Patricia McCoy

LAWS4436 International Human Rights (Fall: 3)

An introduction to international human rights law. We will explore: the philosophical and historical origins of the general Western idea of human rights and how that idea differs both from non-Western conceptions; the customary international law, treaties, instruments, etc. that create and protect human rights; economic and social rights; rights against racial, ethnic, religious, and gender discrimination; rights to self-determination; etc.; the institutions that monitor and enforce human rights law, including in particular regional systems such as that of Europe; the relationship between international human rights law and humanitarian laws of war, the prosecution of international war crimes, and U.S. law with particular focus on torture, anti-terrorism law, and the problems arising from Guantanamo and other U.S. government actions. All of these issues and more will be examined through close study of actual cases, films, videos, and through in-class simulations and projects.

Daniel Kanstroom

LAWS4438 Start-Up Companies and Venture Capital Finance

(Fall: 3)

Prerequisites: Corporations; Securities Regulation

This course deals with the legal and business issues facing start-up companies and the venture capital and other investors who provide financing to them. In particular, the course will focus on the various legal considerations typically encountered by start-up companies, including corporate formation and initial financing, middle and later stage venture capital financing, strategic alliances, employment and equity compensation matters, securities laws compliance, corporate governance and exit strategies. The course will offer an introduction to these topics through the eyes of attorneys who represent start-up companies and may also include guest presentations on various relevant topics. The course may include a written practice exercise designed to expose students to the process of counseling venture backed companies.

Eugene J. DiDonato

LAWS4439 European Union Law (Fall: 3)

This course provides a general overview of the legal architecture of the European Union. It introduces students to the complex relationship between the European legal order and the national legal systems of Member States. Students will study the Union's major institutions and decision-making mechanisms as well as substantive legal matters that include fundamental rights, free movement of persons and goods, non-discrimination. This course is a prerequisite for participation in the London Program but is open to any student interested in the present and future of Europe.

The Department

LAWS4443 Local Government Law (Spring: 3)

Public Law: Constitutional, Administrative, Legislative

The course dissects a municipality as a business organization, a Municipal Corporation; how a governmental lawyer practices law within that corporate structure, and the skills needed by a private practitioner to deal with it, municipal boards, agencies, departments and employees. Subject matter includes home rule, Charters, Ordinances and By-Laws (purposes, standards and constitutional issues), forms of municipal government, the government attorney and unique representation issues resulting from multiple clients, the Conflict of Interest common and statutory law, ethical issues, the Attorney-Client Privilege in the governmental setting, taxation, assessments and valuation, procurement, contracts, real estate acquisitions and conveyances, environmental issues, public records, open meetings, zoning and land use planning, comprehensive and master planning, inclusionary zoning, low and moderate income housing and affordable housing.

Howard Levine

LAWS4449 Art of Lawyering and the Commercial Lease (Fall: 2)

This course will be an exercise in the art of transactional lawyering, using a commercial lease and ancillary documents as the centerpiece. Through the study of a text book, cases, statutes and commercial documents and through drafting and negotiating exercises, we demonstrate how everything that the student has learned in law school will converge on the problems the fictional clients bring to the student lawyers for advice and deal making. We expect to impart a practical approach for accomplishing client objectives and to impart some commercial savvy, as distinguished from exclusive concentration on the details of commercial

leases. We seek to give students a sense of the knowledge and skills that are necessary to become trusted and essential counselors and advisors, beyond being merely competent legal technicians.

The Department

LAWS4450 Environmental Law, Advanced: Teaching Seminar (Spring: 3)

Prerequisite: Environmental Law

The Department

LAWS4451 International Arbitration (Fall: 2)

The old maxim “where business goes, disputes soon follow” has renewed vitality in an age of globalization. As cross-border commerce follows American business abroad, and offshore foreign investment flows into the U.S., the potential for clashes in the business expectations of the parties increases. Commercial dispute resolution thus becomes an almost inescapable component of today’s private international business experience. Course covers the management of the international commercial dispute process, from inception in the contractual drafting through the mechanics of the dispute resolution process to the enforcement stage. Focus of the course will be on international arbitration, with some consideration of alternative dispute resolution techniques. Original case studies and related materials are largely drawn from actual practice. Course is designed for prospective corporate attorneys as well as litigators. Optional paper of 20 pages is available to provide a third credit.

The Department

LAWS4452 Adv. Evidence: Trial Objections (Spring: 3)

Prerequisite: Evidence

The goal of this course is for students to understand how the rules of evidence operate in practice by providing them with the experience of trying to admit or to keep out evidence in a mock trial setting. This is done through a problem approach with particular attention paid to laying the foundation for admission of evidence during examination of witnesses. Topics include exceptions to the hearsay rules (admitting business records, prior recollections, etc.); laying foundation for the admissibility of expert and lay opinion; impeaching witnesses through character evidence and prior inconsistent statements; authenticating physical exhibits; and using chalks, demonstrative aids and diagrams. Students will perform weekly in-class simulations.

The Department

LAWS4453 State Constitutional Law (Spring: 2)

Many of the most important constitutional questions of recent times are being decided by state courts interpreting state constitutions. Regularly appearing on state court dockets are novel constitutional issues regarding abortion, gay marriage, the death penalty, education, the environment, health care, privacy, property rights, search and seizure, separation of powers, and state budgeting in times of fiscal crisis. As the Roberts Court reshapes the federal constitutional landscape, we can also expect significant changes from the state supreme courts, given the dynamic relationship that has developed between state and federal constitutional law. This course will cover the fundamental principles of state constitutional interpretation and apply those principles to current cases and controversies. The course will explore the history, text and structure of state constitutions and draw comparisons to the U.S. Constitution.

The Department

LAWS4459 Semester in Practice Seminar (Fall: 3)

The SIP Seminar brings together extern students for a weekly discussion of common practice issues and seminar discussions of current issues in the practice of law, such as changes in the US legal profession, the adversary system, and unmet legal needs. The goal of the seminar is to develop better understanding of the forces that shape a lawyer’s professional identity and to learn to become a reflective legal practitioner. This course enables students to bridge the gap between law school and practice. Students keep a daily journal and share their entries weekly with the instructor. Students are required to write a substantial 20–25 page paper on a topic approved by the professor in lieu of an exam. Enrollment by lottery.

Filippa M. Anzalone

LAWS4464 Authority and Leadership in Professional Life

(Spring: 3)

Cross listed with SCWK7732

The Department

LAWS4468 BC Law Prosecution Clinic (Fall: 6)

The Prosecution Program is a one-semester course offered only in the fall. Students enrolled in this clinic work within a local District Attorney’s Office 2–3 days each week, handling a variety of misdemeanor and minor felony charges from arraignment to bench trial. Students are responsible for their own cases in court and meet weekly with a faculty supervisor for case preparation and supervision. Students’ court experiences provide the basis for a close and critical examination of their role and their impact on the criminal justice system.

Evangeline Sarda

LAWS4469 BC Law Prosecution Seminar (Fall: 2)

Prerequisites: Strongly recommended: Evidence, Criminal Procedure, Trial Practice

This weekly seminar focuses on the development of lawyering skills, the formation of professional identity, and the study of the prosecution function.

Evangeline Sarda

LAWS4470 Immigration Law Guided Research (Spring: 2)

Prerequisite: Immigration Law

Immigration Law Research is a two-credit optional companion course to Immigration Law. The course will teach students how to research complex immigration law issues, using specialized secondary sources, administrative agency decisions and regulations, federal constitutional law, statutes, and case law. Students will learn strategies and resources by completing pragmatic research problems. Research techniques and sources will track the course content of Immigration Law. Students will receive an introduction to international and foreign law resources used in immigration law. Weekly ungraded exercises allow students to track their progress in learning the material. Grade will be based upon class participation, two graded assignments and a final, open book, take-home examination.

The Department

LAWS4471 Appellate Advocacy (Spring: 3)

This course will offer hands-on experience and explore in depth the craft of appellate advocacy. Topics include: the rules and mechanics of the appellate process; formulation of strategies on appeal, use of the appellate record, brief writing; and oral argument. One of the class sessions will be held at the Adams Courthouse, where the students will attend an oral argument and then meet for a post-argument discussion.

Students apply what they have learned to the drafting of an appellate brief based on an actual court record. The brief is written in stages and followed by one-on-one critiques. Students also present an oral argument which will be critiqued and may be videotaped. Students will be graded on the basis of their brief, oral argument and class participation.

Rosemary Daly

LAWS4474 Energy Law and Deregulation (Fall: 2)

This survey course focuses on the law and public policy of electricity and natural gas, with discussion of both market and environmental regulation. The course will examine the frequent tensions between economic and environmental regulation. There will also be analysis of the Constitutional law applicable to the energy industries, including Commerce Clause and Supremacy Clause limitations upon state energy policies. Class time will also involve review of ongoing political and industry developments. There will be particular focus upon the development and financing of renewable energy resources.

Dennis Duffy

John Moskal

LAWS4475 Climate Law and Policy (Spring: 3)

Climate change is the defining environmental issue of the twenty-first century, and one of the most profound social and economic challenges facing the planet. Course will be an up-to-the-minute, interdisciplinary treatment of this cross-cutting subject matter. Course will examine how existing federal laws such as the Clean Air Act and the National Environmental Policy Act may be used to address climate change, and how new more comprehensive laws may be fashioned. International dimensions of the problem, including the results of the ongoing post-Kyoto Protocol negotiations, will be emphasized. Course will address domestic legal and policy challenges in detail, including energy policy, transportation, and state and local measures. Course will analyze a variety of legal responses, such as litigation, including potential tort remedies, private voluntary initiatives, corp. responsibility, risk disclosure, and the role of socially responsible investing. Prior familiarity with environmental law not required.

David Wirth

LAWS4476 Domestic Violence and the Law (Fall: 3)

Courts have increasingly become the forum for responding to issues of domestic violence. This course provides the historical and social context of battering, explains the dynamics of battering relationships and the psychological effects of trauma on battered women and children, discusses civil and criminal law issues arising out of battery, and examines the use of expert testimony as a method of presenting battered women's claims in court.

The Department

LAWS4478 Environmental Legal Research (Fall: 2)

This course is designed as an in-depth look at the legal resources and research techniques used in the practice of environmental law. Strong emphasis on administrative law and the rulemaking process, legislative history, and government documents. Course will also review basic case law and statutory research. Students are exposed to strategies for using these materials competently, effectively, and economically in the research process to enable them to develop research skills necessary to be a successful environmental lawyer. Ungraded exercises allow

students to track their progress in learning the materials. Class is completed in the first two-thirds of the semester so that students are able to apply knowledge gained in this class to more easily and effectively research papers for other classes and to journal work.

Joan Shear

LAWS4485 Advanced Legal Writing (Fall: 3)

This course focuses on legal analysis and writing with a particular focus on the audience and purpose of written legal communications. The primary purpose of this course is to assist students in becoming practice ready attorneys. Students will continue to build on the skills gained in their First Year Legal Research and Writing course and need only an interest in bettering their writing skills, including their editing skills. Using hypothetical client problems and a simulated court record, students will write client communications, including client letters and electronic communications, as well as pretrial civil litigation documents, such as legal briefs. Students will spend course time discussing each written assignment, reviewing drafts and collaborating on in-class exercises.

Jennifer Connor

Helen MacLeod

LAWS4488 International Business Transactions (Fall: 3)

This is a course on the globalization of private economic relationships and the global regulation of such activity. In particular, the course will focus on identifying and solving the legal problems affecting cross-border transactions in a global regulatory environment. Students will become familiar with the nature of globalization and the global economy; fundamental patterns of business activity across national boundaries; the international legal framework for regulating such activity; and the unique issues raised by sales of goods, licensing, foreign investment and dispute resolution. Private and public law aspects of international business transactions will be examined, including conflicts of law, foreign law, and select issues in WTO, NAFTA and EU law.

Frank J. Garcia

LAWS4489 Semester in Practice (Fall: 3)

The SIP Seminar brings together extern students for a weekly discussion of common practice issues and seminar discussions of current issues in the the practice of law, such as changes in the US legal profession, the adversary system, and unmet legal needs. The goal of the seminar is to develop better understanding of the forces that shape a lawyer's professional identity and to learn to become a reflective legal practitioner. This course enables students to bridge the gap between law school and practice. Students keep a daily journal and share their entries weekly with the instructor. Students are required to write a substantial 20–25 page paper on a topic approved by the professor in lieu of an exam. Enrollment by lottery.

Filippa M. Anzalone

LAWS4492 Law and Education Reform (Spring: 3)

Prerequisites: 2L or 3L status in the Law School or successful completion of ELHE7103/LAWS7703 for Lynch School students

Cross listed with ELHE7609

Offered biennially

This interdisciplinary seminar addresses the role of law in education reform and the relationship between law and social science in efforts to promote educational attainment in the nations elementary and secondary schools. The primary focus will be contemporary education reform issues, including educator quality, access to meaningful

opportunity to learn, curriculum control, and student, teacher, administrator, and parental rights. The focus of the course will be inquiry on the role of law in school reform, the limits of law-based education reform, and the consequences of statutory requirements for scientific evidence-based approaches to education programs.

Diana Pullin

LAWS4496 The Judge and the Community Court Seminar (Fall: 2)

Corequisite: Judge and Community Courts

This seminar examines through participant observation the functioning of the judicial process in our first-level or community courts. Students undertake this study of judicial performance through clerkship-like fieldwork placements with judges of the Boston Municipal, District, Juvenile, Housing and Land Courts. Students are available to assist their judges with legal research and writing. Students are expected to observe and assist their judges eight hours/week (one full day or two mornings) for which they receive two clinical (pass-fail) credits. The weekly classroom sessions cover the full range of issues which trial judges encounter on a daily basis, including judicial ethics, sentencing policy, ADR, jury management and treatment courts. A twenty page paper describing some aspect of the judiciary's work in these courts is required and serves as the basis for the two graded credits.

The Department

LAWS4498 Judge and the Community Courts: Clinic (Fall: 2)

Corequisite: The Judge and the Community Court Seminar

Clinical Education

Students are expected to observe and assist their judges eight hours/week (one full day or two mornings) for which they receive two clinical (pass-fail) credits.

John Connors

The Hon. John C. Cratsley

LAWS4499 LL.M. Legal Research (Fall: 1)

The Department

LAWS5320 Private Equity (Spring: 3)

A survey of the legal issues raised in Private Equity transactions taught from the perspective of a practitioner who has been practicing in this area since his graduation from BCLS in 1985. The course will include (1) creating the investing Fund, including choice of entity and securities law issues, (2) the implications of Fund economics, including tax issues related to the taxation of the "carried interest," (3) aligning the interests of the Fund and the target's management, and (4) exit strategies, including private sales and IPOs.

David McKay

LAWS5500 J.Braxton Craven Moot Court (Spring: 3)

The Department

LAWS5510 London Program (Spring: 6)

Prerequisite: E.U. Law

Clinical Education

International and Comparative Law

Mark Spiegel

LAWS5515 Gibbons Criminal Procedure Moot Court (Fall: 3)

The Department

LAWS5520 London Program Class (Fall: 1)

Prerequisite: E.U. Law

The Department

LAWS5521 The United States Legal System (Fall: 2)

This course is required of LL.M. students who do not hold a U.S. J.D. degree. The course has several objectives: exposing students to fundamental concepts underlying the U.S. legal system, providing survival skills for the LL.M. year, exposing students to key doctrinal areas, and offering a frame of reference for comparing the U.S. legal system with students own. The course is divided into three units: (a) an overview of our basic legal institutions, including the adversary system, the Constitution, and the Bill of Rights; (b) a case study in product liability law, as both substantive exposure to private law and an exercise in identifying and manipulating legal doctrine; and (c) an examination of how the structure of the legal profession and different modes of lawyering contribute to the functioning of the U.S. legal system as a whole.

The Department

LAWS5522 Legal Research and Writing for LL.M.'S (Fall: 2)

Legal Research and Writing for LL.M.'s is a two-credit course that is recommended for LL.M. students who do not hold a degree from a U.S. law school. The course has several complementary objectives: exposing students to the most widely used techniques of U.S. legal research; teaching students to locate primary legal materials from electronic research sources; helping students identify authority that is relevant to a given fact situation; strengthening students' skills in U.S. legal analysis; and improving students' English language writing skills. The course builds on writing and analytical skills students have developed in the U.S. legal system.

Susan Simone Kang

LAWS5530 Kings College Advanced EU law (Fall: 2)

Prerequisite: E.U. Law

The Department

LAWS5541 International and Comparative Law Concepts

(Spring: 2)

Prerequisite: E.U. Law

The Department

LAWS5550 Global Practice Seminar (Spring: 2)

The Department

LAWS5651 Introduction to the French Legal System at HEAD

(Spring: 1)

In this two-week intensive mini course students will learn the sources of French and EU law (statutory, regulatory, and judicial), the branches and functions of the court system, and the nature, contours and limits of a civil law system.

The Department

LAWS5652 International Mergers and Acquisitions—HEAD

(Spring: 4)

This course is an introduction to the legal rules and principles governing cross border corporate transactions involving mergers and negotiated acquisitions. Students will begin with an examination of the deal structures used in most common transactions in the EU, focusing on statutory and regulatory requirements. Students will focus heavily on the structure of the merger agreement and typical provisions negotiated in merger agreements. The object of this final section will be to help students understand the incentives addressed by merger agreement provisions, the legal limits to their use, and the skills required for precise drafting to accomplish a client's objectives.

The Department

LAWS6270 Conducting Internal Investigation (Fall: 2)

This seminar will focus primarily on the issues faced by counsel conducting internal investigations. The issues include the “independence” of outside counsel, relationships with law enforcement when there is a parallel criminal investigation or prosecution, conflicts (who is your client?), the attorney-client privilege, and other matters. The seminar will also consider the impact that public disclosure of the investigation, and/or media interest, may have on counsel’s investigative strategy. We will focus on actual examples of recent investigations in the corporate, non-profit and government context, including what circumstances enabled the crisis to develop, and what was effective, or not, about the investigation which was done to address it. The seminar will also address corporate practices which enhance compliance and responsiveness to internal problems before full blown crises develop.

The Department

LAWS6603 Nonprofit Organizations (Fall: 3)

This is a course in the law and theory of charities and other not-for-profit organizations. Our primary emphasis is on understanding the state and federal law governing these organizations, together with the rights and responsibilities of their members, officers, and directors. For example, we will explore what is a qualifying “charitable” activity, limits on the commercial and political activities of nonprofits, and rules for executive compensation. Our legal discussion will be informed by an exploration of the purposes of charity, whether it has a unique social mission, and what implications those theories have for the proper governance of the sector. There will be an open-book, in-class 3-hour final exam and occasional ungraded (i.e., fun) in-semester projects.

The Department

LAWS6604 BC Defender Program Clinic (Spring/Fall: 4)

Prerequisites or co-requisites: Criminal Procedure and Evidence or Trial Practice

Corequisites: Criminal Justice Clinic Joint Class; BC Defender Program Seminar

The BC Defender program is a full-year criminal defense clinic and a weekly seminar class. Practicing under faculty supervision pursuant to SJC Rule 3:03, BC Defenders represent clients charged with crimes and probation violations in the Boston Municipal Court (Dorchester Division). In the course of representing their clients, students broaden their own life experiences and develop professional skills, including interviewing, counseling, investigation, legal research and writing, collaborating, negotiating, oral advocacy, case organization and management, and trial skills.

Lisa Grant

Frank Herrmann, S.J.

LAWS6605 BC Defender Program Seminar (Spring/Fall: 2)

Prerequisites: Evidence or Trial Practice, Criminal Procedure

The weekly defense class involves readings, discussions, role-plays, case rounds, mock trials and hearings, and reflections on the students’ experiences, their clients and cases, professional ethics, the role of the public defender, and other issues relating to the criminal justice system.

Lisa Grant

Frank Herrmann, S.J.

LAWS6607 Semester in Practice: International Human Rights (Spring: 3)

Prerequisite: There are no prerequisites, though some placements may require Human Rights or Immigration Law

The Department

LAWS6608 SIP: International Human Rights Seminar (Spring: 10)

Prerequisite: None, though some placements may require Human Rights or Immigration Law

The Department

LAWS6610 American Indian Law (Spring: 3)

This is a survey course of the federal and state laws influencing American Indians today. We will review the tortured relationship between Indians and federal, state and local governments and discuss complex legal and policy issues surrounding civil and criminal jurisdiction and environmental and land use issues on and off the Reservation. We will focus on the powers of the respective players in each of these fields. We will analyze conflicts between Tribes and government over issues as varied as trust responsibilities, water and mineral rights, land use and legalized gaming.

The Department

LAWS6616 Mergers and Acquisitions Lab (Spring: 1)

Prerequisite: Corporations

Corequisite: Mergers and Acquisitions

The Department

LAWS6617 Board of Student Advisors (Spring: 2)

By arrangement.

Rosemary Daly

LAWS6618 National Environmental Law Moot Court (Fall: 3)

By arrangement.

Zygmunt J. Plater

LAWS6619 Mock Trial Team (Fall: 3)

The Department

LAWS6625 Environmental Law: Natural Resource Remedies (Fall: 1)

The recent Deepwater Horizon Oil Spill has focused attention on both the potential and limitations of environmental law to achieve environmental restoration. This course explores issues around the development and defense of resource injury based claims from a practitioners’ perspective, with particular emphasis on how scientific positions are both developed, and challenged. The course will be primarily exercise based, including one requiring you to develop, implement, and then argue- in motions and at trial- an actual field study. Invited lecturers, including attorneys representing government and/or private interests, together with presentations by technical experts, will provide broadened perspective. Meets Mondays, once a week for seven sessions, beginning August 25, together with a two and one half hour weekend session (field study implementation), date TBD.

Mark Barash

LAWS6632 Jurisprudence (Spring: 3)

This course considers the nature of law, the nature of justice, the nature of the political community, and the purposes of private law. Law has been identified by some thinkers as the commands of the sovereign; the political community and its law have been accounted for based on submission to a common commander. Other approaches propose that law in its fullest sense is embedded in a community which is dedicated

to justice. This course compares these approaches in a critical manner. It inquires into the nature of justice and freedom, with special attention to Aristotle, Cicero, and thinkers in the Jewish and Christian traditions
The Department

LAWS6641 Real Estate Development and Finance (Fall: 3)

The course, clinical and practical, explores a lawyer's role and responsibilities, and the myriad of transactional documents and agreements, in residential and commercial real estate transactions from offers through acquisition and loan closing. The course examines, dissects and teaches how to represent buyers, sellers and lenders during the due diligence, development and permitting, and the financing phases of a real estate transaction. The course teaches practical lawyering skills such as drafting, negotiation and problem solving. A variety of ethical issues are reviewed. Commercial leasing transactions, zoning, environmental and due authorization opinion letters, and zoning and environmental law and considerations in sale, lease and finance transactions are taught. Case studies are presented and negotiation exercises conducted to summarize the areas of real estate law studied and to explain how the legal principles, cases, and issues work in real-life situations.

The Department

LAWS6642 Introduction to Litigation (Spring: 3)

This course introduces first-year students to the joys and challenges of civil litigation practice by focusing on the specific skills needed, and ethics issues that arise. Skills covered include client interviewing, case planning, fact investigation (including discovery), client counseling, negotiating, and courtroom advocacy. The class will explore how a civil litigator's often competing ethical responsibilities naturally lead to challenges in making strategic decisions. We will cover the Model Rules of Professional Conduct for lawyers with special attention to obligations of loyalty, zeal, confidentiality, avoidance of conflicts of interest, fairness in dealing with opponents, and honesty in interactions with courts. The method of instruction will include skills exercises in which students will conduct and critique simulated interviews, case planning and strategy discussions, fact investigation, client counseling sessions, negotiations, and courtroom advocacy presentations.

The Department

LAWS6660 Foundations of Western Law (Fall: 3)

Cross listed with PHIL6660

This seminar will place students into a conversation with some of the key thinkers who have shaped our modern Western legal traditions. In addition to Plato and Aristotle, the readings will be drawn from seventeenth, eighteenth, and nineteenth century English, French and German political philosophers. Themes include: how these authors influenced common and civil law systems; the relation among religion, law and morality and the problem of human knowing; the concepts of "law," "reason," "human nature" and the foundations of rights theory; the shift from the good to legitimacy; the rise of individualism and the problem of community.

Thomas C. Kohler

LAWS6663 Children's Law and Public Policy (Fall: 2)

Children's Law and Public Policy provides an overview of U.S. law and legal systems impacting the lives of vulnerable children. The course focuses both on process, how courts, administrative agencies, and attorneys representing youth, parents and the state process and service cases of individual youth, and on policy, how these systems are designed and connected to one another and to broader developmental and rights

frameworks. Substantive legal areas will include child maltreatment and termination of parental rights, status offenses, juvenile justice, challenges to state systems and conditions for youth in custody, school exclusion and its relationship to special education law, special immigrant juvenile status, and domestic and international trafficking of minors.

The Department

LAWS6669 Philosophy of Law (Fall: 3)

Cross listed with PHIL5500

Offered periodically

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); (3) political liberalism, public reason, and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

Paul Van Rooy

LAWS6672 Law and Religion (Fall: 3)

Prerequisites: Constitutional Law II or First Amendment

The Department

LAWS6673 Law of War, War Crimes and Genocide (Spring: 3)

This course examines the development of the law of armed conflict and the prosecution of war crimes, and the legal aspects of genocide. Topics include The Hague and Geneva Conventions, the International Military Tribunals at Nuremberg (1945), and Tokyo (1946), the My Lai massacre in Vietnam (1968), the Rwandan genocide (1994), the Genocide Convention, and the Convention Against Torture. We also consider litigation over the status and rights of detainees at Guantanamo Bay, Cuba, issues presented by drone warfare and targeted assassinations, and new assertions of jurisdiction over war crimes, crimes against humanity and genocide, including The International Criminal Court. Related topics, such as the defense of superior orders and the doctrine of command responsibility, and law and the future of war, will also be considered. Breaking developments will be incorporated into class discussion.

The Department

LAWS6675 International Legal Research (Fall: 2)

This course is designed to introduce students to basic research skills in the area of international, European Union, and transnational law. Students will learn how to locate and evaluate the major sources of public international law, such as treaties, customary law, and international practice. Decisions of international, European Union, and transnational courts and tribunals, and documents and materials from international, European Union, and transnational organizations will also be examined. Classes will meet once a week for 2 hours. Grades will be based on three research exercises. Each of the first two research exercises will account for twenty five percent of the grade. The final research exercise will account for fifty percent of the grade.

The Department

LAWS6676 International Environmental Law (Fall: 2)

This course addresses the nature, content and structure of international environmental law. The course commences with an introduction to international environmental problems, together with basic principles

of international law and environmental regulation. Specific topics include global warming, stratospheric ozone depletion, and exports of hazardous substances. Other topics may include marine pollution, transboundary pollution, trade and environment, and development and environment. The course evaluates the role of international and non-governmental organizations; the interrelationship between international legal process and domestic law; and the negotiation, conclusion, and implementation of international environmental agreements. Class meets at the Fletcher School, Graduate School of International Affairs, Tufts University.

David Wirth

LAWS6677 Mergers and Acquisitions (Spring: 3)

Prerequisite: Corporations

This course is an introduction to the legal rules and principles governing corporate transactions including mergers and negotiated acquisitions. We will begin with an examination of the deal structures used in most common transactions, focusing on statutory requirements and relevant Federal regulations. We will then turn to questions of the Delaware common law and the fiduciary duties of selling directors in the context of mergers and acquisitions. Finally, we will turn to the merger agreement. In that setting, we will study the structure of the merger agreement and typical provisions negotiated in merger agreements. The object of this final section will be to understand the incentives addressed by each such provision and the legal limits to their use.

The Department

LAWS6679 Trusts and Estates (Fall: 4)

This course explores the basic law surrounding the disposition of property at death: (1) overview of the estate planning process and the policy considerations regarding inheritance law; (2) the process by which property is distributed in the absence of a will (intestacy); (3) the law of wills, examining challenges to the will, formal requirements for the execution of a valid will, revocation, and construction; (4) will substitutes and planning for incapacity; (5) the law of trusts, including revocable and pour-over trusts, and creditor and beneficiary rights; (6) brief coverage of powers of appointment, perpetuities, charitable trusts, and general tax considerations. This course does not address in detail tax-motivated estate planning (see instead Estate and Gift Tax and Estate Planning).

Ilana Hurwitz

LAWS6682 Commercial Law: Secured Transactions (Fall: 4)

This course explores secured financing—transactions in which a creditor, a lender or a seller, takes a security interest in collateral to secure its ability to be repaid. The course focuses principally on secured transactions involving personal property and fixtures (Article 9 of the Uniform Commercial Code). It examines the debtor-secured creditor relationship at state law and in bankruptcy. The course adopts a problem-solving approach. Class time is devoted almost exclusively to analyzing the assigned problem. This is a basic or “primer” course for business law practice. It also provides an intense experience in interpreting statutes.

Ingrid Hillinger

LAWS6683 Immigration Consequences of Criminal Convictions (Fall: 3)

The Department

LAWS6685 Judicial Decision-Making (Fall: 2)

This seminar explores judicial decision making in the trial and appellate courts. Drawing on written decisions and related readings, this class is a study of many facets of judicial decision making, including but not limited to the following: The craft of the written decision; The challenges of saying too much or too little; Why certain issues are particularly difficult for judges; The interaction between trial court and appellate court decisions; What is explainable and unexplainable about judicial decision making; How judicial philosophy and judicial process affect decision making; Factors that should not affect decision making; and What works and does not work in judicial decisions. Through the study of these and similar issues, the students will hopefully become more informed critics of judicial decision making and more effective advocates in court.

The Department

LAWS6686 Anglo-American Legal History (Fall: 3)

A study of how law originates and changes, with an emphasis on some of the fundamental controversies of legal history. The course will cover Anglo-American law and legal institutions from the Anglo-Saxon period through the twentieth-century legal realist movement, and will examine closely the origins of the courts and the jury, the sources of law, the development of precedent justice, and the growth of the legal profession. No previous background will be assumed, and the course will lead into the American Legal History course.

The Department

LAWS6693 Telecommunications Law (Fall: 3)

This course surveys the basic principles underpinning our nation’s telecommunications laws. We will explore the legal and regulatory treatment of several related telecommunications services, including landline telephone, wireless, cable, and internet service, and how technological developments have challenged the existing legal framework. The course will focus on administrative and statutory law, paying special attention to the design and implementation of the Communications Act of 1934. The course will also address the role of antitrust, intellectual property and constitutional law (particularly the First Amendment) in shaping our nation’s telecommunications landscape. Finally, the course will consider the role played by state and federal agencies, such as state public utility commissions and the Federal Communications Commission, in developing and administering telecommunications policy.

The Department

LAWS6696 International Trade and Investment Law (Fall: 3)

This is an integrated and comprehensive course on the law, theory and policy of international trade and foreign investment law, which together comprise international economic law (IEL). The course will introduce students to the treaty-based WTO international economic law system, its principal agreements and institutions, its core doctrines, and some of its current policy questions. The course will also introduce students to the law of foreign investment, key doctrines, and the contemporary BIT system. The course will conclude with an examination of current issues and challenges, such as IEL dispute settlement, IEL and development, IEL and the environment, and IEL and human rights.

The Department

LAWS7461 Human Rights Interdisciplinary Seminar (Spring: 3)
Cross listed with APSY7461, EDUC7461, THEO7461 and UNAS7461

Application: Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line “Human Rights Interdisciplinary Seminar.” Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2015.

This seminar develops an interdisciplinary understanding of—and responses to—the compelling human rights challenges of our times. This year it will be co-taught conducted with Michael Delaney, Director of Humanitarian Response at Oxfam America, and with participation by others affiliated with the Center for Human Rights and International Justice (see www.bc.edu/humanrights). It will explore human rights in the context of contemporary humanitarian crises and the forced migration that results from such crises. The relation between such crises and both warfare and economic justice will be explored. The ethical perspectives that should guide responses by political, religious and civil communities to humanitarian crisis and the plight of refugees today will be considered throughout the course.

David Hollenbach

LAWS7703 Education Law and Public Policy (Fall/Spring: 3)
Cross listed with ELHE7103

Registration by LSOE students is by department permission only. LSOE students please contact the department by e-mail at elhe@bc.edu. Law students register through the normal Law School registration process.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

The Department

LAWS7707 Habermas: Law and Politics (Fall: 3)

Cross listed with PHIL7707

Offered periodically

Between Facts and Norms, the recent work by Jurgen Habermas, is thought by some to be one of the most comprehensive works in political philosophy and law in recent decades. The book with its original thesis about the co-relation between private and public autonomy can be read in the great tradition of the philosophy of law inaugurated by Kant and continued by Fichte, Hegel, and Weber. Habermas has written essays on religion and politics, globalization and human rights, cosmopolitanism and international law. We will read key chapters of and Habermas’ writings on law and politics.

David M. Rasmussen

LAWS7708 Business Law and Health Care Enterprises (Spring: 3)

This seminar focuses on the business and corporate practices of health law. It covers legal issues involving private and government

insurance, managed care, tax-exempt status, health care organizations, professional contracts, and labor relations. Evaluation will be based on a substantial paper, class presentation, and class participation.

The Department

LAWS7723 Partnership: Transactions, Planning, and Tax (Fall: 3)

Prerequisite: Tax I

This course will examine tax and economic issues associated with partnerships and limited liability companies. There will be occasional reference to substantive state partnership law as necessary to understand other concepts. Aimed at students interested in small business, venture finance, real estate, or general transactional work as well as taxation.

Linda M. Beale

LAWS7724 Advanced Immigration Clinic (Fall: 3)

The Department

LAWS7731 Administrative Law (Fall/Spring: 3)

This course will examine the legal framework for the work of administrative agencies. We will explore the sources of authority for agency action under the U.S. Constitution and will examine the accountability of agencies to the legislative and executive branches of government. The course will survey the procedures that agencies must follow when they engage in rulemaking, enforcement, and adjudication. We will study the role of the courts in overseeing agency action. This course is intended to introduce students to regulatory agencies in a variety of substantive fields of law, such as financial, environmental, healthcare, immigration, labor, to name a few.

David Wirth

LAWS7732 Church and State (Fall: 3 or 2)

This course will examine the multitude of legal and policy issues that flow from the “Religion Clauses” of the First Amendment (Establishment and Free Exercise). The prohibition on establishment raises important questions such as religion in schools, aid to religious schools, and governmental display of religious symbols such as crosses and the Ten Commandments. The guarantee of free exercise presents particular problems when the practices of minority religions vary from generally applicable norms. We will consider the intersection of religion and national security in the context of measures that seem to single out the Islamic faith for special scrutiny.

The Department

LAWS7733 Business Bankruptcy (Spring: 4)

This course explores business reorganization under Chapter 11 of the Bankruptcy Code. It also touches on Chapter 7 liquidation for business entities. It adopts a problem-solving approach. Secured Transactions is recommended but not required. Students should take this course if they plan to practice any type of business law—transactional as well as commercial litigation.

Ingrid Michelsen Hillinger

LAWS7735 American Jury (Spring: 3)

This seminar will explore the jury system in the United States and in particular Massachusetts, in theory and in practice, in both civil and criminal proceedings. A variety of issues will be discussed including the history of the jury in the United States, jury composition, voir dire of prospective jurors by the judge and/or the lawyers, challenges for cause and peremptory challenges, trial issues and the jury, jury perceptions of the evidence, the roles of the jury and the judge, innovative techniques with respect to the jury (including the questioning of witnesses by jurors, interim commentary by counsel during the course of the trial,

and discussion of the evidence during the trial by jurors), deliberations by the jury, jury nullification, the death penalty and the jury, the jury and scientific evidence, the requirement of unanimity, instructions of law by the judge to the jury, and the effectiveness of the jury in determining the truth.

The Department

LAWS7739 Conflict of Laws (Fall: 3)

Conflict of Laws is the study of the problems that arise when the significant facts of a case are connected with more than one jurisdiction. When different jurisdictions—states or nations—have adopted different substantive law, which law should govern? The answer to that question, in the domestic context, is the study of federalism in practice. And the question itself is one that regularly faces litigators, transactional lawyers, and, increasingly, those interested in domestic relations. This course will address the choice-of-law approaches adopted in American courts. Major topics will include the role of the US Constitution in interstate conflicts; choice of law issues faced by federal courts; preemption; and conflicts with international law.

The Department

LAWS7743 Estate Planning (Spring: 2)

Prerequisite: Estate and Gift Tax

This course provides a practical approach to estate planning, the process by which lawyers work with their clients to provide for the transfer property during life and upon death. Estate planning involves wills as well as trusts to provide for the care of minor children, establish charitable bequests and obtain favorable tax treatment. It also involves planning for succession of businesses and planning for retirement benefits and life insurance. We will be focusing on practical estate planning techniques as well as how an estate planner prepares documents to create a complete estate plan.

The Department

LAWS7746 Copyright (Fall: 3)

This course studies the ability of authors, publishers, artists and others to control the distribution, sale, copying and performance of their works. Topics will include the subject matter of copyright, requirements for copyright, proof of infringement and remedies. The course will cover the application of copyright law to music and literature as well as the rapidly developing use of copyright law to protect high technology products such as computer programs. Students interested in pursuing careers in high technology law should seriously consider taking classes in both copyright and patent law.

The Department

LAWS7747 Family Law (Fall: 3)

The practice of family law applies rights and duties to people who are in relationship to one another, either through love, obligation, or blood. Social norms, customs, and practices are constantly reimagining how and with whom these relationships are formed. This course looks at historical and contemporary ways by which families are formed, maintained, dissolved, and defined by law. The course in particular provides an overview of marriage, divorce, child custody, parental rights, and adoption.

The Department

LAWS7748 Corporate Finance (Spring: 3)

Prerequisite: Corporations

This course will explore the legal and basic finance issues associated with the issuance and trading of the various instruments that companies

use to finance their activities, including common stock, preferred stock, long- and short-term debt and derivative securities. We will look at the question of when and why these securities are utilized, how they are valued and how they interrelate to each other. The discussions will mix practice with theory and will rely on a combination of case law, statutory law and if history is any guide, the Wall Street Journal. The focus will be on the legal perspective, and although we will consider valuation and other finance topics, it will be in the context of understanding the lawyer's role.

The Department

LAWS7749 Immigration Law (Spring: 3)

U.S. immigration law involves such technical questions as how to obtain a visa, a "green card," citizenship and who is subject to deportation. It is also "a magic mirror" in which the highest aspirations and the deepest biases of American legal culture and history are reflected. This course explores both aspects of this complex area of law: the technical/legal and the political/philosophical. It involves constitutional law, administrative law, statutory interpretation, among other disciplines. There are traditional lectures, class discussions, in-class exercises, outside speakers, films, and court visits. The three-credit course requires class attendance, participation, and a final exam. More detailed information will be available in the first class. It is a pre- or co-requisite for the Immigration Clinic.

The Department

LAWS7750 Corporations (Fall/Spring: 3)

This is the basic course in corporation law. It focuses on the governance structure of the corporation and the allocation of power and responsibility among shareholders, directors and officers. Topics covered will include corporate formation, choice of entity, shareholder voting fiduciary duties of officers and directors, insider trading, and the role of the corporation in society.

Scott FitzGibbon

Brian J.M. Quinn

LAWS7752 International Aspects of U.S. Income Taxation (Spring: 3)

Prerequisite: Tax I

This course provides an introductory examination of the basic rules and policies bearing upon the taxation of international transactions. The course will cover the major U.S. income tax rules governing the taxation of foreign persons (including corporations) investing and doing business in the United States (inbound transactions) and the taxation of U.S. persons (including corporations) investing and doing business abroad (outbound transactions). The goal of the course is to provide an overview of the structure, issues and rules pertaining to the U.S. taxation of cross border transactions. The major issues examined include jurisdiction to tax, treaties, source of income, mechanisms for reducing or preventing double taxation of income, transfer pricing, and regimes that prevent deferral of U.S. income tax on certain types of income.

The Department

LAWS7755 Ninth Circuit Appellate Project (Fall/Spring: 3.0,4)

The Ninth Circuit Court of Appeals permits supervised law students to brief and argue immigration cases brought by indigent clients who would otherwise be without counsel. The Court screens pro se cases and selects those that present important issues that deserve further development by counsel. Past cases have included asylum, withholding, and CAT claims, immigration consequences of criminal convictions,

and presented issues of first impression. The Court schedules the opening brief to be filed in September, the reply brief in December, and schedules oral argument before a panel of sitting judges in March of the same academic year. Students will travel to the scheduled court hearing to present oral argument. The Court then issues its decision based on the merits of the individual cases

Kari E. Hong

LAWS7757 Labor Law (Spring: 3)

What do the NFL, Major League Baseball and other professional sport leagues, the entertainment industry, the Writers' Guild, as well as large portions of the health care, hospitality, service and manufacturing industries, to name a few, have in common? Collective bargaining and the law governing that process regulates employment relations in all these industries. This course examines the Nation's basic collective bargaining statute, the National Labor Relations Act, the statute that provides the basic model for public-sector labor relations as well. Among other issues, this course examines the legal framework for bargaining, for dispute resolution through the grievance-arbitration process, the regulation of economic pressure tactics, union organizing and a series of Constitutional issues affecting this area. Current trends are highlighted and existing doctrine is studied in light of its demonstrated or likely impact. Evaluation by examination.

The Department

LAWS7759 Land Use Planning (Fall: 3)

This course will provide participants with a detailed and national review of the techniques used by local and regional governments to regulate the development of real property. Strong emphasis will be placed on the relationship among land use planning, land use law, and natural resources. We will focus in detail on numerous traditional land use planning controls (zoning, subdivision control, and health regulations) but spend considerable time analyzing the legal issues involved in the use of more innovative land use regulations (transfer of development rights, exactions, impact fees, and development agreements). Participants will become well-versed in all aspects of local, regional, and state land use controls and permitting procedures for residential and non-residential development.

Jonathan Witten

LAWS7766 Consumer Law (Spring: 2)

Every time you use cash or credit to buy goods or services for personal use, Consumer Law governs your rights and responsibilities. This course provides a general overview of Consumer Law standards, and focuses on the tools available to attorneys representing consumers (and those defending companies) when consumer disputes arise. The course will consider the common law, statutory, and regulatory regimes that govern Consumer Law claims. We will also analyze the tactics and strategy involved in consumer protection litigation, by reviewing real examples and examining the choices available to both the businesses and consumer advocates in the ensuing court actions. Finally, we will focus on several specific substantive areas, including the sub-prime mortgage debacle, internet privacy, and credit card reform. Due to time constraints and the availability of other courses, this course will not cover personal bankruptcy. Grades will be based on an in-class examination.

The Department

LAWS7769 Health Law (Fall: 3)

This course will introduce students to patient care issues within the context of the U.S. health care delivery system. The course will

cover both legal and policy aspects of: (1) Cost, quality, access and health care delivery in the U.S.; (2) Medical liability and the provider/patient relationship; (3) Regulation of private health insurance and the impact of health reform; (4) Selected current issues in bioethics.

The Department

LAWS7770 Corporations Lab (Spring: 1)

This course must be taken in conjunction with Corporations (Quinn). The Corporations Lab Option is intended to provide students with a real-world corporate law experience. The Lab is organized around a central activity: the incorporation and organization of a Massachusetts corporation. Students in the Lab will undertake all the steps required to incorporate and then organize a Massachusetts corporation. In addition to making the required filings with the Secretary of State of the Commonwealth of Massachusetts, students will also create a "board book" that will include all the relevant corporate documentation related to the new corporation. Students will also organize and run a shareholder meeting before the end of the semester. At this meeting, shareholders will vote to approve a dissolution of the corporation. Students will then make the required filing with the Commonwealth.

The Department

LAWS7774 Securities Regulation (Spring: 3)

Prerequisite: Corporations is recommended

This course provides an overview of the federal regulation of the issuance and trading of stocks and other securities, focusing on the Securities Act of 1933 and the Securities Exchange Act of 1934. We will analyze the regulation of the public offering of securities and discuss the structure and operation of securities trading markets. Topics covered will include the disclosure regime for public companies, exemptions from the securities laws' registration requirements, and liability under the securities laws, including sanctions for fraud and insider trading.

The Department

LAWS7777 Taxation II (Fall: 3)

Prerequisite: Tax I

Tax II explores the taxation of corporations. After a brief review of the other common forms for organizing a business and their distinctive tax treatments, the course focuses on the most important federal income tax issues relating to the organization, operation, liquidation and reorganization of publicly-traded corporations (and other "C" corporations). This includes the relationship between corporations and shareholders and the treatment of dividends and redemptions. The course is important for any student thinking of practicing in the general business area, even if she or he does not intend to become a "tax specialist."

The Department

LAWS7778 Taxation III (Advanced Corporate Tax) (Spring: 3)

Prerequisites: Tax IA and Tax II

Tax III is the most advanced course in the tax curriculum (note that Tax I and Tax II are prerequisites). It deals with both taxable and tax-free corporate acquisition transactions, the treatment of net operating loss carryovers, single corporation reorganizations and an introduction to the consolidated return rules and subchapter S. Students will engage in a variety of projects including some mix of the following: negotiate the terms of an acquisition transaction, prepare drafts for a request for a private letter ruling from the IRS, and draft tax opinions letters.

The Department

LAWS7783 Trial Practice (Fall/Spring: 2)

Prerequisite: Completion or current enrollment in Evidence

There are several sections of trial practice, which are taught by adjunct faculty who are judges or practitioners. Each instructor selects his/her own readings and exercises, but the coverage of the sections is quite similar. All require students to prepare and to perform aspects of jury trial—opening and closing arguments, and direct and cross-examination. The course is designed to develop practical skills and to build an appreciation for the relationship between substantive law and strategy and tactics in litigation. This section includes both civil and criminal trial exercises. Students also participate in a mock trial held in a real courtroom. All sections focus on trial advocacy; some also consider some pre-trial skills, such as discovery depositions. All sections have limited enrollments. Evidence is a prerequisite.

The Department

LAWS7786 UNCTAD Treaty Practicum (Spring: 3)

This course directly involves students in the work of the UN Committee on Trade and Investment (UNCTAD) on the controversial subject of international investment agreements (IIAs). The UNCTAD IIA Mapping Project sets out to create a comprehensive database of IIAs across more than 150 variations of IIA provisions. The database will help development policy makers understand trends in IIA drafting over time and will contribute to UNCTAD's ongoing

The Department

LAWS7787 Legal Interviewing and Counseling (Spring: 3)

The special objective is to develop within the student an awareness that mastery of sound interviewing and counseling skills is crucial for the delivery of quality legal services, whether one is engaged in private practice or works for a public agency. Course grade is based on: regular class attendance; active participation in small group exercises; performance of assigned attorney, client or observer roles in simulated interviews and mediation sessions as students working through various problem cases. Students are expected to keep a journal and submit a copy of it at the end of the term when handing in a take-home exercise.

Tracey West

LAWS7789 Entertainment Law (Fall: 3)

Most entertainment law practitioners agree "Entertainment Law" has no set definition, but includes a hybrid of distinct areas of the law, including but not limited to, copyright, trademark, contracts, wills, estate planning, real estate, bankruptcy and intellectual property. Course focuses on the protection of IP and the contractual relationships between various parties in the Entertainment and Music Industry. A major focus will be analysis of the Copyright Act of 1976, as amended, the Digital Millennium Copyright Act, and the protection of IP and contractual rights in TV, film, music, books, etc. The relationship between the artist and his/her manager, agent, lawyer, and record company will be explored in great detail. Course will cover representation of artists and music labels and the problems they encounter. Students will participate in a group exercise where they negotiate a record deal on behalf of either the artist or the record label, and report back their terms to instructors.

Christopher Brown

LAWS7791 Food and Drug Law (Fall: 2)

The Food and Drug Administration (FDA) regulates 25% of the U.S. economy and exerts decisive authority over the commercial availability of new therapeutic drugs and medical devices by controlling

pharmaceutical patents, drug and device manufacturing and clinical research. The Agency plays a leading role in assuring the safety of food grown, imported and distributed in the U.S. and controls food labeling, including use of the terms "organic" and "natural." Through lecture, reading assignments and discussion, this course will provide background on the legislative authority which underlies FDA activities, the processes and procedures by which the Agency carries out its mandate and the public policy debates which deal with the tension between accelerating approval of new treatments for incurable diseases such as AIDS, cancer and Alzheimer's disease and the demand to improve the safety of marketed drugs and foods. Enrollment is limited.

Allan Green, M.D.

LAWS7792 Federal Courts (Spring: 3)

This course involves a study of the role of the federal courts in the operation of the federal system. It concerns questions of federalism (the appropriate distribution of power between the Federal government and the states) and questions of separation of powers (the allocation of authority between Congress and the Courts). Therefore to a large extent it is an applied constitutional law course about the structural relationships of government. The teaching method involves discussion of problems and cases with some reading of excerpts from law review articles. The problems are designed to consider how these issues arise in litigation. Two to three short written memos (2 to 5 pages) analyzing the problems will be required. The grade will be based upon the final exam.

The Department

LAWS7793 Immigration Clinic (Fall: 5)

Prerequisite: Immigration Law

Students represent non-citizens in their applications for legal status, which involves interviewing, evaluating whether the client is eligible for such status, preparing the application, drafting affidavits of the client and supporting witnesses, gathering documents in support of the application, and representing the client at the interview. Students represent non-citizens in removal proceedings before the Immigration Court, which involves arguing bond motions, conducting direct examination of witnesses, raising evidentiary objections, and arguing points of law. Cases include asylum, waivers of deportation, adjustment of status, visas for victims of violent crimes, relief for noncitizen victims of domestic violence, and visas for juveniles who have been abused, abandoned or neglected. Students conduct "Know Your Rights" presentations for communities in the Boston area and for detained noncitizens.

Mary Holper

LAWS7797 Advanced Legal Research (Fall/Spring: 3)

Advanced Legal Research offers an in-depth, hands-on experience with the process of legal research. Students use a wide range of legal materials and devise practical techniques and strategies for using these materials competently and effectively. The goal of the course is to create self-sufficient legal researchers capable of analyzing and resolving legal problems effectively. Emphasis is placed on the types of legal sources and research not covered in the first year of law school (e.g., treatises, forms sources, administrative law, statutory research, legislative histories and legal practice materials). Both print sources and free and fee-based electronic sources are explored and critiqued. The course covers Westlaw, LexisNexis, BloombergLaw and other electronic sources

The Department

LAWS7799 Independent Study (Fall: 1)

The Department

LAWS8804 Leadership and Social Justice Seminar (Spring: 3)

Cross listed with SCWK7734

The Department

LAWS8812 Administrative Law Lab (Spring: 1)

This course is a companion course to Administrative Law, designed to give students more hands-on exposure to the nuts and bolts of administrative law practice. Topics will include researching agency regulations, drafting a motion to intervene, finding a rulemaking notice and records, drafting a petition for review, and seeking guidance from a federal agency. Students will be required to select a proposed regulation of their choice and prepare and file comments with the agency regarding their proposed regulations, in an effort to engage and shape ongoing agency policy.

The Department

LAWS8823 Life Cycle of a Chapter 11 Restructuring Case (Spring: 3)

Prerequisite: Business Bankruptcy

Chapter 11 cases require lawyers for troubled companies and related parties (creditors, employees, vendors, customers, shareholders and others) to evaluate alternative strategies to maximize value and to minimize losses (or to push those losses onto others). In this inter-active course, we'll use an actual case (in which the professor represented the debtor) to allow students to set and critique strategy; write recommendations to the Board and motion papers from opposing sides; argue positions; negotiate a chapter 11 plan outcome; and try to reconcile some of the competing legal and social implications of corporate restructuring (for example, should poorly managed companies be left to fail? What if that means the loss of the best employer in a small town? Should "vulture funds" be allowed to take advantage of distressed situations?).

The Department

LAWS8824 Corporate Governance and Risk (Fall: 3)

Prerequisite: Corporations

This course focuses on corporate governance practices in the U.S. and their impact on risk taking by corporations and financial institutions. Students will gain a firm grounding in the principles of corporate governance including the role of state corporate law, securities law and oversight of the banking system. Topics covered will include the ownership structure of financial firms and professional gatekeepers, executive compensation practices, the role of directors, securities fraud liability, corporate recruitment policies, and shareholder activism. While exploring these topics we will review recent regulatory reforms including the Dodd-Frank Act. The only prerequisite is the basic corporate law course.

The Department

LAWS8834 Judicial Process: Appeals (Spring: 6)

Judicial Process is a course which allows a student to sit as law clerks two days per week with Massachusetts Superior Court Judges (Trial Court). Students will be assigned to individual judges. It is expected that the student will perform one day doing assignments and the second day observing. There will opportunity to work with more than one judge. Students will therefore have the opportunity to observe and work directly with different judges and thereby learn from different judicial styles and perspectives. There will be a bi-weekly two hour

seminar meetings, which will be used to discuss various topics including the following: selection and discipline of judges; role of the jury; and a critique of the adversary system.

Robert Bloom

LAWS8835 Judicial Process Appeals Seminar (Fall: 3)

The Department

LAWS8838 Judicial Process (Fall: 5)

Prerequisite: Department permission

Robert Bloom

LAWS8840 Patent Law (Fall: 3)

This course covers the major doctrines and policies at work in modern patent law. While current law will be taught in detail (both the 1952 Act and the America Invents Act), the course will also focus on enough history and policy so that students are equipped to deal with, and make predictions about, the rapid changes in patent law that we have witnessed recently and that we will continue to see. The course also has a skills component. Students will learn to review prior art, analyze the validity and novelty of particular patents in the form of claim construction charts, and make oral arguments for summary judgment on issues of validity, novelty, and claim construction in front of patent practitioners in the field.

David Olson

LAWS8852 Constitutional Politics (Fall: 2)

Prerequisite: Constitutional Law I

This is a seminar on the process of constitutional amendment in the United States. We will explore the many ways in which the United States Constitution has changed since its adoption as a result of both formal and informal amendments. We will study Article V of the Constitution, which sets the rules for formally amending the Constitution. We will analyze the role of political actors in changing the text and meaning of the Constitution. Additionally, we will discuss the future of the Constitution, specifically whether and how it should be reformed. This course will be conducted as a seminar discussion. One student will be designated as a "discussion leader" for each seminar meeting and will co-lead that particular seminar meeting with the Professor. Evaluation will be based on a take-home examination.

The Department

LAWS8856 Attorney General Clinical Program (Fall/Spring: 3)

Corequisites: Students register for two components at a time—LAWS8856 and LAWS8858 in the fall and the same again in the spring

See course description at Attorney General Clinical Program Seminar.

Thomas Barnico

LAWS8858 Attorney General Clinical Program Seminar (Fall/Spring: 3)

Prerequisites: Must have taken or be enrolled in Evidence or Trial Practice

Corequisites: Attorney General Clinical Program (Fall: 4/Spring: 3)

The AG Clinical Program is a full-year clinical experience in civil litigation in the Massachusetts Office of the Attorney General. Students work directly with assistant attorneys general in the representation of state agencies and officials in state and federal courts. The clinic teaches includes the following types of legal work: (1) the drafting of pleadings, motions, discovery, and other litigation documents; (2) legal research and writing of briefs in the trial and appellate courts;

(3) oral argument in the state courts; and (4) other litigation tasks. Students will be assigned to one of two Divisions in the Government Bureau, either the Administrative Law Division or the Trial Division. Students assigned to the Administrative Law Division will work on cases involving administrative and constitutional law, federal courts, and statutory construction. Students assigned to the Trial Division will work on cases involving employment, tort, contracts and eminent domain and land use law.

Thomas Barnico

James Sweeney

LAWS8871 Wrongful Convictions (Spring: 3)

Prerequisites: Criminal Procedure and Evidence recommended

This seminar gives students the opportunity to study the phenomenon of wrongful convictions, including the causes of, and possible solutions to, the problem and its significance for the criminal justice system. Readings, films, guest speakers, and discussions provide students with a range of perspectives on the issues. The academic experience is enriched by the students' ability to draw on their clinical and externship experiences.

The Department

LAWS8886 International Law (Fall: 3)

This course is designed to familiarize students with the operation and institutional structure of the international legal system, the law of nations that govern relations among states. The first portion of the course, consisting of somewhat more than half of the semester, will address the principal attributes of the international legal system, including (1) sources of international law; (2) subjects of international law; (3) jurisdiction of states; (4) international adjudication and dispute settlement; and (5) the law of treaties. The remainder of the course, as time permits, will be devoted to special topics, including such subject matter as the law of the sea; the international law of human rights; the use of force in international law; and diplomatic and consular immunity.

The Department

LAWS8887 BC Innocence Project Externship (Spring: 4)

Prerequisites: Criminal Procedure and Evidence recommended

Students enrolled in the BCIP study the problem of wrongful convictions and provide pro bono legal assistance to prisoners who maintain their innocence. Students in the program choose from a menu of supervised experiential educational opportunities (including both an in-house clinic at the Law School and externship placements at the New England Innocence Project and the Committee for Public Counsel Services) and bring those experiences to bear on their studies in the spring semester Wrongful Convictions course taught by Professor Beckman.

Sharon Beckman

Charlotte Whitmore

LAWS8940 U.S. and International Antitrust Law (Fall: 4)

Antitrust law governs much more than just mergers and acquisitions. Businesses must be aware of antitrust law when contemplating numerous business activities including joint ventures, contracts with suppliers and distributors, how to deal with competitors, what conditions can be attached to the sale or lease of goods and services, and what actions they may take as part of trade organizations. Moreover, in this increasingly global world, lawyers need to know not just the law in the United States, but also approaches to antitrust law in other parts of the world, like the European Union. Accordingly, while the bulk of

the course will cover U.S. law, the course will also cover select areas of antitrust law in foreign jurisdictions. No prior understanding of economics or trade regulation is required. Students will be taught the basic economics needed to analyze and practice antitrust law.

The Department

LAWS9735 Faith, Morality and Law (Fall: 3)

Cross listed with THEO7735

Looks at the relationship between faith, morality, and law at key points in the Christian tradition and in relationship to contemporary issues. Section One examines the relationship between moral law and Christian life by looking at key passages from the New Testament in their historical context and classic Protestant and Catholic views of the subject. Section Two considers the relationship of law and morality in a pluralistic society. Section Three looks at responsibilities of Christians who find themselves in an unjust legal system. We will consider the possibilities and limits of civil disobedience and the call to martyrdom.

Cathleen Kaveny

LAWS9917 Philosophy of Law: Future of International Law

(Fall: 3)

Taking globalization and the constitutional structure of the global order as points of departure, the course reflects on the future of international law as humanity's emerging global law of freedom, equality, development, dignity, solidarity, progress, peace, and justice. International law is a creation of interest-charged contexts the curvatures of which are shaped by constellations of values. In the course we will enter these contexts in order to understand them and to be as critical and constructive as we are able to. Readings include decisions from international and transnational courts as well as theoretical works on international law and relations. Students from all schools and departments are welcome to enroll or audit. No prerequisites and no previous knowledge of international law or philosophy is assumed. 3-credits with possibility of 4th credit (additional 15-pages paper). May be taken pass/fail.

Paulo Barrozo

LAWS9918 Employment Discrimination (Spring: 3)

Employment Discrimination Law will focus primarily on the landmark Title VII of the Civil Rights Act of 1964, forbidding workplace discrimination because of race, color, religion, gender, or national origin. Like most such legislation, the language leaves enormous discretion in the courts to interpret the prohibitions, define the terms like "discrimination," "because of," etc., and formulate methods of proof and a remedial structure. We will study cases, work through problems, and explore the policy implications of judicial monitoring of workplace decision-making.

The Department

LAWS9925 Mediation (Fall: 3)

Whether you incorporate mediation into your practice as an advocate for your client or you choose to become a mediator, this course provides a sound theoretical and skills base necessary to understand the mediation process. Beginning with an overview of interest based negotiation, mediation theory, and the role of mediation in the legal system, the course progresses to include a skills training component through simulation, role-playing and demonstration.

The Department

LAWS9926 Tax I (Individual Income Taxation) (Fall/Spring: 4)

Taxation I is the basic introductory course in federal income taxation. In contrast to courses in the first year, it is principally a statutory course, dealing with the Internal Revenue Code and the Regulations. The focus of the course is divided between mastery of the technical tax principles and understanding of the basic policy judgments which are implicit in those principles. For a student who takes no additional tax courses, Taxation I should provide an overall understanding of how the federal income taxation system functions. For students desiring to continue their studies of tax, Taxation I develops the themes which will be recurring in later courses and forms the basis on which the subsequent tax courses build. This course is offered both semesters. Students who may wish to take advanced tax courses in the spring term should take Taxation I in the fall.

The Department

LAWS9930 Dispute Negotiation (Fall: 2)

This is an experiential course in which students will be active participants, negotiating cases on a weekly basis. The subject matter of the disputes will include: commercial transactions, gender bias issues, criminal plea bargaining, family law matters, personal injury cases, and other disciplines. Students will be introduced to the art of negotiating, reading body language and micro-messages, interviewing clients and reaching common ground with adversaries. The work will be critiqued as actual student negotiating sessions are taking place, all in an effort to familiarize students with various techniques, strategies, tactics, persuasive skills, and effective demeanor involved in successful negotiations. Although there will be some lectures, the emphasis of the course is “learn by doing.”

The Department

LAWS9937 Chinese Law Program (Fall: 2)

Through partnership with Indiana University- Indianapolis, BC law students enroll in the IU-Indianapolis China Law Program at Renmin University in Beijing, which runs late May-June. Students attend 2 or 4 weeks of classes taught by Chinese professors and visit legal institutions and cultural sites in the Beijing area. Students must commit by March 30. In addition to successful completion of the IU program, students will submit weekly journals to Prof. McMorrow. Students are responsible for the IU-Indianapolis program expense and all related travel and living expenses. Credit is allocated to the fall semester.

The Department

LAWS9942 Family Court Practice (Spring: 2)

This course is an introduction to the range of issues dealt with by family law practitioners. Starting with the more traditional subjects such as the psychodynamics of divorce, custody disputes, significant factors in the division of assets, the theory and practice of child support and alimony, tax ramifications of divorce, etc. This course addresses cutting edge issues in the evolving concept of family such as same sex marriage, de facto parents, assisted reproductive technology, and guardianships. The place of various forms of ADR including mediation as well as ethical considerations unique to family law practice will be discussed. Noted family law practitioners participate on a weekly basis in order to bring the course from theory to practice.

The Department

LAWS9943 Criminal Procedure (Fall: 3)

This course will focus on constitutional limitations on police practices. The 4th, 5th, and 6th Amendments are examined as they affect

the warrant process, searches and seizures, interrogations, confessions and identification. The course considers in depth the exclusionary rule and other legal controls on police conduct. The course presents a unique opportunity to explore and contrast various judicial philosophies within the Supreme Court regarding criminal procedural protection. Teaching methodology is a combination of lecture, discussion, videos, and Socratic dialogue.

Robert Bloom

LAWS9950 Intellectual Property Research (Spring: 2)

This course is designed as an in-depth look at the legal resources and research techniques used in the practice of intellectual property law. Course will cover basic legal research techniques involving the U.S. Constitution, statutes, cases, and regulations and how they relate to IP practice. IP specific research tools and techniques involved in patent and trademark practices will also be included. Students are exposed to practical techniques and strategies for using these materials competently, effectively, and economically in the research process to enable them to develop research skills necessary to be a successful lawyer in an IP practice. Grade will be based on class participation, effort on ungraded research exercises and performance on graded research exercises.

The Department

LAWS9953 Immigration Externship (Fall/Spring: 2)

Prerequisite: Immigration Law

The Immigration Externship Program provides students with the opportunity to develop their immigration lawyering skills and exposes them to the realities of immigration practice. Participants work either off campus at a firm or non-profit, or on campus with the Post-Deportation Human Rights Project. Practice areas vary but often involve asylum, adjustment of status for victims of domestic violence, employment-based, or deportation defense. Students state any preferences as to substantive areas of the law; type of work (e.g., client interviewing or brief-writing); or office environment (e.g., firm or non-profit).

Amy M. Wax

LAWS9956 Bankruptcy Law Research (Spring: 2)

Students are introduced to research methods and resources for tracking bankruptcy filings, locating court opinions, and utilizing practice materials. Course covers statutory research in bankruptcy code, use of treatises, desk books and other research sources. Emphasis is on the technology and tools used in current bankruptcy practice, e.g. electronic case filing (ECF/ECM), docket searching and specialized bankruptcy practice software. Course grade is based on several written assignments

The Department

LAWS9957 Sports Law (Spring: 3)

This course offers the study of selected topics in the application of law and legal thinking to sports. Particular attention is paid to how law or legal thinking shapes the business of sports and the behavior of those who run, play in, or regulate sports. Topics include league governance, merchandising, media rights, antitrust, labor law, and tort law. The class also includes on major simulation about the movement of college football teams to new conferences. The class requires a substantial research paper on a topic of the student's choice.

The Department

LAWS9967 Mental Health and the Law (Spring: 3)

As an area in which the law has undergone significant evolution to keep pace with advances in science and medicine, mental health law

presents exceptional challenge to the practitioner. It spans a number of substantive areas of law which include criminal and civil rights law, tort law, and government regulatory practice. The course will focus on several critical areas. These include patient privilege, provider tort liability, involuntary civil commitment, incompetency to stand trial and criminal responsibility, and sexual predator laws including forensic issues in predicting future dangerousness. The course will address practical issues which arise for those who represent hospitals, psychotherapists, patients, and the criminally accused. This aspect of the course will include particular evidentiary issues likely to arise in proceedings relating to mental illness. Additionally, the course will explore broader policy issues which underlie legal treatment of those with mental illness.

The Department

LAWS9969 Environmental Law (Fall: 4)

The basic course in environmental law, studying a broad range of environmental cases—from pollution and nuclear issues to parks and wetlands—and focusing upon the legal doctrines, public and private law structures, and litigation techniques that apply to environmental protection controversies. This course studies the ways in which legal rules and procedures have been drawn from every corner of the legal system from tort and constitutional law to statutory and international law to handle environmental challenges of private and public actions. The course also serves as a case study in the implementation of public policy through litigation skills and legislative process.

Zygmunt Plater

LAWS9975 Criminal Procedure (Adjudication) (Spring: 2)

Prerequisite: Criminal Law

This course combines the law of post-arrest criminal procedure and what actually happens in prosecutor and defense lawyer offices and courtrooms. We begin with bail and the grand jury, and proceed through pretrial discovery, guilty pleas and trials, sentencing, double jeopardy and appellate/collateral review. Readings focus on Constitutional rights of defendants, limits that the Supreme Court has placed on those rights, and historical context. We also discuss how the grand jury, plea bargaining and other proceedings work in practice. Each week, two students do a short oral argument (or another short practical exercise) based on a leading case. Students will also be expected to write one 10-page paper.

Robert Ullmann

LAWS9978 Civil Litigation Clinic (Fall/Spring: 3)

Prerequisite: Students must take or have taken Evidence

This civil clinical course allows students the opportunity to practice law under the close supervision of clinical faculty at the BC Legal Assistance Bureau (LAB). Students are legally certified to advise and represent clients in every aspect of civil litigation. Practice areas are family law, landlord-tenant, and public benefits appeals. Clinical faculty provide thorough feedback about students' work at all stages in order to help them build on their skills and learn from their experiences, including written feedback at both mid-semester and end of term. Seven-credit students are expected to spend an average of 20–25 hours/week on clinic matters; ten-credit students average 30–35 hours/week. Pass/fail and variable credit options can only be exercised at the beginning of the term. Enrollment, by lottery, is limited to 18 students in the Fall, and 12 in the Spring.

Alexis Anderson

Jane Biondi

Alan Minuskin

LAWS9979 Civil Litigation Clinic Class (Fall/Spring: 2)

Prerequisite: Students must take or have taken Evidence

Students enrolled in the Civil Litigation Clinic also participate in a weekly seminar where issues related to students' actual cases are examined. The practical, legal and ethical issues of lawyering are explored in detail through discussion, simulations, and review of video recorded portions of students' meetings with their clients. In addition to class participation, students draft four reaction papers during the term, reflecting on their lawyering, systemic challenges, and social justice issues which they have observed. Students receive the same grade for both their clinic and seminar work. Pass/fail can only be exercised at the beginning of the term. Selection by lottery.

Alexis Anderson

Alan Minuskin

LAWS9981 Jessup International Law Moot Court (Fall: 3)

Prerequisite: Department permission

David Wirth and Thomas Carey

LAWS9982 National Moot Court (Fall: 3)

The Department

LAWS9983 U.C.C. Reporter Digest (Fall: 3)

Prerequisite: Department permission

Ingrid Hillinger

LAWS9986 Journal of Law and Social Justice (Fall: 3)

Kent Greenfield

LAWS9987 International Comparative Law Review (Fall: 3)

The Department

LAWS9989 Environmental Affairs Law Review (Fall: 3)

The Department

LAWS9993 Estate and Gift Tax (Fall: 4)

Estate and Gift Tax considers the federal estate, gift and generation skipping tax provisions as they apply to transfers during life and at death. There are no prerequisites for this course, although students interested in practicing in the trusts and estates area are encouraged to also take Tax I. It is required of any student wishing to take Estate Planning. The course is taught using the Socratic and problem method and class participation is expected and encouraged.

The Department

LAWS9994 First Amendment Moot Court (Fall: 3)

The Department

LAWS9996 Evidence (Fall/Spring: 3, 4)

Evidence is the study of the methods by which litigants prove facts at trial. This course emphasizes the Federal Rules of Evidence and the common law from which those rules were developed. After examining the concept of relevance, the basic requirement for the admissibility of evidence, the course covers more complex topics such as hearsay, character evidence, impeachment, expert and lay opinion, and authentication of exhibits.

The Department

LAWS9999 Law Review (Fall: 3)

The Department

Carroll School of Management

Boston College's Carroll School of Management, Graduate Programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 900 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and understanding of the important role of accounting in business; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management, Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 20 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

Full-Time M.B.A. Program Curriculum

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. An M.B.A. from Boston College offers you the skills and experience you need for an impactful career. Our Full-Time M.B.A. Program combines carefully sequenced courses with a variety of experiential learning components. Summer and academic year internships provide opportunities to apply classroom learnings directly to professional practice. The M.B.A. prepares you to become a distinguished leader in business. Acquire the tools employers demand from our world-class faculty, and connect with a powerful network of leaders and innovators at Boston College.

Full-Time M.B.A. Requirements and Schedule

In the first year, students progress through the core curriculum as a cohort, developing a broad foundation of business knowledge and capabilities while forming meaningful connections with classmates. You will gain hands-on experience through the completion of the Consulting Project, in which student teams deliver practical solutions to real-world clients. The second year of the program allows you to strengthen your skills in functional disciplines of your choice. Through the pursuit of elective courses, you can ready yourself for success in your desired field.

The Carroll School is committed to instilling a strong sense of community service in its students. In an effort to align this commitment with the Program, all M.B.A. students must fulfill a requirement of 20 hours of service to others through meaningful work as volunteers.

Full-Time M.B.A. students should plan on academic sessions from 8:30 a.m. to 5:00 p.m., Monday through Friday during the first year of study.

Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects. Most classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m..

For current course listings and schedules, visit <http://www.bc.edu/schools/csom/graduate/courses.html>.

Evening M.B.A. Program Curriculum

As a working professional, the Part-Time M.B.A. Program at Boston College offers you the flexibility you need to earn your degree while advancing your career. And you benefit from the opportunity to apply what you learn in the Program directly to your work.

As a Part-Time M.B.A. student, you develop managerial, analytical, and practical management skills through the completion of a strong set of core courses that emphasize experiential learning. The program attracts a diverse mix of highly motivated individuals from the vibrant and diverse regional business community, helping you grow your network as you develop and learn new skills.

Evening M.B.A. Requirements and Schedule

Students generally take two courses in the fall and spring semesters, but may take additional courses during the summer. Evening students must complete 57 credits of course work as well as 20 hours of community service. Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit www.bc.edu/schools/csom/graduate/courses.html.

M.B.A. Curriculum

Full-Time Program

- MPRX7730 Management Practice: Acting in Organizations
- GSOM7705 Professional Development Workshop I
- GSOM7706 Professional Development Workshop II
- OPER7716 Data Analytics I: Model Building
- MKTG7720 Marketing
- MGMT771 Managing People & Organizations
- ACCT7713 Accounting
- ISYS7720 Data Analytics II: Technology & Management
- MFIN7701 Economics
- MFIN7722 Financial Management
- ISYS7730 Data Analytics III: Business Intelligence
- OPER7720 Operations Management
- MGMT7730 Strategic Management
- 11 Electives

Part-Time Program

- OPER7704 Economics
- MGMT7709 Managing People and Organizations
- ACCT770 Accounting
- ISYS7700 Information Technology for Management
- MFIN7704 Financial Management
- MKTG7700 Marketing
- OPER7705 Statistics
- OPER7700 Operations Management
- MGMT7710 Strategic Management
- MGMT7711 Managing Business In Society
- 9 Electives

Dual Degree Programs

The Carroll School of Management, Graduate Programs collaborate with other outstanding graduate schools and programs at

Boston College to offer over highly regarded dual degree programs. Students are generally able to complete the requirements of a dual degree program in less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management, Graduate Programs and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests.

Master of Science in Accounting

The Master of Science in Accounting program at Boston College cultivates students' analytical abilities and promotes an in-depth understanding of the role of accounting in the world at large. The Master of Science in Accounting prepares you to excel in the pursuit of your CPA and provides a strong foundation for a thriving career. The M.S. in Accounting program is only offered on a full-time basis. Required coursework is determined by faculty through the review of the student's academic transcript.

Enrollment Options

If you earned your undergraduate degree in a subject other than accounting, the Master of Science in Accounting summer program is designed to prepare you for the advanced study of accounting topics by providing a foundational education in core accounting subjects.

If you earned an undergraduate degree in accounting, you can apply to either the Master of Science in Accounting summer or Master of Science in Accounting fall program. Typically, the program can be completed in two semesters, and matriculation options remain flexible if you have accepted an offer from a firm prior to the start of the program.

Curriculum

The Master of Science in Accounting Program offers a flexible curriculum that is tailored to your academic background. Courses focus on concepts that can be practically applied to professional accounting practice, and you learn from an accomplished faculty possessing valuable experience in the industry.

Upon completion of the Master of Science in Accounting Program, you will have a thorough understanding of the audit process. You will be proficient with firms' strategic cost management and management control decisions. You will be proficient with respect to financial statement analysis. And you will gain an in-depth understanding of the role taxes play in business decision making.

Each student receives a personalized course worksheet upon entering the Program that lists the specific courses you need to take to fulfill the Master of Science in Accounting degree. Completion of the Program requires a minimum of ten courses (30 credit hours) and at least six accounting classes, including the three Master of Science in Accounting core courses.

In addition to the academic requirements, all M.S. in Accounting students must complete ten hours of Community Service to fulfill their degree requirements.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

Master of Science in Finance

The Master of Science in Finance offers you a comprehensive curriculum grounded in fundamental economic principles to develop specialized knowledge and skills as well as insights into innovative methodologies.

Two scheduling options are available. The full-time option allows you to complete the Master of Science in Finance in one full year of study, while the part-time option offers a part-time curriculum for students who wish to continue their careers.

All Master of Science in Finance candidates must meet certain prerequisite requirements prior to entering the program.

Curriculum

The traditional 30-credit M.S. in Finance Program comprises eight core courses and two electives. All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and exploration of innovative methodologies in Derivatives and Risk Management, Theory of Corporate Finance, and Fixed Income Analysis. Learning is engineered to be cumulative and reinforcing.

In addition to these 30 credits, all M.S. in Finance students must complete 10 hours of Community Service to fulfill their degree requirements.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. Most classes meet from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m. Summer term courses meet twice a week from 6:30 p.m. to 9:30 p.m.

M.S. in Finance Program Options **Cohort (Accelerated) Option**

Students are drawn from across the country and around the world to participate in the Carroll School's accelerated M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. Students progress through the program as a cohort. Taking all courses together not only fosters exceptional camaraderie, but also creates a supportive network—one that continues long after the Program comes to an end.

Self-Paced Option

The self-paced option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. While course enrollment is flexible, self-paced students typically complete the Program in twenty months by taking two courses in the fall, spring, and summer semesters respectively.

Quantitative Track Option

Designed exclusively for full-time students, the M.S. in Finance Quantitative Track at Boston College provides a thorough grounding in technical and analytical skills. In addition to gaining a well-rounded background in finance, Quantitative students at the Carroll School develop analytical tools in math, statistics, and econometrics, and learn to use popular software (MATLAB and STATA) and databases (CRSP and COMPUSTAT).

M.S. in Finance Curriculum, Cohort Option

Core Courses

- MFIN8801 Investments
- MFIN8807 Corporate Finance
- MFIN8820 Management of Financial Institutions
- MFIN8852 Financial Econometrics
- MFIN8860 Derivatives & Risk Management

One of the following:

- MFIN8881 Corporate Finance Theory
- MFIN8821 Corporate Valuation & Restructuring

Three electives:

- Any 6600 or 8800-level Finance elective OR ACCT8824 Financial Statement Analysis

Ph.D. in Management with a Concentration in Finance

The PhD program in Finance at Boston College is internationally known for a rigorous curriculum that combines theory with applied research and pedagogy. Finance faculty at Boston College are experts in their disciplines and globally acclaimed for their scholarship, research, and mentorship. In our collegial environment, students typically collaborate with one another and with faculty to produce groundbreaking research. The academic program begins with systematic, rigorous training in quantitative methods, economics, and finance. In addition, students complete a major research project, serve as research and teaching assistants, and write a doctoral dissertation. Graduates of the program are leaders in the field of finance who have the knowledge and analytical skills they need to conduct research and teach at the highest level.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. Ph.D. candidates in finance must complete four doctoral courses in quantitative methods, two in microeconomics, four in finance, and one in accounting. These requirements are typically satisfied in the first three years of the program (see www.bc.edu/content/bc/schools/csom/graduate/phdprograms/phdf/academics/coursesequence.html for details). In some cases, coursework completed prior to entering the program may be substituted for required courses.

Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for fifteen hours per week for the first two years of the program. By May 31 of their third year, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained, and updated by the Ph.D. Committee.

Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from course work to thesis research. The

examination is intended to allow the student to demonstrate substantial knowledge of financial economics. The examination is taken within two months of the completion of the first year of the program.

Dissertation

The doctoral dissertation is expected to be a substantial, significant, and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid. A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for four years. Financial support beyond the fourth year is conditional on the student's performance and may vary in amount. In return for this support, the student acts as a research assistant for the first two years of the program, then acts as a teaching assistant in the following years of the program. This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

Ph.D. in Management with a Concentration in Organization Studies

Designed to prepare students for academic careers, the Ph.D. program in Organization Studies at Boston College is recognized worldwide for its rigorous curriculum and exceptional faculty who are leaders in their fields. The program emphasizes a strong foundation in organizational theory, research methods, and statistics. Students begin the program with a set of complementary courses in micro- and macro-organizational theory, qualitative and quantitative research methods, statistics, and teaching skills. In the third year, students complete a major empirical research project and teach a course of their own. Throughout the Ph.D. program, students pursue research on their own and in collaboration with faculty. All students are encouraged to deliver papers at national and international professional conferences, as well as to submit articles for publication in top-tier research journals. Our graduates emerge as creative, independent scholars who can craft and pursue their own research agendas.

Ph.D. in Management with a Concentration in Organization Studies Curriculum Course Requirements

Ph.D. students who have previous education in management take a total of 19 courses during the program; students without management education take two additional M.B.A. courses, for a total of 21 courses. All students begin the organization studies program with a set of complementary courses in micro- and macro-organizational theory, qualitative and quantitative research methods, statistics, and teaching skills. For course details, see Curriculum.

Comprehensive Examination

The comprehensive examination is given at the end of the second year. To pass the exam, students must demonstrate a substantial knowledge of theory and methods involved in the study of organizational behavior and theory.

Research Project and Dissertation

By the end of the third year, students complete a research paper demonstrating the ability to conduct innovative research in organizational studies. The culmination of the program is the dissertation: a substantial, significant, and original contribution to the body of knowledge in organizational studies that is prepared under the guidance of a dissertation committee of three faculty members.

Assistantship Requirement

Doctoral students at the Carroll School are expected to serve as research or teaching assistants throughout their studies. Typically, a student works as a research assistant for 15 hours a week during the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years. In exchange, the Carroll School provides financial support for doctoral students in the form of a stipend and tuition remission.

Advanced Standing and Equivalency for Graduate Degrees

Undergraduate Course Work (Full-Time M.B.A.)

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive equivalency and thus be allowed to substitute an elective for a core course. Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive equivalency.

Undergraduate Course Work (Evening M.B.A.)

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a Core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses the student is required to complete for the M.B.A. degree by giving students credits toward their degree requirements. Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit. Students who have demonstrated mastery at the undergraduate level in more than two subjects may be granted equivalency and be allowed to substitute an elective for a Core course.

Graduate and Professional Course Work (Full-Time M.B.A.)

Students who have completed graduate management courses at other institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB) may receive equivalency and be allowed to substitute an elective for a core course. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency. Students must have a minimum grade of B in all completed course work.

Graduate and Professional Course Work (Evening M.B.A.)

Students who have completed graduate management courses at other AACSB accredited institutions may receive advanced standing for

a maximum of 12 semester credit hours. Students who have recognized professional certification (e.g., CPA, CFA) may also receive advanced standing. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be granted equivalency and be allowed to substitute an elective for a core course. Students must have a minimum grade of B in all completed course work.

Advanced Standing for Graduate Degrees

Applicants may receive up to 12 credits of advanced standing, elective credit for masters or doctorates in any of the fields in which the Carroll School of Management, Graduate Programs offers a dual degree, concentration, or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, linguistics, sociology, and engineering). Advanced standing for graduate degrees is granted only to accepted students with masters or doctorates from nationally accredited, established programs in the United States.

Transfer Policy

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Director of M.B.A. Advising to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

Admission Information

Master of Business Administration

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Additional information can be found at www.bc.edu/schools/csom/graduate/mba/admission.html.

Master of Science in Accounting

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. All applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at www.bc.edu/schools/csom/graduate/msa/admission.html.

Master of Science in Finance

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required. The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. The Committee also considers leadership and community involvement factors in the admissions process. All applicants are required to take either the GMAT or GRE. Additional information can be found at www.bc.edu/schools/csom/graduate/msf/admission.html.

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. All applicants are required to take either the GMAT or GRE.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. All applicants are required to take either the GMAT or GRE.

Ph.D. in Finance

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A. or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

International Students

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or Pearson Test of English (PTE). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 computer-based, or 100 on the IBT. The minimum required score on the PTE is 68. An official score report should be sent to Boston College, The Carroll School of Management, Graduate Programs, Fulton 315, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above grade point average and a strong set of application materials. These awards range in value and are typically awarded to exceptionally strong candidates. These institutional awards are determined by committee and administered at the point of admission.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 6 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, Graduate Programs, the Office of Student Services offers a variety of programs to help students finance the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at www.bc.edu/content/bc/offices/stserv/financial/finaid/grad.html.

Career Development

The Office of Graduate Management Career Development supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include the following: recruiting program, corporate presentations and informational sessions; interview preparation, resume books, corporate outreach, and other relevant Career Resources.

Accreditation

The Carroll School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

For More Information

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; www.bc.edu/carroll.

Accounting

Faculty

Jeffrey R. Cohen, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Amy Hutton, *Professor*; B.A., M.B.A., Ph.D., University of Rochester

G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida

Atlantic University; M.S., Ph.D., Carnegie Mellon University

Mark Bradshaw, *Associate Professor*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

Mary Ellen Carter, *Associate Professor*; B.S., Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

Gil J. Manzon, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Assistant Department Chair*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Sugata Roychowdhury, *Associate Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester

Susan Z. Shu, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Billy Soo, *Associate Professor*; Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University
Vishal Baloria, *Assistant Professor*; B.B.A., University of Toronto; M.A., McMaster University; Ph.D., University of Waterloo; C.P.A.
Lian Fen Lee, *Assistant Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

Alvis (Kin Y) Lo, *Assistant Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia

Ewa Sletten, *Assistant Professor*; B.A., University of Łódź, Poland; M.S., University of Illinois; Ph.D., Northwestern University

Elizabeth Bagnani, *Associate Professor of the Practice*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst

Dianne Feldman, *Lecturer*; B.S., University of Massachusetts-Amherst; M.B.A., Bentley University; C.P.A.

Elizabeth Quinn, *Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

Edward Taylor, Jr., *Lecturer*; B.S., Boston College; M.S.T., Bentley College; C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

Course Offerings

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

ACCT7701 Accounting (Fall/Spring/Summer: 3)

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

Dave Lemoine

Ken Schwartz

Susan Shu

ACCT7713 Accounting (Fall: 2)

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

Pete Wilson

ACCT8801 Contemporary Topics/Corporate Reporting (Spring: 2)

Prerequisite: ACCT7701 or ACCT7713

This course covers current practices in corporate financial reporting and issues relating to asset and liability valuation and income determination. The foremost objective is to increase understanding of published financial statements by strengthening and extending technical skills in the areas of financial accounting and reporting. A second objective is to evaluate current accounting practice from a user's perspective using annual reports or press articles. Coverage spans many contemporary and controversial accounting topics, including accounting for employee

stock options, earnings per share, and pensions and other post-retirement benefits. The course stresses technical and critical analysis of financial reporting numbers.

Mark Bradshaw

Billy Soo

ACCT8810 Communications Skills for Managers (Fall/Spring/Summer: 3)

Cross listed with GSOM8810

This course will focus on specific practical applications of business communication in both written and oral presentations required of Master of Science in Accounting students and future managers. Writing assignments include memos, analytic reports, proposals, and a variety of business correspondence. Students also write collaboratively and present as part of a panel.

Tim Gray

Rita Owens

ACCT8813 Financial Accounting Practice I (Summer/Fall: 3)

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

Lou Corsini

ACCT8814 Financial Accounting Practice II (Fall/Spring: 3)

Prerequisite: ACCT8813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments. A thorough analysis of cash flow reporting is also included.

Gil Manzon

ACCT8815 Financial Auditing (Fall: 3)

Prerequisite: ACCT8813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

Mike O'Hara

ACCT8816 Federal Taxation (Fall: 3)

Prerequisite: ACCT8813

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Ed Taylor

ACCT8817 Internal Cost Management and Control (Fall/Summer: 3)

This course examines the technical and strategic tools used in managerial planning and controls, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also discussed.

Dianne Feldman

ACCT8824 Financial Statement Analysis (Fall/Spring/Summer: 3)

Prerequisite: ACCT7701 or ACCT7713 or ACCT8813

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

The Department

ACCT8825 Assurance and Consulting Services (Fall/Spring/Summer: 3)

Prerequisite: ACCT3309 or ACCT8815

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

Larry Davis

Fred Husk

Emil Ragonis

ACCT8826 Taxes and Management Decisions (Fall/Spring/Summer: 3)

Prerequisite: ACCT4405 (undergraduate), or ACCT7701 or ACCT7713 or ACCT8816 (graduate)

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g. tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

Gil Manzon

ACCT8848 Business Consulting (Summer: 3)

Prerequisite: ACCT7701 or ACCT7713 or ACCT8813

This course is designed to give students an immersion in the process, mindset and techniques employed by management consultants and business practitioners committed to driving next-level business performance improvement across an enterprise. The course builds upon four principal discussion threads, designated required readings, student project initiatives, and online investigation to provide a deep introduction to business performance management.

Scott McDermott

ACCT8891 Empirical Topics in Accounting I (Spring: 3)

Prerequisite: Permission of Department

The objective of this course is to provide students with a sound framework for understanding and appreciating empirical archival research in financial accounting and reporting. In particular, the course aims to facilitate understanding of the economic determinants and consequences of the the information conveyed by financial statements and related voluntary disclosures.

Roychowdhury

ACCT8897 Directed Readings in Accounting (Spring: 3)

Prerequisite: Permission of Department Chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

Billy Soo

ACCT8898 Directed Research in Accounting (Fall/Spring/

Summer: 3)

Prerequisite: Permission of Department Chairperson

Student research in the field of accounting under the direction of a faculty member. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills. A written proposal is required and a paper of publishable quality is expected.

Billy Soo

ACCT8899 Directed Readings and Research (Fall: 3)

Prerequisite: Permission of Department Chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

Billy Soo

Business Law

Faculty

Stephanie M. Greene, *Professor*; Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School

Christine N. O'Brien, *Professor*; B.A., J.D., Boston College

David P. Twomey, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts, Amherst

Richard E. Powers, *Senior Lecturer*; B.A., M.A., J.D., Boston College

Thomas Wesner, *Lecturer*; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College

Contacts

- Department Secretary: Kathy Kyrtzoglou, 617-552-0410, kathleen.kyrtzoglou.1@bc.edu

Course Offerings

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

BSLW8801 Law Economics and Public Policy (Summer: 3)

Can we be optimistic about our future as phrases such as “new normal” and “austerity measures” take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? This interdisciplinary course employs law, economics, and public policy as essential—and inseparable—frameworks for understanding many of the most critical and current challenges facing our nation and world. Students will examine legal cases and policy disputes while working together to think about solutions to critical issues they will soon be called to address as leaders, businesspersons, and citizens.

Thomas Wesner

BSLW8803 Topics: Law for CPAs (Spring/Summer: 3)

The course focuses on the law of commercial transactions relevant to business professionals, especially accountants. It covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property,

bankruptcy, insurance, wills, trusts and estates, along with accountants’ liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

Matthew Kameron

Gerald Madek

BSLW8805 Managing the Legal and Ethical Environment of Business (Spring: 2)

This course examines the legal and ethical challenges faced by individuals in today’s global society, focusing on the interplay of legal and ethical obligations in the business environment, how those obligations overlap, and the application of moral principles in the absence of legal requirements. The goal throughout will be to assist students in developing the decision-making skills necessary for their future roles as responsible managers and leaders. Substantive areas examined will include ethical theory, corporate social responsibility, whistleblowing, privacy and technology, employment diversity, health and safety in the workplace, products liability, and intellectual property rights.

Richard Powers

BSLW8811 International Business Law (Summer: 3)

This course covers the major principles, concepts, organizations and individuals involved in creating, interpreting, enforcing and forging policy in international business law today. International business law involves a system of law beyond the laws of any country. Major cases interpreting international law in the business context are analyzed including the jurisprudence of the U.S., European Union and the World Trade Organization. International organizations, treaties, arbitration, contracts, payment methods, sovereign immunity and corruption are among a myriad of topics covered. Instruction includes lecture, discussion, cases, websites, films and news reports. This course provides an additional framework to enhance students’ global business perspective.

Mark Blodgett

Finance

Faculty

Pierluigi Balduzzi, *Professor*; B.A., Università L. Bocconi, Milan; Ph.D., University of California, Los Angeles

Thomas J. Chemmanur, *Professor*; B.S., Kerala University, India; Ph.D., New York University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edward J. Kane, *Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor, Mario J. Gabelli Endowed Chair*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Alicia H. Munnell, *Professor, Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Helen Frame Peters, *Professor*; A.B., M.A., Ph.D., University of Pennsylvania

Jeffrey Pontiff, *Professor, James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

Ronnie Sadka, *Professor*; Chairperson of the Department; B.Sc., M.Sc., Tel-Aviv University; Ph.D., Northwestern University

Philip E. Strahan, *Professor, John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago

Robert Taggart, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor, Griffith Family Millennium Chair in Finance; Senior Associate Dean of Faculty; Executive Director, Center for Asset Management*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Edith Hotchkiss, *Associate Professor*; B.A., Dartmouth College; Ph.D., New York University

Darren Kisgen, *Associate Professor*; B.A., Washington University–St. Louis; Ph.D., University of Washington

Jonathan Reuter, *Associate Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

Oguzhan Karakas, *Assistant Professor*; B.S., Middle East Technical University; M.S.E., Princeton University; Ph.D., London Business School

Nadya Malenko, *Assistant Professor*; M.A., New Economic School, Moscow; M.S., Lomonosov Moscow State University; Ph.D., Stanford University

Dmitriy Muravyev, *Assistant Professor*; B.S., M.S., Lomonosov Moscow State University; M.A., New Economic School, Moscow; Ph.D., University of Illinois at Urbana-Champaign

Jordan Nickerson, *Assistant Professor*; B.S., M.Sc., Ph.D., The University of Texas at Austin

Jerome Taillard, *Assistant Professor*; B.S., M.S., University of Neuchatel; Ph.D., The Ohio State University

Michael Barry, *Associate Professor of the Practice*; B.S., University of Massachusetts at Lowell; M.B.A., Ph.D., Boston College

Richard McGowan, S.J., *Associate Professor of the Practice*; B.S., Widener University; M.A., University of Delaware; M.Div., Weston School of Theology; Th.M., Weston School of Theology; D.B.A., Boston University

Elliott Smith, *Senior Lecturer*; M.S., Boston College

Drew Hession-Kunz, *Lecturer*; B.S., University of Massachusetts, Amherst; M.S., Boston College

Robert James, *Lecturer*; B.S., Northeastern University; M.S., Boston College

Michael Rush, *Lecturer*; B.S., University of Notre Dame; M.P.A., Syracuse University; M.B.A., Harvard Business School

Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Kasey Preskenis, 617-552-4647, kathryn.preskenis@bc.edu
- www.bc.edu/finance

Course Offerings

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

MFIN7701 Economics (Fall: 2)

The Department

MFIN7704 Financial Management (Fall/Spring/Summer: 3)

Prerequisite: Introduction to Accounting

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

The Department

MFIN7722 Financial Management (Spring: 2)

This is a First Year M.B.A. Core course in finance. The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions and working capital management. Investors' valuation of securities is linked to both the net present value rule for corporate decisions, and possible sources of value creation.

The Department

MFIN8801 Investments (Fall/Spring: 3)

Prerequisite: MFIN7704 or MFIN7722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

The Department

MFIN8803 Portfolio Theory (Fall/Spring/Summer: 3)

Prerequisites: MFIN8801 and MFIN8852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management.

The Department

MFIN8807 Corporate Finance (Fall/Spring/Summer: 2)

Prerequisite: MFIN7704 or MFIN7722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MFIN8808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisites: MFIN8801 and MFIN8807

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

The Department

MFIN8820 Management of Financial Institutions (Fall/Spring/Summer: 3)

Prerequisite: MFIN7704 or MFIN7722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

The Department

MFIN8826 Equities Securities Analysis (Fall: 3)

Prerequisite: Must have successfully completed MFIN1127

Where appropriate, guest lecturers will be brought in to share their specific expertise and perspectives as an investor. By the end of the course, the goal will be to have every student be able to analyze a company as a potential investment and understand its valuation. With 24 years in the investment business, the goal of the lecturer is to bring financial theory alive in the classroom through specific case studies. While the course description is specific to equity securities, the tools and techniques taught will apply to all financial analysis and decision making.

The equities securities analysis and valuation course will teach a highly rigorous approach to equities securities analysis and valuation with a heavy emphasis on in-class discussion and case study analysis. Initially, the course will focus on financial theory that underpins equity security valuation, and then move on to understand how industry structure and a company's competitive advantage influences an investor's decision making and valuation. Financial statement analysis, modeling, and different valuation techniques will be explored in detail.

Low Salemy

MFIN8852 Financial Econometrics (Fall/Spring/Summer: 3)

Prerequisites: Statistics and calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

The Department

MFIN8860 Derivatives and Risk Management (Fall/Spring/Summer: 3)

Prerequisite: MFIN8801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MFIN8860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

The Department

MFIN8863 Ph.D. Seminar: Asset Pricing (Fall: 3)

Prerequisite: Introductory doctoral-level course (or have equivalent knowledge)

This course is for second year Ph.D. students of finance.

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.

The Department

MFIN8869 Fundamental Analysis (Summer: 3)

Prerequisite: MFIN8807

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

The Department

MFIN8880 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MFIN8801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

The Department

MFIN8881 Corporate Finance Theory (Fall/Spring: 3)

Prerequisite: MFIN8807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

The Department

MFIN8887 Ph.D. Sem: Dissertation Res Topic/Corporate Finance (Fall: 3)

The Department

MFIN8890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations, and optimal control.

The Department

MFIN8891 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)

Prerequisite: Doctoral program enrollment required

Course for students enrolled in Ph.D. program

The primary purpose of this course is to expose doctoral students to recent developments in the theory of corporate finance. The course will focus on theory and evidence in corporate finance. Possible topics include new theoretical frameworks, signaling theory, the economics of information, agency theory, new issues of securities, recapitalizations, stock repurchases and the market for corporate control.

The Department

MFIN8895 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)

Prerequisites: MFIN8891 (or have equivalent knowledge) and an introductory doctoral-level course in game theory (or have equivalent knowledge)

This course will cover current research issues and tools in corporate finance and intermediation. The course will be based primarily

on research papers from three specific areas: theoretical and empirical corporate finance, theoretical and empirical financial intermediation, and advanced game theory.

Thomas Chemmanur

MFIN8898 Directed Research (Fall/Spring/Summer: 3)

Prerequisites: Upper-level M.S. in Finance status and consent of the faculty member and the Department Chairperson

Maximum of one directed study allowed

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MFIN8899 Directed Study (Fall/Spring/Summer: 3)

Prerequisite: Upper-level M.S. in Finance status and consent of the faculty member and the Department Chairperson

Maximum of one directed study allowed

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MFIN9911 Doctoral Continuation (Fall/Spring: 1)

The Department

Information Systems

Faculty

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Robert G. Fichman, *Professor*; Chairperson of the Department; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

James Gips, *Professor, John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.Sc., Ph.D., Stanford University

John Gallaugh, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

Gerald Kane, *Associate Professor*; M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University

Sam Ransbotham, *Associate Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

Marios Kokkodis, *Assistant Professor*; B.Eng., National Technical University of Athens; M.Sc., University of California, Riverside; Ph.D., New York University

Zhuoxin (Allen) Li, *Assistant Professor*; B.Eng., South China University of Technology; M.Sc., Harbin Institute of Technology; M.Sc., Ph.D., University of Texas, Austin

Burcu Bulgurcu, *Assistant Professor*; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

George Wyner, *Associate Professor of the Practice*; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Contacts

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- www.bc.edu/is

Course Offerings

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

ISYS7700 Information Technology for Management (Fall/Spring: 3)

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

John Fox

ISYS7720 Information Technology for Management (Fall: 2)

This course is intended for full-time M.B.A. students.

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

Robert Fichman

ISYS8005 TechTrek West-Graduate (Fall: 3)

Prerequisite: Permission of instructor

Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact Prof. Gallaugh for application details.

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly starting from January 2 with students returning before the start of the spring semester. Preparatory course work will occur during the fall prior to the field experience. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallaugh

ISYS8011 Customer Relationship Management (Fall: 3)

Prerequisites: MKTG7700 or MKTG7720 and MKTG8001 or strong statistical coursework with permission of instructor

Cross listed with MKTG8011 and OPER8011

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

Kay Lemon

ISYS8015 Management of Technology and Innovation (Spring: 3)

Cross listed with OPER8015

Examines the strategic role of technology and innovation in the survival and success of firms. Students will learn how to: define a technology strategy, identify promising technical opportunities, evaluate and select among competing technologies, nurture the innovative capabilities of the firm, and manage new product development and R&D. Case examples will focus primarily on high technology and service industries.

Robert Fichman

ISYS8053 E-Commerce (Spring: 2)

Cross listed with OPER8053 and MKTG8053

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

Mary Cronin

ISYS8497 Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Extensive reading under the direction of a faculty member.

The Department

ISYS8498 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member.

The Department

ISYS8499 Advanced Independent Research (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member.

Student develops a paper with publication potential.

The Department

Management and Organization

Faculty

Donald White, *Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

William R. Torbert, *Professor Emeritus*; B.A., Ph.D., Yale University

Jean Bartunek, *Professor, Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

Andrew Boynton, *Professor, Dean*; B.S., Boston College; M.B.A., Ph.D., University of North Carolina–Chapel Hill

Mary Ann Glynn, *Joseph F. Cotter Professor; Research Director, Winston Center for Leadership and Ethics*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

Judith Gordon, *Professor; Chairperson of the Department*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Michael Pratt, *O'Connor Family Professor; Ph.D. Program Director; Fellow for the Winston Center for Leadership and Ethics*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

Judith Clair, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

Spencer Harrison, *Associate Professor*; B.A., University of Utah; M.B.A., Brigham Young University; Ph.D., Arizona State University

Candace Jones, *Associate Professor*; A.B., Smith College; M.H.R.M., Ph.D., University of Utah

Metin Sengul, *Associate Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Mohan Subramaniam, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Mary Tripsas, *Associate Professor*; B.S., University of Illinois, Urbana; M.B.A., Harvard Business School; Ph.D., MIT Sloan School of Management

Tieying Yu, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Simona Giorgi, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Kellogg School of Management, Northwestern University

Sean Martin, *Assistant Professor*; B.A., University of California, Santa Barbara; M.B.A., California Polytechnic State University–San Luis Obispo; Ph.D., Cornell University

Richard Spinello, *Clinical Associate Professor; Director, Carroll School Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Contacts

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- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- www.bc.edu/schools/csom/departments/mgtorg.html

Course Offerings

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MGMT7709 Managing People and Organizations (Fall/Spring: 3)

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

Phil Fragasso

Candace Jones

MGMT7710 Strategic Management (Fall/Spring: 3)

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

The Department

MGMT7711 Managing Business in Society (Fall/Spring: 3)

Prerequisites: Management Practice I, II, and III, and M.B.A. Core

This course deals with the complexities of managing corporate sustainability and responsibility (new CSR) in today's dynamic and ever-more difficult world. Emphases include the integration of issues related to business in society, ethics, responsibility, accountability, transparency, governance, and ecological sustainability into corporate strategies and practices. We use a strategic management lens to learn the potential sources of strategic and competitive advantage that can derive from CSR, and explore some of the problems associated with poor responsibility practices.

Sandra Waddock

MGMT7712 Managing People and Organizations (Fall: 2)

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and -wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

Robert Radin

MGMT7730 Strategic Analysis (Fall: 3)

MGMT7730 introduces the concept of strategy and strategic management with an emphasis on analytical frameworks for formulating and implementing decisions that achieve strategic objectives and sustained superior competitive performance. MGMT7730 provides the foundation for the comprehensive and integrative approach to functional disciplines that effective strategic decision-making and leadership requires. MGMT7730 focuses on the general management perspectives that facilitate effective assessment of industry, economic, competitive, and environmental forces which determine the opportunities and threats that organizations confront. MGMT7730 equips students with analytical tools and perspectives for making resource allocation and investment decisions when environmental and competitive conditions are characterized by ambiguity.

Hassell McClellan

MGMT7750 Global Capitalism, Culture, and Ethics (Spring: 2)

Prerequisites: Management Practice I, II, III and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.

Rick Spinello

MGMT8101 Managing Global Competition in the Twenty-First Century (Summer: 3)

This course introduces students to some of the unique characteristics of crafting and implementing strategy when confronting global competition. The course will help students identify what is different

about globalization in the twenty-first century, evaluate what strategic options organizations have in order to successfully compete, and develop frameworks to understand how to solve specific managerial problems associated with modern day global strategy. The course will put special emphasis on the unique issues these companies face when competing in emerging markets and also expose students to how host governments influence a multinational company's actions in international markets.

Mohan Subramaniam

MGMT8103 Leadership (Fall: 3)

Prerequisite: MGMT7709, MGMT7712, or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises, and diagnostic instruments to illuminate managerial effectiveness in general as well as the student's particular style.

Mary Ann Glynn

MGMT8104 Nonprofit Management (Fall: 3)

This course provides an opportunity to explore essential management issues in a nonprofit context alongside topics that are somewhat unique to the nonprofit sector, including distinctive funding methods, governance, and staffing structures. Topical areas include Social Entrepreneurship, Venture Philanthropy, Leadership, Strategic Planning, Performance Measurement, Cause Marketing, and Microfinance. In addition to case and article discussion, the course features local, national, and international nonprofit leaders as guest speakers. The course aims to provide future nonprofit managers, volunteers, board members, donors, or supporters with a more nuanced understanding of critical issues and important trends in the nonprofit sector.

Nate Pelsma

MGMT8106 Strategic Planning and Implementation (Spring: 3)

Prerequisite: MGMT7710 or permission of instructor

We will explore how to develop a business strategy and implement it through readings, assignments, class discussion and a case project. This will include examining emerging strategies build with higher purpose, ethical values and inspired leadership. Students will analyze real business situations, including a start-up business; an established, successful company; and a turnaround situation. The leaders of one of those businesses will participate in the project team report outs and share their own learnings.

Nancy Lowd

MGMT8112 Negotiating (Fall: 3)

Prerequisite: MGMT7709, MGMT7712, or permission of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations. Students learn the different types of negotiating approaches and practice their use in a variety of situations.

Catherine Hall

MGMT8114 Strategy for Pharma and Bio-Technology (Fall: 3)

This course evaluates strategic challenges and opportunities faced by life science companies. We will review: US health care versus global alternatives, Global burden of disease and treatment paradigm, Industry benchmarks for R&D, Business Development, and Commercialization. We will consider specific strategic issues facing the industry, e.g. emerging markets opportunity, R&D productivity challenges, Portfolio management approaches, Increasing role of academia and bio-tech in discovery. Guest lecturers working within the industry will speak to strategic issues. Students will be asked to complete two typical consulting projects focusing on a particular disease state and/or strategic issue.

Frank Deane

MGMT8115 Women and Leadership (Fall: 3)

This course explores challenges and opportunities women face as leaders and managers in organizations. Students will examine a variety of issues: the call and character of women leaders, leadership issues throughout women's careers, essential skills and competencies, balancing work and family, etc. Our goal is to link lessons learned from readings with our own and others' practical experience as leaders and managers of organizations. We rely on a variety of learning methods, including discussion and reflection, critique of readings, experiential exercises, connections with women leaders and managers, and guest speakers who will provide us with insights about their own experiences.

Judith Clair

MGMT8117 Advanced Topics: Environmental Management (Spring: 2)

Offered periodically

William Stevenson

MGMT8120 Leading Healthcare Organizations in Twenty-First Century (Fall: 3)

The Department

MGMT8128 Strategic Human Resource Management (Spring: 3)

Prerequisite: MGMT7709 or MGMT7712, or permission of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the 21st century, managing "knowledge" workers, managing cross-culturally, and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

Katsouras

MGMT8130 Career Management and Work-Life Planning (Fall: 3)

Prerequisite: Completion of MBA Core curriculum or consent of instructor

This course examines the dynamics of careers in organizations. Students develop the competencies needed to successfully manage their careers and maintain work-life integration in today's society. The course focuses on self-assessment and experiential exercises. These provide students with an increased level of self-awareness for managing their careers (values, interests, skills, goals, and work-life balance). These insights will be used to create a comprehensive career plan that incorporates a "whole-person" perspective. It requires a significant investment and willingness to disclose personal insights (where appropriate) in small, working groups of fellow students.

Brad Harrington

MGMT8137 Advanced Topics: Strategic Deal-Making (Spring: 3)

This is a course with practical case studies and innovative experiential simulations that will empower you with specific ways to proactively shape discussions and business agreements by creating partnerships, alliances and business deals with the right parties, approached in the right order/sequence, dealing with the right issues/interests, by the right means under the right to reach more optimal outcomes.

Patrick Davenport

MGMT8139 Special Topics: Cross-Border Strategic Alliances (Fall: 3)

Offered periodically

This course focuses on the increasingly important topic of strategic collaboration among organizations seeking to create greater value and to position themselves more favorably in a highly competitive and rapidly changing world. Successful firms in dynamic and evolving industries recognize the benefits of collaborating with other players in their value net (e.g., suppliers, customers and even competitors) in order to access important capabilities or knowledge necessary for achieving their strategic goals in an effective and timely manner. They also recognize that forming and executing these alliances successfully presents enormous challenges. Most of the larger and strategically thinking firms have established high-level units within their organization to plan and supervise their strategic alliances. They see this capability as being a necessary core competence.

Reinfeld

MGMT8140 Social Entrepreneurship (Spring: 3)

Creating and leading a sustainable social enterprise requires a strong customer orientation, the agility to adapt to external trends, a desire to build strategic partnerships, and a commitment to making measurable social impact. Students will evaluate both successful and struggling social enterprises, and look at many ways to innovate at different parts of the value chain, to balance mission and profits, to access alternative financing including social impact investors and crowdsourcing, and to design appropriate performance metrics. Students will develop pitches and write business plans for their own social enterprise ideas.

Laura Foote

MGMT8142 Special Topics: Managing Across Cultures (Fall: 3)

Offered periodically

This highly interactive course is essential for future global leaders and those dealing with diverse cultures to develop critical cross-cultural insights and competencies. We will explore the changing global scenario, and see how complex current forces impact beliefs, interactions and communications in different cultures. We will experience differing approaches to management, and beliefs about successfully leading people and teams in various cultures. We will see how differing approaches to time, hierarchy, individualism, independence, supervision, respect, risk-taking, problem-solving, collaboration, and motivation impact business interactions and outcomes in organizations. We will learn to lead, coach and collaborate more effectively across borders.

Araoz

MGMT8850 Micro-Organizational Theory (Fall: 3)

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, emotions, motivation, socialization, commitment, group dynamics,

leadership, initiative and individual agency at work. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.

Judith Clair

MGMT8853 Organizational Change and Transformation (Fall: 3)

This course explores fundamental, qualitative changes that occur in organizations that influence their nature and effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment, and ethical change and transformation. In addition, the course considers the intellectual history or the idea of change.

Richard Nielsen

MGMT8855 Advanced Topics/Social Cognition (Spring: 3)

John Glynn

MGMT8871 Quantitative Research Methods (Fall: 3)

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction; the development of causal models; the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding, and database design; experimental and quasi-experimental design; and meta-analysis.

William Stevenson

MGMT8872 Research Seminar I (Spring: 3)

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster completion of the second year paper, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

Jean Bartunek

MGMT8877 Research in the Community (Fall: 1)

The purposes of this seminar are to introduce first year students to the variety of research occurring in the Management and Organization Department and to involve them in the scholarly activities of the department. Members of the Organization Studies faculty will provide overviews of their research, students will attend research presentations that comprise the MO Research Series, and students will complete a reflection paper about their own research identity.

Michael Pratt

MGMT8881 Teaching Seminar (Spring: 3)

Primarily intended for doctoral students in the Organization Studies Department

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. The course combines readings, discussion, and practice. Peer observations and critique through videotaping are integral parts of the course.

Judith Gordon

MGMT8897 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

The Department

MGMT8898 Pre-Dissertation Project (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

Michael Pratt

MGMT8899 Dissertation Project (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

Michael Pratt

MGMT9911 Doctoral Continuation (Fall/Spring: 1)

Michael Pratt

Marketing**Faculty**

Katherine N. Lemon, *Professor and Accenture Professorship*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

Kathleen Seiders, *Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M

Arch Woodside, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

S. Adam Brasel, *Associate Professor*; Chairperson of the Department; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

Henrik Hagtvedt, *Associate Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

Gergana Y. Nenkov, *Associate Professor*; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh

Linda C. Salisbury, *Associate Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

Gerald E. Smith, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Alexander Bleier, *Assistant Professor*; B.A., University of Paderborn, Germany; M.S., Goethe University, Germany; Ph.D., University of Cologne, Germany

Hristina Nikolova, *Assistant Professor*; B.S., Ramapo College, New Jersey; Ph.D., University of Pittsburgh

Nailya Ordabayeva, *Assistant Professor*; B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France

Bradford T. Hudson, *Senior Lecturer*; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University

Bridget Akinc, *Lecturer*; B.A., Princeton University; M.B.A., MIT Sloan School

Audrey Azoulay, *Visiting Assistant Professor*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

Contacts

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- www.bc.edu/marketing

Course Offerings

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

MKTG7700 Marketing Operations Management (Fall/Spring: 3)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the marketplace. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

The Department

MKTG7720 Marketing (Fall: 2)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the marketplace. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

Gerald Smith

MKTG8001 Marketing Research (Fall/Spring: 2)

Prerequisite: MKTG7700 or MKTG7720

The current business environment rewards companies that respond to consumer demand faster than their competitors, and marketing research is a key route for companies to learn about their target markets. This course seeks to make you both a smarter producer and consumer of marketing research. Topics covered include formulating project-based research questions, the major styles of marketing research, and fundamental research design such as measurement theory and sampling. SPSS and data analysis are covered from a managerial perspective, and you will learn how to conduct and interpret common forms of data analysis seen in marketing research reports.

Paul Berger

Adam Brasel

MKTG8003 Product Planning and Strategy (Spring: 3)

Prerequisite: MKTG7700 or MKTG7720

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.

Robert Ristagno

MKTG8004 Consumer Behavior (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720

This course integrates marketing theory with insights from psychology, anthropology, and other social science disciplines. It analyzes consumer processes such as perception, learning, attitude formation, and decision making. These variables are broadly relevant to marketing challenges, given that the success of products and brands depends on their appeal to consumers. Discussion topics range from art and aesthetics to crisis behavior to new product development.

Henrik Hagtvedt

MKTG8005 Marketing Strategy (Fall: 3)

Prerequisites: MKTG7700 or MKTG7720 and one other marketing elective

This course builds on the core marketing course and integrates the various aspects of marketing to explore strategic marketing issues. Extensive case analysis and financial and analytical tools are used to examine marketing growth strategies, target market strategies, external factors, marketing program development, the marketing organization, and implementation of marketing strategy. Students learn to formulate marketing strategies and estimate the financial and marketing outcomes of implementing such strategies. Quantitative methods, including finance and accounting tools, will be used throughout the course.

Audrey Azoulay-Sadka

MKTG8008 Communication and Promotion (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

Adam Brasel

MKTG8010 Business to Business Marketing (Summer: 3)

Prerequisite: MKTG7700 or MKTG7720

This course is a managerially-oriented, case-based course with the goal of developing students' ability to formulate effective marketing strategy for organizational customers. The underlying foundation of the course is the notion that organizational buying behavior has profound differences compared to consumer buying behavior in terms of the number and nature of members of the buying unit and the nature of the buying decision process. Specifically, the course builds on the concept that B2B customers are more value-driven in their purchases than are individual consumers. Pedagogically, the course uses an interactive discussion format developing students' decision-making, analytical, and communication skills.

John Teopaco

MKTG8011 Customer Relationship Management (Fall: 3)

Prerequisites: MKTG7700 or MKTG7720 and MKTG8001 or strong statistical coursework with permission of instructor

Cross listed with ISYS8011 and OPER8011

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers.

This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

Kay Lemon

MKTG8014 Pricing Policy and Strategy (Fall/Spring: 3)

Prerequisites: MKTG7700 or MKTG7720 and ACCT7701 or ACCT7703

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

The Department

MKTG8015 Strategic Brand Management (Fall/Spring: 2)

Prerequisite: MKTG7700 or MKTG7720

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

Nick Nugent

MKTG8017 Special Topics: Digital Marketing (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720

Today's most successful companies interest and engage customers like never before by orchestrating a symphony of innovative digital marketing instruments in conjunction with their traditional tactics. The transformation of the marketplace has forced businesses to adapt quickly and frequently to a changing environment. In this course you'll learn how the best companies leverage new tools and strategies like crowd-sourcing, paid/owned/earned media, social channels, email, and search to build world-class brands, delight their consumers, and leave the competition asking what just happened?

The Department

MKTG8053 E-Commerce (Spring: 2)

Cross listed with OPER8053 and ISYS8053

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate

managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

Mary Cronin

MKTG8499 Directed Readings (Fall/Spring/Summer: 3)

Extensive reading under the direction of a faculty member.

The Department

Operations Management

Faculty

Larry P. Ritzman, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Professor*; Chairperson of the Department; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Jiri Chod, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Joy M. Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Mei Xue, *Associate Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

Deishin Lee, *Assistant Professor*; B.S., M.S., Massachusetts Institute of Technology; Ph.D., Stanford University

Erkut Sonmez, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Tepper School of Business, Carnegie Mellon University

Linda Boardman Liu, *Assistant Professor of the Practice*; Assistant Chairperson; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

Stephanie Jernigan, *Assistant Professor of the Practice*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

John Neale, *Assistant Professor of the Practice*; B.S., Stanford University; M.S.E., Ph.D., University of Michigan

Pieter Vanderwerf, *Assistant Professor of the Practice*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- www.bc.edu/osm

Course Offerings

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

OPER7700 Operations Management (Fall/Spring/Summer: 3)

Prerequisite: Must have successfully completed OPER7705

Operations, like accounting, finance and marketing, is one of the primary functions of every organization. Operations managers transform human, physical and technical resources into goods and services. Hence, it is vital that every organization manage this resource

conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm, converting broad policy directives into specific actions within the organization. Strong emphasis will be placed on the development and use of quantitative models to assist in decision making.

William Driscoll

OPER7704 Economics (Fall/Spring: 3)

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

David Murphy

OPER7705 Statistics (Fall/Spring/Summer: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

OPER7716 Analytics for Managers (Fall: 1)

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Pieter VanderWerf

OPER7720 Operations Management (Spring: 2)

Prerequisite: OPER7725

This course discusses the resource structure and the execution of activities that produce goods or deliver services. It focuses on the design and integration of the supply chain processes that support a company's business strategy. It offers a blend of the theory and practice of operations management. At the same time, the course shows the role of quantitative techniques in guiding the operations decisions. The pedagogy involves lecture, readings, and discussion of case studies.

M.H. Safizadeh

OPER7725 Statistics (Fall: 2)

This course focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal

with masses of data and convert those data into forms useful for management decision making. The student will learn how to distinguish important signals in the data from ever present noise. Topics include descriptive statistics and includes graphs, histograms, and numerical measures as well as inferential statistics such as hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

The Department

OPER8031 Managing Projects (Spring: 3)

Prerequisite: OPER7700 or OPER7720

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

The Department

OPER8032 Supply Chain Management (Spring: 3)

Prerequisite: OPER7700 or OPER7720

This course will dive deeply into the design and management of supply chains. Students will develop an understanding of the complexity associated with the supply, distribution, and sourcing decisions related to supply chains in domestic and global markets for both services and good producing operations. The course will include discussions, case analysis, and interactive exercises and simulations.

The Department

OPER8044 International Entrepreneurship (Spring: 3)

The process of launching a venture, or working for a start-up is exciting and overwhelming. Operating the business on an international level brings with it complexity, exhilaration and, even, frustration. During the semester, we will examine more than ten countries, and analyze operations at different entrepreneurial process stages. Some will end up becoming (or already are) public corporations, larger rivals will acquire others, and some will cease operations. We'll discuss market entry, alliances, negotiations, managing growth and financing. Support from local governments, and the cultural, ethical, and human resource issues facing the entrepreneur will also be touched upon.

Gregory Stoller

OPER8054 Management of Service Operations (Fall: 3)

Prerequisite: OPER7700 or OPER7720

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery s, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.

Hossein Safizadeh

MANAGEMENT

OPER8497 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

OPER8498–8499 Directed Research I and II (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Connell School of Nursing

The William F. Connell School of Nursing offers a Master of Science (M.S.) degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy (Ph.D.) degree program preparing highly qualified individuals for research and leadership roles in nursing, healthcare, research, and academic settings.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM WITH A MAJOR IN NURSING

The Ph.D. Program in Nursing emphasizes knowledge development and research to advance nursing science and improve the health of individuals, families, and communities. The graduate of the Ph.D. program is prepared to:

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

The Ph.D. program includes two phases: coursework and dissertation. After finishing the required coursework, the student completes a comprehensive examination. The purpose of the Ph.D. Comprehensive Examination is to demonstrate mastery of the program objectives through written and oral responses to questions related to knowledge development, research methods, substantive knowledge, ethical judgment, and nursing/health care issues and health policy. After successful completion of the PhD Comprehensive Examination, the student moves to the dissertation phase, in which she/he develops and conducts original dissertation research. The Ph.D. program and defense of the final dissertation must be completed within eight years of initial enrollment. Policies and procedures are consistent with those of the University.

Consistent with the recommendations of leading professional organizations, full-time doctoral study is highly recommended. Fellowships, scholarships, and other financial resources are available to full-time Ph.D. students through the Connell School of Nursing, Boston College, professional nursing organizations and governmental agencies (e.g., HRSA, NIH, NINR). The full-time plan of study allows students to complete required coursework in two years; some students may take longer to complete required coursework or may need to take additional coursework. Part-time students may take three–four years to complete required coursework. Nonetheless, the entire Ph.D. program, including dissertation research and defense, must be completed within eight years. Most students complete the entire Ph.D. program in four–five years.

Low student-to-faculty ratios and research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the Connell School of Nursing, the University, our consortium University partners, and through research collaborations with research and clinical

academic centers of the Greater Boston area. The Ph.D. program offers a variety of learning opportunities through course work, interdisciplinary colloquia, and collaborations through the Harvard Catalyst, independent study, and research practica. An individualized plan of study is developed according to the student's educational background, research interests, and stage of development in scholarly activities.

A combined M.S./Ph.D. option is available for well-qualified individuals with B.S.N. degrees who wish to obtain preparation as advanced practice nurses (e.g., nurse practitioners) and also complete the Ph.D. degree in nursing research and knowledge development. Students who are interested in the M.S./Ph.D. option should contact the Associate Dean for Graduate Programs.

Career Opportunities

Graduates of the Ph.D. program often seek positions in academic settings or in healthcare, industry, government, or other settings where research is conducted. Some Ph.D. graduates continue on to complete post-doctoral fellowships at research centers located at universities, government or healthcare agencies.

Program of Study

A minimum of forty-six (46) credits beyond the M.S. degree are required to complete the Ph.D. degree. Additional credits and course work may be needed, depending upon the student's background, previous graduate training and area of research interest. Substantive content expertise is acquired by taking cognates and elective courses in the area of interest. The research component of the program includes qualitative and quantitative research methods, statistics, research seminars, research practica and experiences, and dissertation development and advisement.

The Ph.D. program of study includes:

- NURS9701 Epistemology and Knowledge Development in Nursing—3 credits
 - PHIL5593 Philosophy of Science—3 credits
 - NURS9712 Nursing Science Processes and Outcomes—3 credits
 - NURS9714 Healthcare Policy: Moral and Sociopolitical Influences—3 credits
 - Cognates in Substantive Area of Study—6 credits
 - Intermediate and Advanced Statistics—6 credits
 - NURS9808 Research Design & Methods I—3 credits
 - NURS9809 Research Design & Methods II—3 credits
 - NURS9810 Responsible Conduct of Research—0–1 credit
 - NURS9812 Research Seminar: Developing the Purpose, Aims and Questions—2 credits
 - NURS9813 Research Seminar: Refining the Research Plan—2 credits
 - NURS9751 Advanced Qualitative Research Methods—3 credits
 - Advanced Research Methods Elective—3 credits
 - NURS9901 Doctoral Comprehensive Examination—0–1 credit
 - NURS9902 Dissertation Advisement—3 credits
 - NURS9903 Dissertation Advisement—3 credits
 - NURS9911 Doctoral Continuation—1 credit per semester until program completed
- Credits are distributed in the following areas of study:
- Knowledge Development and Cognates in Substantive Area of Study—18 credits
 - Statistics—6 credits
 - Required Research Courses—13–14 credits

- Research Electives—3 credits
 - Dissertation Advisement—6 credits
- Total: ≥ 46 credits**

Admission Requirements

- Bachelor's or Master's degree from a nationally accredited nursing program
- Master's degree in nursing or related field
- Official transcripts from all colleges and universities attended
- 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
- Three-credit introductory or higher graduate level statistics course
- Writing sample
- Official report of the Graduate Record Examination scores (preferably 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. Information sessions are offered several times per year. Applications are reviewed after all credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is January 15. Please visit www.bc.edu/nursing for additional information, information session dates 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 to provide a stipend.
- Research Assistant positions may be available through faculty research grants.
- Teaching Assistant positions are available within the Connell School of Nursing.
- Additional grants and scholarship opportunities are available on an individual basis.

MASTER OF SCIENCE DEGREE PROGRAM WITH A MAJOR IN NURSING

The Master of Science degree program in nursing prepares advanced practice nurses as nurse practitioners, nurse anesthetists, or clinical nurse specialists. Master's degree programs (and post-master's additional special certificate programs) are offered in the following areas of clinical specialization:

- Adult Gerontology Clinical Nurse Specialist
- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner

- Psychiatric-Mental Health Nurse Practitioner
- Women's Health Nurse Practitioner
- Nurse Anesthetist

Students who complete the M.S. degree or post-master's additional specialty certificate requirements are eligible to apply to take the national certification examination relevant to their clinical specialty. In addition to the above degree programs, elective courses are offered in the areas of Forensic Nursing and Palliative Care Nursing.

The focus of the Master's Program 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 provides theory- and evidence-based direct care to individuals, families, and communities. 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. Graduates of the Master's degree program are prepared to:

1. Implement a philosophy of nursing congruent with Judeo-Christian values that support the intrinsic worth of each human being.
2. Synthesize theory, research, and values within a conceptual framework to guide advanced practice nursing in a specialized area.
3. Integrate knowledge from science and the humanities to generate diagnostic, therapeutic, and ethical nursing & healthcare.
4. Develop organizational and systems leadership skills to promote critical decision-making in support of high quality patient care.
5. Apply methods, instruments and performance measures and standards for quality improvement within an organization.
6. Use evidence-based research findings to inform clinical practice, promote change and disseminate new knowledge.
7. Utilize technology to deliver, enhance, communicate, integrate, and coordinate care.
8. Intervene at the system level through policy development and advocacy strategies to influence health and health care.
9. Collaborate, consult and coordinate continuity of care with clients and other health professionals regarding prevention and strategies that improve the health of individuals, families, and populations in a diverse and global society.

With the exception of Nurse Anesthesia, most of the specialty programs can be completed on either a full-time or a part-time basis. The Nurse Anesthesia Program only allows for full-time study. All Master's Degree programs must be completed within five (5) years from the time of initial enrollment.

Cooperating Health Agencies

The Master's Degree Program utilizes numerous and diverse practice settings in the city of Boston, the greater metropolitan area and eastern New England. Sites are selected to offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurse practitioners in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, prisons and Veterans Administration (VA) health services. Selected major teaching hospitals used include: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Boston Children's Hospital.

Career Options

Graduates of the Boston College master's program function in traditional and non-traditional advanced practice nursing roles as Nurse Practitioners and/or Clinical Nurse Specialists, as well as assuming leadership roles in health care and government service. Many continue to pursue doctoral education in Ph.D. or D.N.P. programs.

Areas of Clinical Specialization

Adult-Gerontology Primary Care Nurse Practitioner or Clinical Nurse Specialist

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 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) either as an Adult-Gerontology Primary Care Nurse Practitioner or Clinical Nurse Specialist (CNS). CNS applications are being accepted for matriculation beginning in the Fall, 2015.

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. Graduates can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Primary Care Nurse Practitioner

A graduate of this specialty program is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can serve as a Pediatric Nurse Practitioner in a variety of health care agencies and community settings. Graduates can 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.

Psychiatric-Mental Health Nurse Practitioner

A graduate of the Family Psychiatric Mental Health Nurse Practitioner Program is able to conduct psychotherapy with individuals across the life span, groups, and families. Graduates can also function as case managers for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as Psychiatric-Mental Health Specialists 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 Family Psychiatric-Mental Health Nurse Practitioner or Psychiatric-Mental Health Nurse Practitioner, and can apply for prescriptive authority in many states (including Massachusetts).

Women's Health Nurse Practitioner

As a Women's Health Nurse Practitioner, a graduate from this specialty program is able to provide direct care to meet women's

unique concerns and health needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner inside or outside of formal health care agencies and institutions. Graduates can pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

Nurse Anesthetist

The Nurse Anesthesia Program is a collaborative effort between the Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master's Degree nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. The Nurse Anesthesia program of study includes six credits of electives, 21 credits of core courses, and 35 credits of specialty and theory clinical practicum. Clinical practica take place at the varied facilities where Anesthesia Associates of Massachusetts provide services, and give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs; graduates are eligible to sit for the National Certification Examination of the Council on Certification.

Elective Coursework in Sub-Specialty Areas

Elective courses are offered in the sub-specialty areas of Forensic Nursing and Palliative Care Nursing. Palliative care courses address core content in pain management, death and dying, and the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students who plan to seek certification as advanced practice hospice/palliative care nurses (through organizations such as the National Board for Certification of Hospice and Palliative Care Nurses) must document clinical experience in the advanced practice role in hospice and palliative care settings.

Master's Program Entry Options

Traditional Option (for Students with B.S. Degree in Nursing)

A number of M.S. programs are available for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program. These include the traditional M.S. Program in all specialty areas, the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The traditional master's program is comprised of 45 credits (for most clinical specialties other than Nurse Anesthesia) and can usually be completed in 1 1/2–2 years of full-time study, depending on the availability of clinical placements in the specialty. Part-time study is also allowed in most specialty programs other than Nurse Anesthesia. Most programs can be completed in two to four years of part-time study. Students take electives and core courses prior to or concurrently with specialty courses. In contrast, the Nurse Anesthesia program requires 62 credits of full-time course work over 27 months.

On admission, all M.S. students are provided with a scheduled clinical year and individualized programs of study are developed with the graduate office. Students are also assigned a faculty advisor within their specialty.

Direct Master's Entry Option (for Students with non-Nursing Bachelor's Degree)

This accelerated 22-month program is designed for individuals who hold baccalaureate or higher degrees in fields other than nursing

and who wish to become advanced practice nurses in one of the following specialty areas: Adult-Gerontology (Primary Care Nurse Practitioner or Clinical Nurse Specialist), Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Women's Health Nurse Practitioner. Direct Master's Entry students are not eligible for the Nurse Anesthesia program. The Direct Master's Entry program is comprised of 75 credits. Prerequisites for enrollment in the program include:

- 1 semester of social science elective (3 credits total)
- 2 semesters of anatomy and physiology with laboratory (8 credits total)
- 1 semester of pathophysiology (3 credits)*
- 1 semester of chemistry with laboratory (4 credits)
- 1 semester of microbiology with laboratory (4 credits)
- 1 semester of human development across the life span or similar (3 credits)
- 1 semester of statistics (3 credits)
- The Graduate Record Exam (GRE) is also required.

*This requirement may be waived for applicants with degrees and/or advanced coursework in biology, neuroscience, and similar.

During the first year of intensive study (fall, spring and summer semesters), students complete the requirements to sit for the registered nurse examination (NCLEX-RN®) in August. The second year of the program prepares students for advanced nursing practice in a specialty area. Although the first year requires full-time study in an accelerated curriculum, 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 is conferred. For further details, please visit www.bc.edu/nursing.

R.N./Master's Option

The R.N./Master's Option is an innovative means of facilitating advanced professional education for highly qualified registered 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's Degree in Nursing or a Nursing Diploma. Most applicants have an undergraduate degree in a non-nursing field or the equivalent of approximately 100 college credits. The R.N./M.S. program is comprised of 53 credits. Credit may be received by portfolio review or actual course enrollment. The program of study is individualized; the length of the program will vary with each individual's background, but must be completed within six 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 nurse practitioner or clinical nurse specialist programs offered at the Connell School of Nursing including adult-gerontology, family, women's, pediatric, and psychiatric-mental health nursing. 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:

- Post-Master's Additional Specialty 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.
- Non-Matriculated/Special Student. 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. Some courses are restricted to matriculated students only; other courses allow enrollment on a space-available basis.

For more information, visit www.bc.edu/schools/son/admissions.html.

Application Deadlines and Admission Requirements

The application deadline for the Direct Master's Entry Option is November 15 for September enrollment. The application deadline for the Nurse Anesthesia Program is June 30 for January enrollment. The application deadlines to submit for the traditional Master's Program are as follows: March 15 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 Connell School of Nursing can be accessed from www.bc.edu/nursing. Required application materials include:

- Master's Program application
- Application fee

- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B (3.0) or better
- Undergraduate statistics course (not required for Additional Specialty Students)
- Goal statement
- Two or three letters of reference (varies by program and route of entry)
- Graduate Record Examination (GRE) within five years (for Direct Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Direct Master's Entry Program applicants).
- Nurse anesthesia applicants must have at least one year of critical care experience and ACLS and PALS certification.
- Applicants to the Direct Master's Entry Program should plan to complete all pre-requisites prior to June; At least 3 science pre-requisites should be completed at the time of application
- Interviews may be required for some programs.
- 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.)
- Students must be licensed as R.N.s in Massachusetts prior to master's level clinical courses.
- Students in dual degree programs must also apply 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 (3.0) or better

Program of Study

Master of Science with a Major in Nursing

- Electives: 3 to 6 credits (depending on specialty)
- NURS7415 Conceptual Basis for Advanced Practice Nursing—3 credits
- NURS7416 Ethical Issues in Advanced Practice Nursing—3 credits
- NURS7417 Role of Advanced Practice Nurses—3 credits
- NURS7420 Advanced Pharmacology Across the Life Span—3 credits
- NURS7426 Advanced Psychopharmacology Across the Life Span (required for PMH Specialty)—3 credits
- NURS7430 Advanced Health Assessment Across the Life Span—3 credits
- NURS7520 Research Methods for Advanced Practice Nursing—3 credits
- NURS7672 Advanced Pathophysiology Across the Life Span—3 credits
- NURSXXX two Specialty Practice courses—12 credits
- NURSXXX two Specialty Theory courses—6 credits
- **Total: 45 credits (Nurse Anesthesia Total: 62 credits)**
- Elective Options may include: NURS7524 Master's Research Practicum; NURS7525 Integrative Review of Nursing Research; graduate

level independent study, palliative care or forensics courses; and relevant graduate level elective courses in another school or department at Boston College. 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 Anesthesia 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.

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, *Professor Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut
June Andrews Horowitz, *Professor Emerita*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University
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
- Sean P. Clarke**, *Professor and Associate Dean for Undergraduate Programs*; B.Sc., University of Ottawa; B.A., Carleton University; M.Sc.(A.), Ph.D., McGill University
- Susan Gennaro**, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; Ph.D., University of Alabama at Birmingham
- M. Katherine Hutchinson**, *Professor and Associate Dean for Graduate Programs*; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware
- Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University
- Sr. Callista Roy**, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.A., 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.B.A., Johns Hopkins University; 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
- Jane Erin Ashley**, *Associate Professor*; B.S., California State University, Chico; M.S., Ph.D., Boston College
- Marie Boltz**, *Associate Professor*; B.S.N., LaSalle University; M.S.N., University of Pennsylvania; Ph.D., New York University
- Jane Flanagan**, *Associate Professor*; B.S.N., 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
- Susan Kelly-Weeder**, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell
- Ellen K. Mahoney**, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; Ph.D., University of California, San Francisco
- Catherine Y. Read**, *Associate Professor and Director, Keys to Inclusive Leadership in Nursing (KILN) Program*; B.S.N., University of Illinois at 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
- Kelly D. Stamp**, *Associate Professor*; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida
- Melissa A. Sutherland**, *Associate Professor*; B.S., Cornell University; B.S.N., M.S.N., Binghamton University; Ph.D., University of Virginia
- 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 and Department Chair*; 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
- Lichuan Ye**, *Associate Professor*; B.S.N., M.S., Sichuan University, West China School of Medicine; Ph.D., University of Pennsylvania
- Viola G. Benavente**, *Assistant Professor*; B.S.N., Incarnate Word College; M.S.N., University of Texas, San Antonio; Ph.D., University of Pennsylvania
- Stewart M. Bond**, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina, Chapel Hill; M.T.S., Vanderbilt University; Ph.D., University of North Carolina, Chapel Hill
- Joyce Katherine Edmonds**, *Assistant Professor*; B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University
- Holly Fontenot**, *Assistant Professor*; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Ph.D., Boston College
- Allyssa L. Harris**, *Assistant Professor*; B.S., M.S., Ph.D., Boston College
- Carina Katigbak**, *Assistant Professor*; B.S.N., Ryerson University; M.S., Ph.D., New York University
- Kyung Hee Lee**, *Assistant Professor*; B.S.N., M.P.H., Yonsei University; M.S.N., Ph.D., University of Michigan
- Tam H. Nguyen**, *Assistant Professor*; B.S.N., University of Maryland; M.S.N./M.P.H., Ph.D., Johns Hopkins University
- 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.N., Salem State University; 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., Boston College; Ph.D., University of Massachusetts Lowell
- Donna L. Cullinan**, *Clinical Assistant Professor*; B.S.N., Saint Anselm College; M.S., Boston College
- Nanci Haze-Peters**, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University
- Luanne Nugent**, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College
- Amy Smith**, *Clinical Assistant Professor and Director, Clinical Learning and Simulation Centers*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions
- Sherri B. St. Pierre**, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell
- Denise B. Testa**, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S., Boston University; M.S.N., Rush University
- Laura White**, *Clinical Assistant Professor*; B.S., Boston College, M.S., Columbia University, Ph.D., Boston College
- Elisabeth M. Bailey**, *Clinical Instructor*; A.B., Brown University; M.S., Boston College
- Rosemary Frances Byrne**, *Clinical Instructor*; B.S., M.S., Boston College
- Maureen Connolly**, *Clinical Instructor*; A.D., Labouré College; B.A., Worcester College; M.S., Simmons College
- Dorean Behney 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

Beth McNutt-Clarke, *Clinical Instructor*; B.Sc., M.Sc.(A.), McGill University; M.B.A., Concordia University
Melissa Pérez, *Clinical Instructor*; B.S.N., Villanova University; M.S., Boston College
Richard Edward Ross, S.J., *Clinical Instructor*; B.S.N., University of Michigan; M.Div., S.T.L., Boston College
Jacqueline Sly, *Clinical Instructor*; B.S.N., Boston College, M.S.N., Regis College
Jean Weyman, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Contacts

- Graduate Program Office, Maloney Hall, 617-552-4250
- www.bc.edu/cson

Nursing

Course Offerings

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

NURS7101 Independent Study in Nursing (Fall/Spring: 3)

Prerequisite: Permission of instructor and the Graduate Office

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be obtained, completed and returned to the Graduate Office. The student is required to submit written reports to the faculty member directing the study.

The Department

NURS7415 Conceptual Basis for Advanced Practice Nursing (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

NURS7416 Ethical Issues in Advanced Practice Nursing (Fall/Spring: 3)

Prerequisite: NURS7415

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

NURS7417 Role of Advanced Practice Nurses (Fall/Spring: 3)

Prerequisites: NURS7415 and NURS7416

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

NURS7420 Advanced Pharmacology Across the Life Span (Spring: 3)

Prerequisite: Graduate standing or permission of instructor

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

NURS7426 Advanced Psychopharmacology Across the Life Span (Spring: 3)

Prerequisite: Graduate standing or permission of instructor

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

NURS7430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)

Prerequisites: NURS7672 or NURS6408 and NURS7420

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

NURS7437 Advanced Practice Psychiatric Nursing Across the Life Span I (Fall: 6)

Prerequisites: NURS7430; NURS7420; NURS7672 or NURS6408

Corequisite: NURS7438

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

NURS7438 Advanced Practice Theories of Psychotherapy (Fall: 3)

This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavioral, 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

NURS7447 Family Pmh Np Post Ms Clinic Theory and Practicum I (Fall: 3)

The Department

NURS7449 Family Pmh Np Post Ms Clinical Theory and Practicum II (Fall: 3)

The Department

NURS7450 Women and Children's Health Advanced Practice Theory (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

NURS7453 Women's Health Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430, NURS7420, NURS7672 or NURS6408

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

NURS7457 Pediatric Primary Care/Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430, NURS7672 or NURS6408 and NURS7420

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

NURS7462 Primary Care of Adults and Older Adults Theory I (Fall: 3)

Prerequisites: NURS7415; NURS7417 (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

NURS7463 Primary Care Adult and Older Adult/Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430 and NURS7420 and NURS7672 or NURS6408

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

NURS7470 Community and Family Health Advanced Theory I (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

NURS7473 Primary Care of Families/Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430, NURS7420, (NURS7672 or NURS6408)

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

NURS7490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)

Corequisites: NURS7491, NURS7672

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

NURS7491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)

Corequisites: NURS7490, NURS7672

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

NURS7492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)

Prerequisites: NURS7490, NURS7491

Corequisites: NURS7493, NURS7494

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

NURS7493 Pharmacology of Anesthetics & Accessory Drugs (Summer: 3)

Prerequisites: NURS7490, NURS7491

Corequisites: NURS7492, NURS7494

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

NURS7494 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

NURS7502 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

NURS7520 Research Methods for Advanced Practice Nursing (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

NURS7525 Integrative Review of Nursing Research (Fall/Spring: 3)

Prerequisite: NURS7520; can be taken concurrently

By arrangement

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

NURS7537 Advanced Practice Psychiatric Nursing Across Life Span II (Spring: 6)

Prerequisites: NURS7430, NURS7420, NURS7672 or NURS6408, NURS7437, NURS7438

Corequisite: NURS7538

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 NURS7437 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.

The Department

NURS7538 Advanced Theories of Family and Group Psychotherapy (Spring: 3)

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

The Department

NURS7553 Women's Health Advanced Practice Nursing II (Spring: 6)

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408) and NURS7450

This course builds on Women and Children's Health Advanced Practice Theory and Women's Health Advanced Practice Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, 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

NURS7557 Pediatric Primary Care/Advanced Practice Nursing II (Spring: 6)

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408) NURS7450, NURS7457

This course builds on NURS7457. 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

NURS7562 Primary Care of Adults and Older Adults Theory II (Spring: 3)

Prerequisite: NURS7462

Corequisites: NURS7415; NURS7417

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

NURS7563 Primary Care Adult and Older Adult/Advanced Practice Nursing II (Spring: 6)

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408), NURS7463

Corequisite: NURS7562

This second course in the adult-gerontology health practicum series builds upon the knowledge gained in NURS7463. 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 socio-cultural 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

NURS7570 Community And Family Health Advanced Theory II (Spring: 3)

Prerequisites: (Must have successfully completed NURS7430, NURS7672, and NURS7420 or permission of instructor

Corequisites: NURS7415, NURS7416, NURS7417; NURS7520

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

NURS7573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408)

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 NURS 7473 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

NURS7590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)

Prerequisites: NURS7490, NURS7494, NURS7415

Corequisite: NURS7591

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

NURS7591 Nurse Anesthesia I (Fall: 5)

Prerequisites: NURS7490–7494, NURS7415

Corequisite: NURS7590

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 for the patient undergoing surgery and anesthesia. During the first semester of clinical anesthesia practice the emphasis is on the development and implementation of a patient specific plan of anesthesia care for healthy patients undergoing minimally invasive surgical procedures. Synthesis of theoretical knowledge with clinical practice is enhanced by weekly seminars, case presentations, care plan exemplars, and high fidelity simulation.

Susan Emery

Denise Testa

NURS7592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)

Prerequisites: NURS7492, NURS7590, NURS7591

Corequisite: NURS7593

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

NURS7593 Nurse Anesthesia II (Spring: 5)

Prerequisites: NURS7590–7591

Corequisite: NURS7592

This course provides the opportunity for students to integrate theory into clinical practice for patients with significant comorbidities undergoing more complex procedures. Anesthetic requirements as dictated by patient assessment, including the surgical procedure are studied in greater depth. Seminar and simulation experiences are sequenced to complement the theoretical content presented in NURS7592, Advanced Principles of Nurse Anesthesia Practice.

Susan Emery

Denise Testa

NURS7595 Nurse Anesthesia III (Summer: 5)

Prerequisites: NURS7592–7593

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. With supervision, students assume more overall responsibility for anesthetic management. Through seminar participation students explore the anesthetic management of diverse populations and specialty situations. Likewise, simulation is focused on the management

of complex and specialty situations. Concurrent with this semester, students begin a student-directed review of didactic content in advance preparation for the National Certification Exam.

Susan Emery

Denise Testa

NURS7640 Palliative Care I: Serious Illness, Dis Prog, and Life (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

NURS7641 Palliative Care II: Pain and Suffering in the Seriously III (Fall: 3)

Prerequisite: NURS7640 (or permission of instructor)

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

NURS7643 Palliative Care III: Palliative Care and Advanced Practice Nursing (Spring: 3)

Prerequisites: NURS7640, permission of instructor/enrollment in the School of Nursing

Corequisite: NURS7647

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

NURS7672 Advanced Pathophysiology Across the Life Span (Fall/Spring: 3)

Prerequisites: Baccalaureate degree in nursing, enrollment in graduate program in School of Nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. 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

NURS7681 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

NURS7682 SANE and Forensic Nursing (Practicum) (Fall: 3)

Prerequisites: NURS7680, NURS7681 Permission of Instructor

This course prepares students to provide comprehensive care to victims, their families, and perpetrators in settings within the health care or criminal justice systems. Students will engage in beginning application of clinical sub-specialty and functional role concepts. Seminars integrate concepts from the core and theory courses.

The Department

NURS7685 Forensic Nursing Care II: Practicum (Spring: 3)

This course prepares students to integrate advanced knowledge of forensic care in assessing and managing the symptoms of those experiencing violent crime as victims, family members, and perpetrators within the forensic care focus. Complex psychological, ethical, social, and spiritual issues and emotional reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the forensic care team, family meeting, and patient support group. Students may provide care across diverse health care settings.

The Department

NURS7691 Nurse Anesthesia IV (Fall: 1)

Prerequisites: NURS7592–7593, NURS7595

This course provides the opportunity for students to assume more responsibility for anesthetic management for routine anesthetics while also gaining appropriately supervised experience with complex and specialty cases. The student-directed review begun during the previous semester continues and students take responsibility for writing, implementing and debriefing scenarios during the simulation experience.

Susan Emery

Denise Testa

NURS7693 Nurse Anesthesia V (Spring: 1)

Prerequisite: NURS7691

This course provides the opportunity for students to complete the competencies required to sit for the National Certification Examination. Critical thinking in complex situations is emphasized as students take more responsibility for anesthetic management. Students continue with both group and independent study one day per week at the college.

Susan Emery

Denise Testa

NURS8888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements, but have not taken comprehensive examinations. Also, for master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

The Department

NURS9701 Epistemology of Nursing (Fall: 3)

Prerequisite: Doctoral standing or permission of instructor

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

NURS9712 Nursing Science Processes and Outcomes (Fall: 3)

Prerequisite: Doctoral standing or permission of instructor

In-depth study of the processes and outcomes of the evolution of the science in nursing. Focus is on multiple ways of knowing and strategies for expanding knowledge to meet changing social and global needs. The interrelations of theory, research, and practice are emphasized. The weekly seminars provide a forum for Ph.D. students to explore the process and outcome of scientific inquiry within nursing and interdisciplinary contexts while also conceptualizing their personal programs of research.

The Department

NURS9714 Healthcare Policy: Moral and Sociopolitical Influences (Spring: 3)

Prerequisite: Doctoral standing (2nd year) or permission of instructor

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 economic 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.

The Department

NURS9751 Advanced Qualitative Research Methods (Spring: 3)

Prerequisite: Doctoral standing or permission of instructor

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 vs. 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

NURS9752 Advanced Quantitative Methods for Health Care Research (Spring: 3)

Prerequisite: Doctoral standing or permission of instructor

The course provides an overview of quantitative approaches relevant to nursing science and health care research. Application of quantitative methods to a variety of research problems is explored. Emphasis is placed on survey/descriptive design, randomized clinical trials (RCTs), intervention research, meta-analysis, secondary data analysis with large data sets, and mixed methods.

The Department

NURS9810 Responsible Conduct of Research: Research Practicum I (Fall/Spring: 1)

Prerequisite: Doctoral standing or permission of instructor

First in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.

The Department

NURS9811 Research Practicum II (Fall/Spring: 1)

Prerequisite: NURS9810

Second in the series of four research practica that offer the student individual and group sessions that contribute to the design of a preliminary study in the area of concentration and collaboration with faculty on projects, presentations, and publications.

The Department

NURS9812 Research Practicum III (Fall: 1)

Prerequisites: NURS9712, NURS9752, NURS9810–9811

Third in the series of four research practica that offers the student further research and scholarly development in the area of concentration through individual and group sessions.

The Department

NURS9813 Research Practicum IV (Spring: 1)

Prerequisites: NURS9712, NURS9752, NURS9810–9812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

The Department

NURS9901 Doctoral Comprehensives (Fall/Spring: 1)

Prerequisite: Permission of Graduate Program Office

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

NURS9902 Dissertation Advisement (Fall/Spring: 3)

Prerequisites: Successful completion of Doctoral Comprehensives; permission of instructor

This course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NURS9903 Dissertation Advisement (Spring: 3)

Prerequisites: NURS9902; permission of instructor

The student in this course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NURS9911 Doctoral Continuation (Fall/Spring: 0)

Prerequisite: Permission of instructor

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

Boston College School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a School of Social Work (SSW) in March 1936. The SSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a field-of-practice concentration. The two intervention methods are Clinical Social Work and the Macro Social Work Practice on the master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth, and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

PROFESSIONAL PROGRAM: MASTER OF SOCIAL WORK (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical Social Work Practice or Macro Social Work Practice.

Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psychosocial assessment and intervention model to increase an individual's well-being. Each person, family, or group has a unique story to share, one that is shaped by cherished beliefs, values, and traditions; one that is connected to the larger stories of communities and nations. The complex process of helping others is, fundamentally, one of empowerment. In practicing clinical social work the aim is to strengthen, support, and accompany clients in their healthy efforts to repair their past and build a future that honors their uniqueness and brings into reality their personal dreams. Our challenging, dynamic, and contemporary program of professional formation transforms compassion into therapeutic empathy. We integrate social work's enduring values, theories, and skills with bold and innovative ways of helping others. This fusion of old and new creates an environment where students learn that interventions, guided by evidence-based practice, become powerfully therapeutic when imbedded in a relationship of respect and authentic concern.

Macro Social Work Practice prepares students to develop and foster social innovation by understanding the process of innovation, and through skill development related to assessment, strategic planning, organizational development, financial management, and administration. Students are prepared to develop innovative solutions to solve today's complex problems, lead organizations that foster these solutions, and mobilize strategic partners, political resources, and community resources to initiate and sustain social change.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a Three-Year or Four-Year Program. All degree requirements must be fulfilled within a period of five years.

Off-campus Site: In addition to the Chestnut Hill site, Clinical Social Work students in the Three-Year Program may complete the majority of the first full-time year in Worcester, MA (serving Western MA). Each year students in Macro Social Work Practice will be required to attend classes on the Chestnut Hill campus during the spring semester. While all final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in their respective geographic areas.

The M.S.W. curriculum is divided into four overlapping components: Foundation, Intervention Method, Field-of-Practice Concentration, and Electives. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose a Field-of-Practice Concentration to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentration choices are: Children, Youth, and Families; Global Practice; Health and Mental Health; Older Adults and Families; and an Individualized option.

Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on core competencies: professional identity, ethics, critical thinking, diversity, social justice, research, human behavior, policy, contextual practice, engagement, assessment, intervention, and evaluation.

The following courses comprise the Foundation curriculum:

- SCWK7701 The Social Welfare System
- SCWK7721 Human Behavior and the Social Environment
- SCWK7723 Diversity and Cross-Cultural Issues
- SCWK7747 Research Methods in Social Work Practice
- SCWK7762 Basic Skills in Clinical Social Work
- SCWK8800 Basic Skills in Macro Practice
- SCWK9921 Field Education I

Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work. Required Clinical courses include an advanced human behavior course, SCWK7722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities—individual, family, and group.

The required Clinical courses are as follows:

- SCWK7722 Psychosocial Pathology
- SCWK8855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SCWK8856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SCWK9932 Field Education II—Clinical Social Work

Required Macro courses include an advanced human behavior course, SCWK8833 Leadership and Social Transformation, and two methods courses that focus on organizational and leadership analysis, marketing, resource development and financial management, and the development of social innovation skills necessary to implement and sustain change.

The required Macro courses are as follows:

- SCWK8833 Leadership and Social Transformation
- SCWK8886 Financial Management and Resource Development
- SCWK8889 Social Innovation
- SCWK9942 Field Education II—Macro Social Work

Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of an advanced practice course and one advanced policy course. All concentrations require SCWK8841 Program Evaluation and either SCWK9933–9934 Field Education III–IV—Clinical Social Work or SCWK9943–9944 Field Education III–IV—Macro Social Work.

Children, Youth, and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public systems. Required courses include:

Clinical Social Work

- SCWK8872 Advanced Clinical Practice with Children, Youth and Families
- SCWK8805 Policy Issues in Family and Children's Services

Macro Social Work

- SCWK8885 Management of Organizations Serving Children, Youth and Families
- SCWK8805 Policy Issues in Family and Children's Services

Global Practice

The Global Practice Concentration prepares students to become effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development, and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations. Required courses include:

Clinical Social Work and Macro Social Work

- SCWK7797 Frameworks and Tools of Global Practice
- SCWK8806 Global Policy Issues and Implications

Health

The Health Concentration prepares students for clinical or macro practice in healthcare settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on treatment with individuals, couples, families, and small groups that are aimed at dealing with the impact of illness on the client system in culturally diverse environments within medical/healthcare settings.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within medical/healthcare settings. Required courses include:

Clinical Social Work

- SCWK8873 Psychosocial Dimensions of Health and Medical Care Practice
- SCWK8817 Health and Mental Health Policy

Macro Social Work

- SCWK8897 Planning for Health and Mental Health Services
- SCWK8817 Health and Mental Health Policy

Mental Health

The Mental Health Concentration prepares students for clinical or macro practice in mental health settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on family systems work in culturally diverse environments within mental health settings, and select from a broad range of elective courses in various practice modalities.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within mental health settings. Required courses include:

Clinical Social Work

- SCWK8865 Family Therapy
- SCWK8817 Health and Mental Health Policy

Macro Social Work

- SCWK8897 Planning for Health and Mental Health Services
- SCWK8817 Health and Mental Health Policy

Older Adults and Families

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they “age in place” in their homes and communities through policy and advocacy functions of the local, state, and national aging network. Required courses include:

Clinical Social Work and Macro Social Work

- SCWK8823 Practice in Health and Mental Health Settings with Older Adults
- SCWK8802 Policy for an Aging Society: Issues and Options

Electives

Students take five electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SCWK7725 Families Impacted By Military Service
- SCWK7726 Neuroscience of Human Relationships and Development
- SCWK7727 Substance Abuse: Alcohol and Other Drugs
- SCWK7728 Global Perspectives on Gender Inequalities
- SCWK7733 Working with Lesbian, Gay, Bisexual, Transgender and Questioning Youth, Families and Adults

SOCIAL WORK

- SCWK7794 Immigrant and Refugee Issues in the United States
- SCWK8808 Legal Aspects of Social Work
- SCWK8822 Impact of Traumatic Victimization on Child and Adolescent Development
- SCWK8824 Practice in Home and Community Settings with Older Adults
- SCWK8827 Contemporary Psychodynamic Theories
- SCWK8831 Dying, Grief and Bereavement
- SCWK8835 Veterans' Health and Mental Health
- SCWK8836 Psychodynamic Theories of Individual Development
- SCWK8851 Policy Analysis Research for Social Reform
- SCWK8858 Clinical Practice in Schools
- SCWK8859 Integrating Play in Therapeutic Settings (formerly called Play Therapy)
- SCWK8860 Couples Therapy
- SCWK8862 Cognitive-Behavioral Therapy
- SCWK8864 Group Therapy
- SCWK8868 Dialectical Behavioral Therapy
- SCWK8874 Adult Psychological Trauma
- SCWK8876 Solution-Focused Therapy
- SCWK8877 Narrative Therapy
- SCWK8880 Social Work Practice in Child Welfare
- SCWK8881 School Social Work: Program Development and Educational Policies
- SCWK8884 Strategic Planning for Public and Nonprofit Organizations
- SCWK8888 Community Organizing and Political Strategies

Dual Degree Programs

The School of Social Work has instituted three dual degree programs with other graduate departments of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll School of Management Graduate Programs, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry), in conjunction with the Boston College's School of Theology and Ministry, was begun in 1989. Three options for completing the M.S.W./M.A. include a foundation year in each curriculum with a third year of jointly administered class and field instruction; a program of summer courses taken in STM and a two-year academic program in the SSW; or an integrated program of study with courses taken in STM and the SSW during three years of study. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology,

Sociology, and Applied Psychology and Human Development majors to complete the Social Work foundation courses during their junior and senior years. Students receive the B.A. at the end of four years, then apply for admission to the School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SCWK6600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

The Doctoral Program at the Graduate School of Social Work offers two majors: a Ph.D. in Social Work and a Ph.D. in Social Welfare. The Ph.D. with a major in Social Work is designed for students with an M.S.W. or equivalent degree. The Ph.D. with a major in Social Welfare is designed for students enrolled in the International Doctoral Program with partner Jesuit Universities in Latin America.

Program of Study—Social Work

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise, and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching practicum.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 22 elective credits, six credits are specified to be advanced social or behavioral science theory courses and 16 credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SCWK9951 Survey of Research Methods in Social and Behavioral Science
- SCWK9952 Tools for Scholarship in Social and Behavioral Science
- SCWK9953 Cross-Cultural Issues in Social and Behavioral Research
- SCWK9954 Models for Social Welfare Intervention Research
- SCWK9959 Doctoral Publishable Writing Project

- SCWK9960 Statistical Analysis for Social and Behavioral Research
- SCWK9961 Introduction to Structural Equation Modeling
- SCWK9980 History and Philosophy of Social Welfare in the U.S.
- SCWK9992 Theories and Methods of Teaching in Professional Education
- SCWK9994 Integrative Seminar for Doctoral Students

Total Credits:

The 51 credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

Program of Study—Social Welfare

Students in the International Doctoral Program in Social Welfare enroll in courses in both Boston College and a partner Jesuit university in Latin America. Students start the program in the partner university taking elective courses in social behavioral science theory and other courses that provide a foundation in a social problem likely to be the focus of the student's research. In subsequent years, student's residence alternates between Boston College and the partner university. The International Doctoral Program in Social Welfare encourages and facilitates students to focus their doctoral research on topics and populations drawn from Latin American countries.

The program provides a strong foundation in research and preparation for an academic career through nine required courses and two dissertation direction courses. Students will enroll in a total of four to six courses in the partner university during year one and year three. The remaining four elective courses will be taken during students' residency at Boston College in year two. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SCWK9951 Survey of Research Methods in Social and Behavioral Science
- SCWK9952 Tools for Scholarship in Social and Behavioral Science
- SCWK9953 Cross-Cultural Issues in Social and Behavioral Research
- SCWK9954 Models for Social Welfare Intervention Research
- SCWK9959 Doctoral Publishable Writing Project
- SCWK9960 Statistical Analysis for Social and Behavioral Research
- SCWK9961 Introduction to Structural Equation Modeling
- SCWK9992 Theories and Methods of Teaching in Professional Education
- SCWK9994 Integrative Seminar for Doctoral Students

Total Credits:

The minimal credit requirement is 51 of which 38 credits are taken at Boston College and include required and elective courses and six credits for the dissertation. The remaining elective credits are taken at the partner university and may vary in accordance with the partner university's academic offerings. The actual number of courses taken by an individual student varies according to prior educational background and course work.

Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a Master of Social Work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

Financial Aid

There are four major sources of funding available for students in the Doctoral Program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for four years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- One Diversity Fellowship awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, SSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

CONTINUING EDUCATION

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include the essentials of cognitive behavioral therapy, motivational interviewing (basic and advanced skill-building), understanding trauma, providing trauma-informed care, introduction to understanding DSM-5, an overview of psychopharmacology, and special education advocacy in schools.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its twenty-sixth year, was founded by Dr. Vincent Lynch, Director of Continuing Education. It continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year. Over the years the Social Work and HIV/AIDS conference has received over \$1 million in external funding from corporations, foundations, and government agencies. Over 10,000 social workers have participated in this HIV/AIDS conference over the years.

INFORMATION

For a more detailed description of course offerings, the applicant should consult the Boston College School of Social Work Bulletin, which may be obtained by e-mailing swadmit@bc.edu or by writing to the Director of Admissions, Boston College School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

Faculty

June Gary Hopps, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

Richard A. Mackey, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

Elaine Pinderhughes, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

Albert F. Hanwell, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

Demetrius S. Iatridis, *Professor Emeritus*; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

Betty Blythe, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

Alberto Godenzi, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University

James Lubben, *Louise McMahon Ahearn Professor*; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

Kevin J. Mahoney, *Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

Ruth G. McRoy, *Donahue and DiFelice Endowed Professor*; B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin

David Takuechi, *Associate Dean for Research & Dorothy Book Scholar*; B.A., M.A., Ph.D., University of Hawaii

Thanh Van Tran, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

Stephanie Cosner Berzin, *Associate Professor*; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

Margaret Lombe, *Associate Professor*; B.A., Daystar University; M.S.W., Ph.D., Washington University

Kathleen McInnis-Dittrich, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thomas O'Hare, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

Marcie Pitt-Catsouphes, *Associate Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

Ce Shen, *Associate Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

Paul Kline, *Associate Professor of Clinical Practice*; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

Marylou Sudders, *Associate Professor of Macro Practice*; A.B., M.S.W., Boston University

Tiziana Dearing, *Associate Professor of Macro Practice*; B.A., University of Michigan; M.P.P., Harvard University

Thomas Walsh, *Associate Dean and M.S.W. Program Director*; *Associate Professor of Clinical Practice*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

Jessica Black, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

Rocio Calvo, *Assistant Professor*; B.A., University of Salamanca; M.A., Deusto University; Ph.D., Boston College

Thomas M. Crea, *Associate Professor*; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Scott D. Easton, *Assistant Professor*; A.B., Harvard University; M.S.W., Ph.D., University of Iowa

Summer Hawkins, *Assistant Professor*; B.A., Vassar College; M.S., Drexel University; Ph.D., University of London

Linnie Green Wright, *Assistant Professor*; B.A., Spelman College; M.A., Columbia University; Ph.D., New York University

Christina J. Matz-Costa, *Assistant Professor*; B.A., University of Massachusetts; M.S.W., Ph.D., Boston College

Erika Sabbath, *Assistant Professor*; B.A., Washington University; MSc., ScD., Harvard School of Public Health

Kerry Mitchell, *Assistant Professor of Clinical Practice*; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

Susan Lee Tohn, *Assistant Professor of Clinical Practice*; B.A., Tufts University; M.S.W., Boston University

Robin Warsh, *Assistant Professor of Clinical Practice*; B.S., American University; M.S.W., University of Connecticut

Course Offerings

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

Curriculum review is on-going with course requirements subject to change. Any revisions affecting curriculum will be posted on the web.

Elective offerings in any given semester require a course enrollment of at least 10 students.

SCWK7701 The Social Welfare System (Fall: 3)

Prerequisite for all other policy courses

The course explores current social welfare issues in the context of history and underlying political rationale and societal values. The course is designed to provide students with an understanding of the relationship between contemporary social welfare policy and social work practice. The course focuses on the historical, political, economic and other social conditions that influence policy development in the United States. Models of social welfare are presented and critiqued. Policy issues and programs that impact specific populations are explored with an emphasis on social and economic justice. The course content will be framed through the lens of distributive equity and social justice. Understanding how policy influences practice and how social workers can influence social welfare policy are examined.

The Department

SCWK7719 Independent Study: International Policy (Fall/ Summer/Spring: 3)

Prerequisite: SCWK7701

An opportunity to pursue in more depth a comparative policy analysis that examines the social, political, ideological, and economic context of social welfare policies and programs, or examines alternatives in evaluating, formulating, and implementing social welfare policies and programs.

The Department

SCWK7721 Human Behavior and the Social Environment (Fall: 3) Cross listed with PSYC7721

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and

effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

The Department

**SCWK7721 Human Behavior and the Social Environment (Fall: 3)
Cross listed with PSYC7721**

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

The Department

SCWK7722 Psychosocial Pathology (Spring/Summer: 3)

Prerequisite: SCWK7721

Required of clinical social work students; elective for others

An examination of the etiology and identification of adult mental disorders utilizing the Diagnostic and Statistical Manual of Mental Disorders. Focus is on psychological, genetic, and biochemical theories of mental illness; biopsychosocial stressors in symptom formation, assessment and treatment; cultural determinants in psychopathology; differential diagnosis; and drug therapies.

The Department

SCWK7723 Diversity and Cross-Cultural Issues (Fall: 3)

Cross listed with AADS7493

Required of all M.S.W. students

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

The Department

SCWK7725 Families Impacted by Military Service (Summer: 3)

Prerequisite: SCWK7721

Elective

This course explores how families are impacted by military service (FIMS) emphasizing the effects of military culture within which military families function. Stressors such as deployment, and the protective factors associated with military communities will be discussed. Attachment theory will be explored as it pertains to the loss and separation involved in long-term and sometimes repetitive deployment cycles. Substance use, anxiety, avoidance behaviors, and risk-taking behaviors will be discussed in terms of their impact on family life and family system functioning. Resiliency theory will be highlighted in terms of preventing or ameliorating post-deployment difficulties in families impacted by military service.

The Department

SCWK7726 Neuroscience of Human Relationships and Development (Fall: 2)

Prerequisite: SCWK7721

Elective

Following human development from conception to end of life, the course provides students with an introduction to key neurobiological aspects (such as brain development and genetics) of the life course. Special attention is paid to examining the association between neurobiology and the nested layers and relationships in which development unfolds, including family, school, community and wider society/policy. Concepts important to social work (including but not limited to attachment, trauma, stress, social relationships, emotions, health and mental health) are addressed within various stages of development. No background in the biological sciences is required.

The Department

SCWK7727 Substance Abuse: Alcohol and Other Drugs (Spring/Summer: 3)

Prerequisite: SCWK7721

Elective

A course providing an overview of alcohol/drug use, abuse, and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

The Department

SCWK7728 Global Perspectives on Gender Inequalities (Summer: 3)

Prerequisite: SCWK7721

Elective

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's physical health, mental health, economic status, families, and general well-being. Beginning with a framework for studying gender and ethnicity that will enable comparative analysis of women's issues among different cultures, the course focuses on basic concepts and theories that help our understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

The Department

SCWK7729 Public Health Social Work (Fall: 3)

Prerequisite: SCWK7721

Public health social work (PHSW) emphasizes health promotion and prevention as well as targeting populations through population-based strategies. The course integrates research on health topics, populations, and settings to learn about the field of PHSW and application of skills to real-world problems. A life course perspective is used to discuss health behaviors and outcomes through all stages of development and across a range of settings. The aim of the course is to provide students a unique perspective on social work from the field of public health by focusing on health promotion, prevention, and reducing disparities at the population-level.

The Department

SOCIAL WORK

SCWK7733 Working with LGBTQ Youth, Families and Adults

(Summer: 3)

Prerequisite: SCWK7721

Elective

This course blends macro and clinical practice in order to service LGBTQ people most effectively. Students will learn about policies, laws and societal narratives that impact LGBTQ people in both positive and negative ways. The course focuses on the integration of macro and clinical issues and best practice that respects all people regardless of gender identity and sexual orientation. Particular attention will focus on developmental models of gender identity and sexual orientation.

The Department

SCWK7734 Leadership and Social Justice Seminar (Spring: 3)

Cross listed with LAWS8804

The Department

SCWK7747 Research Methods in Social Work Practice (Fall/

Summer: 3)

Prerequisite for all advanced research courses

An introduction to research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of a statistical software package for descriptive and basic inferential statistics for data analysis and hypothesis testing.

The Department

SCWK7762 Basic Skills in Clinical Social Work (Fall: 3)

Corequisite: SCWK9921 (academic year)

Required of all M.S.W. students

An overview of interventions emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

The Department

SCWK7789 Global Practice Group Independent Study (Spring: 3)

Among the issues explored in this course are child and family welfare, gender, ethnicity, poverty, employment, housing, health, etc. Special attention is given to social and economic justice and values and ethical issues that may arise in service provision. The class meets for four one-hour academic sessions during the fall semester. Additional meetings may be scheduled as needed. Contact with instructor is maintained during the spring semester through the discussion board and email. The first two assignments will be completed prior to departure for the field placement location and the major assignment completed by the end of the practicum experience.

The Department

SCWK7794 Immigrant and Refugee Issues in the United States

(Fall/Spring: 3)

Prerequisite: SCWK7721

Elective

An overview of the prominent theories, major issues, and controversies in immigration policy is presented. While immigration has

become a crucial concern of the American social welfare system as well as an issue of global urgency, immigration controls the fate of growing numbers of asylum seekers. The course will discuss the special needs and problems faced by immigrant and refugee clients and communities; adaptation and coping with a new culture; refugee experience; the impact of relocation on individuals, families, and communities; and a range of world view perspectives including acculturation and assimilation, biculturalism, marginality, and traditional ethnic identities.

The Department

SCWK7797 Frameworks and Tools for Global Practice

(Summer: 3)

Prerequisites: SCWK7762 and SCWK8800

Required for, and restricted to, Global Practice Field-of-Practice concentration

An advanced course that prepares students for effective practice in a global context and covers three broad areas: a framework for the rights-based perspective; rights-based programming with reference to vulnerable groups; and building sustainable systems. Students will be exposed to rights-based approaches to social work practice mainly in countries of the global south. Areas of focus include working with vulnerable populations such as children in a variety of settings, gender issues, migration as well as working with various NGOs, governmental and United Nations systems. Emphasis will be placed on working with diverse client populations in each practice setting.

The Department

SCWK7798 Human Services in Developing Countries (Fall/

Summer: 3)

Prerequisites: SCWK7762 and SCWK8800

Offered periodically

Elective

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a two to three week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

The Department

SCWK7799 Independent Study: Practice Sequence (Fall/Spring: 3)

Prerequisites: SCWK7762 and SCWK8800

Elective for M.S.W. students.

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

The Department

SCWK8800 Basic Skills in Macro Practice (Fall: 3)

Corequisite: SCWK9921 (academic year)

Required of all M.S.W. students

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community

settings. These include basic administrative skills, community needs assessment, strategic planning, community development, and advocacy for policy change.

The Department

SCWK8802 Policy for an Aging Society: Issues and Options (Spring: 3)

Prerequisite: SCWK77701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Older Adults and Families Field-of-Practice concentration; elective for others

This advanced policy course provides an opportunity to examine how historical and contemporary forces and demographic change shape the perceived problems of the elderly, the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

The Department

SCWK8805 Policy Issues in Family and Children's Services (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Children, Youth, and Families Field-of-Practice concentration; elective for others

This course focuses on a critical examination of alternatives in formulating, implementing, and evaluating policies and programs in the area of family and children's services. Students will be informed about specific policies impacting children and families in the U.S., critically analyze how policies impact child and family well-being, and explore methods of advocating for effective policy development. Specific policy issues explored in the course include family legislation; welfare reform; balancing work and family; housing and homelessness; family and domestic violence; maternal, child, and family health; education; juvenile justice; cultural issues; immigration/refugees; and approaches in other nations.

The Department

SCWK8806 Global Policy Issues and Implications (Fall: 3)

Prerequisite: SCWK7701

Required for, and restricted to, Global Practice Field-of-Practice concentration

An advanced policy course that introduces approaches, issues, and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

The Department

SCWK8808 Legal Aspects of Social Work (Spring: 3)

Prerequisite: SCWK7701

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the

framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SCWK8817 Health and Mental Health Policy (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Health and Mental Health Field-of-Practice concentration; elective for others

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U.S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, and general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally, the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

The Department

SCWK8819 Social Welfare Policy Sequence Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7701

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior and national priorities.

The Department

SCWK8822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer/Fall: 3)

Prerequisite: SCWK7762

Elective

A course that examines how stress, especially of a violent nature, can impact child and adolescent development. Exploration of selected theories and evidence-based practice will assist students in identifying skills necessary for effective clinical practice with children, adolescents, families, and communities coping with the consequences of traumatic exposure to violence. Students will be encouraged to reflect on the impact of exposure to the injured child and consider how their reactions may identify potential sources of lost empathy or uncover other personal vulnerabilities that might interfere with effective practice.

The Department

SOCIAL WORK

SCWK8823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)

Prerequisites: SCWK7762 and SCWK8800

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Older Adults and Families Field-of-Practice concentration; elective for others

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying, and bereavement facing the older adults are also covered.

The Department

SCWK8824 Practice in Home and Community Settings with Older Adults (Spring: 3)

Prerequisites: SCWK7762 and SCWK8800

Elective

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship, and end-of-life decision-making while considering issues of diversity, including race, ethnic group, sexual orientation, and gender, that affect the appropriateness of services.

The Department

SCWK8827 Contemporary Psychodynamic Theories (Summer: 3)

Prerequisite: SCWK7721

Elective

Beginning with a brief background on the historical precedents of psychodynamic theory, the course focuses specifically on the developments and critiques of the last 20 years as well as specific populations originally overlooked, misunderstood, or stigmatized by early psychodynamic theory, including current psychodynamic expansions and critiques of classic theories, relational theory, intersubjectivity, and feminist theory. The utility of each theory in the completion of biopsychosocial assessments will be demonstrated. Special attention will be paid to the current psychodynamic theory as it pertains to oppressed populations in terms of race, ethnicity, social class, gender, sexual orientation, and religion.

The Department

SCWK8831 Dying, Grief, and Bereavement (Fall/Spring: 3)

Prerequisite: SCWK7721

Elective

Beginning with an overview of the social phenomena of death and how social attitudes and practices influence the environmental context in which death takes place in contemporary society, the course explores the influence of cultural diversity in the way death is experienced by diverse groups. The tasks of mourning following a person's death and the bereavement process present complex socio-emotional challenges

for family and friends throughout the life span. Issues in self-reflection and self-care are presented to offer practitioners ways to grow personally and professionally through the process of their clients' losses.

The Department

SCWK8833 Leadership and Social Transformation (Spring: 3)

Prerequisite: SCWK7721

Required of Macro Social Work students; elective for others

An overview of general principles of management, this course provide students with a broad understanding of theories of organizational functioning combined with a focus on leadership for change in organizations. The role of leader-manager is explored in three theoretical perspectives of organizations: the structure of human service organizations and requisite management skills; the human resource perspective and promoting the recruitment and development of people as a vital component of organizational functioning; and organizational change with emphasis on advocating for and sustaining change within human service organizations.

The Department

SCWK8835 Veterans' Health and Mental Health (Spring: 3)

Prerequisite: SCWK7721

Elective

Social workers who understand issues that are unique to the military can comfortably engage with them and more effectively interact and treat this population. The health of veterans will be discussed in terms of the physical wounds of war such as traumatic brain injuries (TBIs) and other service-connected injuries to the body. The invisible wounds of war will also be discussed in terms of the mental health needs that may surface from the experience of having gone to war. Post-traumatic stress will be explored in depth as both a normal reaction to the situation of going to war and as a complication with the readjustment to civilian life that requires sustained attention to non-threatening information in such places as family, work, and school. The challenges veterans face in the areas of unemployment, substance use, the criminal justice system, and family violence will all be discussed as well as changing macro-level policies around these issues.

The Department

SCWK8836 Psychodynamic Theories of Individual Development (Spring: 3)

Prerequisite: SCWK7721

Elective

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective, with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology, and intersubjectivity theory. Students will begin to learn to critique and compare theories for their applications to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.

The Department

SCWK8839 HBSE Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7721

Elective

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed

so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

The Department

SCWK8841 Program Evaluation (Fall/Spring: 3)

Prerequisite: SCWK7747

Corequisite: SCWK9934 or SCWK9944 or permission

Required of all M.S.W. students

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value, and ethical issues that arise in evaluation research.

The Department

SCWK8849 Independent Study in Research (Fall/Spring: 3)

Prerequisite: SCWK7747

Elective

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

The Department

SCWK8850 Group Independent Study in Research (Fall/Spring: 3)

Prerequisite: SCWK7747

Elective

An opportunity for students to engage in specifically focused work in either of the following areas: (1) the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or (2) the in-depth study in a particular research methods area about which no graduate level courses exist within the School or the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

The Department

SCWK8851 Policy Analysis Research for Social Reform (Summer: 3)

Prerequisite: SCWK7701

Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections,

input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

The Department

SCWK8855 Clinical Practice with Children and Families:

Assessment, Intervention, and Evidence-Based Practice (Spring/Summer: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9932

Required of clinical social work students

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively utilize evidence-based treatments to help youth and their families achieve their goals. Students will learn practice techniques of various evidence-based interventions.

The Department

SCWK8856 Clinical Practice with Adults: Assessment,

Intervention, and Evidence-Based Practice (Spring/Summer: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9932

Required of clinical social work students

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies, the course addresses strategies for practice evaluation.

The Department

SCWK8858 Clinical Practice in Schools (Spring: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course that provides a comprehensive overview of the necessary skills to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships, family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues, including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

The Department

SOCIAL WORK

SCWK8859 Integrating Play in Therapeutic Settings (Spring/

Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender, and family structure in provision of competent services.

The Department

SCWK8860 Couples Therapy (Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced course examining and analyzing theories, research, and interventions with couples. The use of cognitive, behavioral, emotion-focused, brief treatment, and skills-training approaches are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, and special issues such as living with chronic illness, poverty and economic stress, facing divorce, infidelity, interpersonal violence, and sexual dysfunctions. The course will describe how to adapt couple-based assessments and interventions to various settings, such as acute medical, psychiatric, and child-focused settings.

The Department

SCWK8862 Cognitive-Behavioral Therapy (Spring/Fall: 3)

Prerequisite: SCWK7762

Elective

An advanced practice course that integrates CBT theory, practical assessment tools, and treatment applications with work with children and adults. Lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model, the course focuses on the CBT assessment and treatment of specific disorders, including anxiety, pain, depression, bipolar disorder, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation, and disability will be addressed.

The Department

SCWK8864 Group Therapy (Fall/Summer: 3)

Prerequisite: SCWK7721

Elective

This course considers many applications of social work group treatment. Through a thoughtful review of selected group therapy literature, analysis of process recordings of group therapy sessions, lectures, class discussion, and/or role-play exercises, students will develop an appreciation of the unique ways in which group treatment can promote individual psychosocial competence. Students will develop skills in the practice of social work treatment.

The Department

SCWK8865 Family Therapy (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or permission

Required of clinical social work students in the Mental Health Field-of-Practice concentration; elective for others

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender, and race will be interwoven with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to the stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths and problems of minority families, families living in poverty, blended families, adoptive families, and families of same sex parents will be reviewed.

The Department

SCWK8868 Dialectical Behavioral Therapy (Fall/Summer: 3)

Prerequisite: SCWK7762

Elective

This course is designed to instruct and prepare students to integrate and apply Dialectical Behavioral Therapy (DBT), a comprehensive and flexible evidence-based treatment. Students will learn to conduct thorough risk assessments, develop crisis management plans, understand borderline personality disorder from the DSM-IV and DBT lenses, create a DBT theory-driven case formulation and treatment plan by stages and targets, observing dialectic dilemmas, balancing acceptance and validation, integrating communication styles, applying commitment strategies, conducting chain/solution analysis, implementing diary cards and collaboratively problem-solving with clients and peers. Students will learn the four DBT modules: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, and Emotion Regulation.

The Department

SCWK8869 Clinical Social Work Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7762

Elective

An opportunity for those in the Clinical Social Work concentration to investigate one aspect of social work practice in-depth. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

The Department

SCWK8870 CSW Group Independent Study (Fall: 3)

Prerequisite: SCWK7762

A group independent study that offers students an opportunity to examine in more depth a subject area that is not included in the clinical curriculum.

The Department

SCWK8872 Advanced Clinical Interventions with Children, Youth, and Families (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or permission

Required of clinical social work students in the Children, Youth and Families Field-of-Practice concentration; elective for others

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Clinical practice skills in individual, family, and group treatments highlight

prevention and intervention strategies that promote self-efficacy and resiliency. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and group therapy with children. Course structure will utilize experiential skills labs to promote student skill acquisition.

The Department

SCWK8873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or permission

Required of clinical social work students in the Health Field-of-Practice concentration; elective for others

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SCWK8874 Adult Psychological Trauma: Assessment and Treatment (Fall/Spring/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

The Department

SCWK8876 Solution-Focused Therapy (Fall/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course focusing on time-effective treatments with individuals, families and groups. The course focuses primarily on Solution-Focused Therapy. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation as key to the process, which involves building rapport, identifying a goal, and understanding the client's relationship to that goal. The course examines pivotal treatment strategies, including language, task setting, and creating hope in clients through our interventions.

The Department

SCWK8877 Narrative Therapy (Summer: 3)

Prerequisite: SCWK7762

Elective

This course focuses on narrative practice skills that are based on a belief in the power of the meaning-making systems. The course will

examine models, research, and theoretical and clinical foundations of narrative therapy. Using lecture, discussion, and exercises, students will be introduced to various narrative therapy practices.

The Department

SCWK8880 Social Work Practice in Child Welfare (Fall/Summer: 3)

Prerequisites: SCWK7762 and SCWK8800

Elective

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity, and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues, and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

The Department

SCWK8881 School Social Work: Program Development and Educational Policies (Summer: 3)

Prerequisite: SCWK8800

Elective

An advanced course that provides a comprehensive overview of the history, theory, practice and policy of social work in an educational setting. Beginning with a historical perspective, this course is rooted in school social work principles that emphasize collaborative work with families, and school and community personnel, professional standards, and diverse practice roles. This course provides a comprehensive overview of education policy and the legal rights of students and their families. Special issues in school social work practice related to health, child abuse, school safety and violence, trauma, substance abuse, and high risk behavior are addressed.

The Department

SCWK8884 Strategic Planning for Public and Nonprofit Organizations (Fall: 3)

Prerequisite: SCWK8800

Elective

Focusing on the strategic trends and issues which impact the public and nonprofit sectors, this course explores the role of strategic planning as a fundamental tool of public and nonprofit institutions to build high performance organizations, maximize organizational strengths, and enhance community problem-solving. Students will acquire practical skills through case study analysis and the development of a strategic plan.

The Department

SCWK8885 Management of Organizations Serving Children, Youth, and Families (Fall: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9943 or permission

Required of macro social work students in the Children, Youth and Families Field-of-Practice concentration; elective for others

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fund-raising with a focus on revenue sources that support child and family services. Multiple theoretical

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approaches to leadership are examined, as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

The Department

SCWK8886 Financial Management and Resource Development (Spring: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9942 or permission

Required of macro social work students

This required macro practice course prepares students to develop and manage appropriate resources for creating, supporting, and sustaining effective human service organizations. Managers must understand an organization's financials to exercise fiduciary responsibility. In order to meet the mission, agencies also depend on effective and efficient direct care staff, supervisors and managers. If there is no money, there is no mission; and if there is not sufficient and motivated staff to perform their functions, human service organizations cannot be successful. This course concentrates on these two core aspects of human services management: understanding organizational finances and human resources management and development.

The Department

SCWK8888 Community Organizing and Political Strategies (Summer: 3)

Prerequisite: SCWK8800

Elective

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

The Department

SCWK8889 Social Innovation (Spring: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9942 or permission

Required of macro social work students

Designed to prepare students with the skills to develop transformational responses to social problems through learning concepts related to innovation, needs assessment, and grant development, this course provides students with knowledge about how to create new, innovative responses to social problems and put these ideas into action. Students study examples of social entrepreneurship, learn how to assess social need, and develop new programmatic responses through grant-writing. Participation in the Social Innovation Lab allows students a first-hand look at innovation in action in existing non-profits and at how the redesign process promotes and supports new thinking.

The Department

SCWK8897 Planning for Health and Mental Health Services (Fall: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9943 or permission

Required of macro students in Health and Mental Health Field-of-Practice concentration; elective for others

A course designed to introduce program planning, strategic planning, proposal writing, and state-of-the-art service delivery models.

Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in health care, and managed care will be discussed and analyzed. Models of service delivery will be critically reviewed.

The Department

SCWK8899 Macro Independent Study (Fall/Spring: 3)

Prerequisite: SCWK8800

Elective

An opportunity for Macro students to investigate one aspect of social work practice with groups or communities in-depth. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

The Department

SCWK9900 Field Education Transition (Fall/Spring/Summer: 1)

The Department

SCWK9911 Doctoral Continuation (Fall/Spring/Summer: 1)

Prerequisites: SCWK9995–9996

All students who have been admitted to candidacy for the Ph.D. degree and completed six (6) credit hours of dissertation-related course work, i.e., SCWK9995 and SCWK9996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

The Department

SCWK9919 Field Education: Early Start (Fall/Summer: 0)

The Department

SCWK9921 Field Education I (Fall/Summer: 4)

Corequisites: SCWK7762 and SCWK8800 (academic year)

Required of all students

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

The Department

SCWK9929 Field Continuation (Fall/Spring/Summer: 0)

Prerequisite: Department permission

The Department

SCWK9932 Field Education II—CSW (Spring/Summer: 4)

Prerequisites: SCWK9921, SCWK7762, SCWK8800 (academic year)

Corequisites: SCWK8855 and SCWK8856 (academic year)

Required of clinical social work students

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in the second semester.

The Department

SCWK9933 Field Education III—CSW (Fall/Spring: 4)

Prerequisites: SCWK9932 and Advanced Practice Field of Practice Concentration course for Global Practice Concentrators

Corequisite: Advanced Practice Field of Practice Concentration course

Required of clinical social work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

The Department

SCWK9934 Field Education IV—CSW (Spring: 4)

Prerequisites: SCWK9933 and Advanced Policy Field of Practice Concentration course for Global Practice Concentrators

Corequisite: Advanced Policy Field of Practice Concentration course

Required of clinical social work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

The Department

SCWK9939 Field Continuation—CSW (Fall/Spring/Summer: 0)

Prerequisite: Department permission

The Department

SCWK9942 Field Education II—Macro (Spring/Summer: 4)

Prerequisite: SCWK9921

Corequisites: SCWK8886 and SCWK8889 (academic year)

Required of macro students

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SCWK9943 Field Education III Macro (Fall/Spring: 5)

Prerequisites: SCWK9942 and Advanced Practice Field-of-Practice Concentration course for Global Concentrators

Corequisite: Advanced Practice Field-of-Practice Concentration course

Required of macro students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SCWK9944 Field Education IV Macro (Spring: 9)

Prerequisites: SCWK9943 and Advanced Policy Field-of-Practice Concentration course for Global Practice Concentrators

Corequisite: Advanced Policy Field-of-Practice Concentration course

Required of macro students

Advanced learning and practice that emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SCWK9949 Field Continuation—Macro (Fall/Spring: 0)

Prerequisite: Department permission

The Department

SCWK9951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)**Required for all doctoral students**

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

The Department

SCWK9952 Tools for Scholarship in Social and Behavioral Sciences (Fall: 1)**Required for all doctoral students**

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc.

The Department

SCWK9953 Cross-Cultural Issues in Social and Behavioral Research (Fall: 3)**Required for all doctoral students**

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are cross-culturally sensitive. Additionally, the course emphasizes methods of establishing and assessing cross-cultural equivalence in measurements of key social and psychological constructs.

The Department

SCWK9954 Models of Social Welfare Intervention Research (Spring: 3)**Required for all doctoral students**

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

The Department

SCWK9959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)**Required for all doctoral students**

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral

or social science theory and related methods of scientific inquiry. The paper will be evaluated by a faculty review committee appointed by the chair of the doctoral program.

The Department

SCWK9960 Statistical Analysis for Social and Behavioral Research (Spring: 3)

Required for all Doctoral Students

This course assumes knowledge of basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as experience of using common statistical package such as SPSS, SAS or STATA. The course will focus on regression-based methods for analyzing quantitative social and behavioral science data using STATA. The topics include multiple regression analysis, major regression diagnostics, and logistic regression analysis for categorical dependent variables.

The Department

SCWK9961 Introduction to Structural Equation Modeling (Summer: 3)

Prerequisite: SCWK9960 or equivalent

Required for all doctoral students

The course assumes knowledge of multiple regression analysis. This course will use Lisrel-8 and cover matrix algebra, exploratory factor analysis (EFA), path analysis, confirmatory factor analysis (CFA), general structural equation modeling (latent and measurement models combined), and multiple sample analysis.

The Department

SCWK9962 Multilevel and Longitudinal Data Analysis (Fall: 3)

Prerequisite: SCWK9960 or equivalent

Offered biennially

Elective for doctoral students

The course assumes knowledge of multiple regression analysis. An advanced statistics course that will cover two related topics: Multilevel data analysis using HLM 6 and panel data analysis using STATA. The first topic will cover two-level models for continuous and dichotomous outcomes, three-level models, and growth curve models. The second topic will cover fixed and random effects models, GEE models, and mixed models.

The Department

SCWK9980 History and Philosophy of Social Welfare in U.S. (Fall: 3)

Required of doctoral social work students

Elective for doctoral social welfare students

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

The Department

SCWK9990 Doctoral Independent Study (Fall/Spring: 1)

Elective for doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

The Department

SCWK9991 Doctoral Teaching Practicum (Fall/Spring: 1)

Prerequisite: SCWK9992

Elective for doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Boston College School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9992 Theories and Methods of Teaching in Professional Education (Fall: 3)

Offered biennially

Required for all doctoral students

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.

The Department

SCWK9993 Doctoral Research Internship (Fall/Spring: 1)

Prerequisite: SCWK9951

Elective for doctoral students

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

The Department

SCWK9994 Integrative Dissertation Seminar (Fall/Spring: 0)

Required for all doctoral students

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

The Department

SCWK9995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SCWK9994

Required for all doctoral students

First of two tutorials in the six-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SCWK9995

Required of all doctoral students

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9997 Dissertation Direction III (Fall/Spring: 3)

Prerequisites: SCWK9994, SCWK9996

Required of all doctoral students

Last of three tutorials comprising the nine-credit directed dissertation phase of the program. Specific guidelines available from Doctoral Program chairperson.

The Department

SCWK9998 Qualifying Exam Study (Fall/Spring: 1)

Prerequisite: Completion of Core courses

A one-credit reading and research preparation for the Qualifying Examination which must be completed prior to Dissertation Direction and advancement to candidacy. Specific guidelines available from Doctoral Program chairperson.

The Department

Woods College of Advancing Studies

The James A. Woods, S.J., College of Advancing Studies (WCAS) offers both full and part-time study to undergraduate and graduate students of widely differing backgrounds, life experiences, and ages. In doing so, the WCAS engages students who wish to maximize their previous work and academic experiences, affording them the opportunity to direct their experiences to degree completion and thereby advance their careers.

As part of Boston College, the WCAS fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service, and leadership in a global society. Within the context of the Boston College environment, the WCAS promotes the care and attention to the human person that is the hallmark of Jesuit Catholic education. In addition, our faculty and students engage in significant scholarship that enriches the culture and addresses important societal needs.

Cura Personalis

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional staff at the WCAS has experience helping students determine a realistic course schedule, that both accommodates full-time work responsibilities, and helps our students achieve their educational goals. Students receive personal attention while enjoying access to the many resources of Boston College.

Graduate Programs

Master of Science in Administrative Studies

The Master of Science program in Administrative Studies is designed for individuals who are seeking professional advancement, personal growth, and a competitive advantage in the area of administrative leadership. The Administrative Studies curriculum offers a balance of theory and practice. This curriculum prepares individuals to meet the challenge of a competitive marketplace in a variety of organizational settings with a core set of classes that focus on administrative leadership. The format of the courses is varied and utilizes case studies, simulations, and technology as a means of encouraging innovative problem-solving and ethical decision-making.

Degree candidates must complete a minimum of ten courses with a grade of B or better. At least eight of the ten courses must be taken in the Woods College of Advancing Studies' Administrative Studies M.S. Program. A student may request the transfer of up to six graduate course credits, either at the time of admission or during the student's course of study. Up to six credits taken outside Boston College may be transferred to meet program requirements. Students enrolled in the program must obtain approval prior to taking any outside courses they wish to transfer to ensure course(s) meet core or specialization area requirements. Courses will be considered for transfer if the student has received a grade of B or better and if the course has not been applied to a prior degree. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Ordinarily, courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

Revised Program Requirements (as of June 1, 2014)

The following courses make up the core of the revised M.S. in Administrative Studies Program: the first two courses to be taken are normally Research Methods and Data Analysis (ADGR7703) and

Project Management (ADGR7708). These two courses are followed by Accounting and Financial Analysis (ADGR7704), Evolution of Successful Marketing Strategies in the

Digital Era (ADGR7777), and Leadership and Decision-Making: Ignatian-Based Applied Ethics. In addition, a final capstone course is required. The remaining four elective courses are chosen from one of the degree specializations the student has elected to pursue. These are listed below.

Courses are normally scheduled between 4:30 and 9:45 p.m. during the fall, spring and summer semesters, along with select weekend offerings.

Graduate Admission Standards

The Administrative Studies program is open to graduates of regionally accredited liberal arts colleges regardless of undergraduate major. A minimum B average in an undergraduate major is ordinarily required for admission. If a student is admitted with a GPA below 3.0, he or she must take Research Methods and Data Analysis (ADGR7703) and Project Management (ADGR7708) and earn a B or better to remain in the program. These two courses must be completed in the first semester of study.

NB: Only the course numbered ADGR7703 is acceptable for the Research Methods and Data Analysis requirement after June 1, 2014. Please check with an advisor before registering.

Documentation of proficiency in the areas of computer applications and statistics is also required for acceptance. Evidence of proficiency must be provided in one of two ways:

- Passing with a C- or better previous coursework in these areas (e.g., statistics or computer based course) OR
- Professional experience that is detailed and documented in a letter of recommendation from the student's workplace (from within the last five years of employment)

A personal essay and two letters of recommendation must also be submitted.

The Graduate Record Exam (GRE) is optional (as are the GMAT or MAT). However, these optional test scores can serve to strengthen an application for admission.

Course Offerings

Required

- ADGR7703 Research Methods and Data Analysis
- ADGR7708 Project Management
- ADGR7704 Accounting and Financial Analysis
- ADGR7777 Evolution of Successful Marketing Strategies in the Digital Era
- ADGR(new) Leadership and Decision-Making: Ignatian-based Applied Ethics
- Capstone Course

Communication and Marketing Specialization Electives (an asterisk denotes courses required for the track)

- ADGR7701 Strategic Communication
- ADGR7702 Mobilizing Information for Change
- ADGR7705 Law and Social Responsibility
- **ADGR7706 Communication in a Global Work Environment***
- ADGR7707 Conflict Resolution: Negotiation Skills
- ADGR7709 New Technologies: The Future Today
- ADGR7710 Solving Information Problems: Wide Bandwidth Thinking
- ADGR7714 Focusing the Message: Creative Formats

- ADGR7718 Effective Listening: Techniques and Applications
 - ADGR7719 Maximizing Intellectual Capital
 - ADGR7722 High Performers: New Market Leaders
 - ADGR7728 Public Relations
 - ADGR7740 Behavioral Economics: Emerging Perspectives
 - **ADGR7741 Imaging: Brands, Personality and Persuasive Communication***
 - ADGR7743 Mastering the Media: Social and Psychological Effects of Mass Media
 - ADGR7745 Critical Thinking
 - ADGR7747 Lives in Motion: Increasing Personal Effectiveness
 - ADGR7750 Intro to Geographic Information Systems: Transforming and Target Markets
 - ADGR7751 Public Affairs: New Challenges for the Non-Profit Sector
 - ADGR7775 American Corporation/Global Business: The World in an Age of Terror & Economic Crisis
 - ADGR7778 Emerging Environmental Issues
 - ADGR7784 Persuasion: Power and Influence in Media Age
 - ADGR7783 Sustainability: Survival Science
- Executive Leadership and Organizational Development Specialization Electives (an asterisk denotes courses required for the track)*
- ADGR7701 Strategic Communication
 - ADGR7702 Mobilizing Information for Change
 - ADGR7705 Law and Social Responsibility
 - ADGR7707 Conflict Resolution: Negotiation Skills
 - ADGR7709 New Technologies: The Future Today
 - ADGR7710 Solving Information Problems: Wide Bandwidth Thinking
 - ADGR7712 The New Professional: Making Room for Morality in Corporate America
 - ADGR7716 Managing Life's Transitions: Facilitating Growth
 - ADGR7718 Effective Listening: Techniques and Applications
 - ADGR7719 Maximizing Intellectual Capital
 - ADGR7722 High Performers: New Market Leaders
 - ADGR7724 New Organizer: Consultant/Power Broker
 - ADGR7725 Navigating Organizational Politics
 - ADGR7727 Career Strategies for Success
 - ADGR7730 Innovative Practices: Leading in Turbulent Times
 - ADGR7731 Overcoming Gender and Generational Barriers in the Workplace
 - **ADGR7735 Developing Dynamic and Productive Organizations***
 - ADGR7736 Accounting Information and Statement Analysis
 - ADGR7739 Public and Non-Profit Accounting
 - ADGR7740 Behavioral Economics: Emerging Perspectives
 - **ADGR7744 Leadership: Theory and Practice in Organizations***
 - ADGR7745 Critical Thinking
 - ADGR7746 Continuous Organizational Improvement: A Dynamic Psychosocial Perspective
 - ADGR7747 Lives in Motion: Increasing Personal Effectiveness
 - ADGR7753 Laws of the Workplace
 - ADGR7775 American Corporation/Global Business: The World in an Age of Terror & Economic Crisis
 - ADGR7778 Emerging Environmental Issues
- ADGR7782 Law & Society
 - ADGR7783 Sustainability: Survival Science
- Human Resources Specialization Electives (an asterisk denotes courses required for the track)*
- ADGR7702 Mobilizing Information for Change
 - ADGR7705 Law and Social Responsibility
 - ADGR7707 Conflict Resolution: Negotiation Skills
 - ADGR7709 New Technologies: The Future Today
 - ADGR7710 Solving Information Problems: Wide Bandwidth Thinking
 - ADGR7712 The New Professional: Making Room for Morality in Corporate America
 - ADGR7716 Managing Life's Transitions: Facilitating Growth
 - ADGR7718 Effective Listening: Techniques and Applications
 - ADGR7719 Maximizing Intellectual Capital
 - ADGR7722 High Performers: New Market Leaders
 - ADGR7725 Navigating Organizational Politics
 - ADGR7727 Career Strategies for Success
 - **ADGR7729 Labor Relations and Human Resources***
 - ADGR7730 Innovative Practices: Leading in Turbulent Times
 - ADGR7731 Overcoming Gender and Generational Barriers in the Workplace
 - ADGR7735 Developing Dynamic and Productive Organizations
 - ADGR7740 Behavioral Economics: Emerging Perspectives
 - ADGR7744 Leadership: Theory and Practice in Organizations
 - ADGR7745 Critical Thinking
 - ADGR7746 Continuous Organizational Improvement: A Dynamic Psychosocial Perspective
 - ADGR7747 Lives in Motion: Increasing Personal Effectiveness
 - **ADGR7753 Laws of the Workplace***
 - ADGR7778 Emerging Environmental Issues
 - ADGR7782 Law & Society
 - ADGR7783 Sustainability: Survival Science
- Sports Administration Specialization Electives (an asterisk denotes courses required for the track)*
- ADGR7701 Strategic Communication
 - ADGR7705 Law and Social Responsibility
 - ADGR7706 Communication in a Global Work Environment
 - ADGR7709 New Technologies: The Future Today
 - ADGR7710 Solving Information Problems: Wide Bandwidth Thinking
 - ADGR7716 Managing Life's Transitions: Facilitating Growth
 - ADGR7719 Maximizing Intellectual Capital
 - ADGR7722 High Performers: New Market Leaders
 - ADGR7728 Public Relations
 - ADGR7740 Behavioral Economics: Emerging Perspectives
 - ADGR7741 Imaging: Brands, Personality and Persuasive Communication
 - ADGR7743 Mastering the Media: Social and Psychological Effects of Mass Media
 - ADGR7744 Leadership: Theory and Practice in Organizations
 - ADGR7745 Critical Thinking
 - ADGR7747 Lives in Motion: Increasing Personal Effectiveness
 - ADGR7748 Elements of Competitive Performance
 - ADGR7778 Emerging Environmental Issues
 - ADGR7779 Nutrition: Lifestyle and Longevity
 - ADGR7783 Sustainability: Survival Science

- ADGR(new) Sports Industry Leadership and Management*
- ADGR(new) The Business of Sports*

Program Requirements prior to June 1, 2014 Admission

Students accepted into the Master of Science program prior to June 1, 2014 will continue to follow the past program of study and degree requirements described below. Degree candidates must complete a minimum of ten courses with a grade of B or better within the Administrative Studies program. Research: Methods and Data (ADGR7700), Strategic Communication (ADGR7701), and Mobilizing Information for Change (ADGR7702) are the required core courses. The remaining seven courses are taken from any of the elective options listed above.

Graduate Admission Standards

The Administrative Studies program is open to graduates of regionally accredited liberal arts colleges regardless of undergraduate major. A minimum B average in an undergraduate major is ordinarily required for admission. The Graduate Record Examination is optional. An applicant may be considered for the program with a GPA below 3.0 if they successfully pass four undergraduate courses, each with a grade of B or better. Normally, the student must complete these courses before taking any graduate courses. Under these circumstances graduate courses taken without prior approval will not be accepted.

Documentation of proficiency in the areas of computer applications and statistics is also required for acceptance. Evidence of proficiency must be provided in one of two ways:

- Passing with a C- or better previous coursework in these areas (e.g., statistics or computer based course) OR
- Professional experience that is detailed and documented in a letter of recommendation from one's workplace (from within the last five years of employment)

A personal essay is required to complete the application process.

Course Offerings

Required Courses

- ADGR7700 Research: Methods and Data
- ADGR7701 Strategic Communication
- ADGR7702 Mobilizing for Change

Students in the Master of Science program prior to June 1, 2014 are free to take any of the electives within the specialized areas listed above. Although students who have entered prior to this date do not qualify for particular specializations, if they wish to construct a more specialized program of study, they should consult an advisor before registering for courses.

Contact Information and Office Location

Course catalog and program information can be found at www.bc.edu/advancingstudies.

Office of the Dean

The James A. Woods, S.J., College of Advancing Studies

St. Mary's Hall South, Ground Floor

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses or in special programs not offered by Boston College at any other time of the year.

The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual needs.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs at Boston College should obtain permission from the Dean of their home school. Students from outside Boston College who wish to transfer their course credit to their home institution should seek permission from the Dean of their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in St. Mary's Hall South, Ground Floor.

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FALL SEMESTER 2015

August 31	Monday	Classes begin
September 7	Monday	Labor Day—No classes
September 9	Wednesday	Last date for graduate students to drop/add in UIS
September 9	Wednesday	Last date for all students who plan to graduate in December 2015 to verify their diploma names online
September 10	Thursday	Mass of the Holy Spirit
September 25 to September 27	Friday to Sunday	Parents' Weekend
October 12	Monday	Columbus Day—No classes
November 12	Thursday	Graduate/WCASU registration period for spring 2016 begins
November 25 to November 27	Wednesday to Friday	Thanksgiving Holidays
November 30	Monday	Last date for official withdrawal from a course or from the university
December 1	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2015 graduation
December 12 to December 19	Saturday to Saturday	Term examinations

SPRING SEMESTER 2016

January 18	Monday	Martin Luther King, Jr. Day —No classes
January 19	Tuesday	Classes begin
January 27	Wednesday	Last date for graduate students to drop/add in UIS
January 27	Wednesday	Last date for all students who plan to graduate in May 2016 to verify their diploma names online
March 7 to March 11	Monday to Friday	Spring Vacation
March 24 to March 28	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 1	Friday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2016 graduation
April 13	Wednesday	Graduate/WCASU registration period for fall and summer 2016 begins
April 18	Monday	Patriot's Day—No classes
April 19	Tuesday	Last date for official withdrawal from a course or from the university
May 4	Monday	Last date for all students who plan to graduate in August 2016 to verify their diploma names in the Agora Portal
May 10 to May 17	Tuesday to Tuesday	Term examinations
May 23	Monday	Commencement

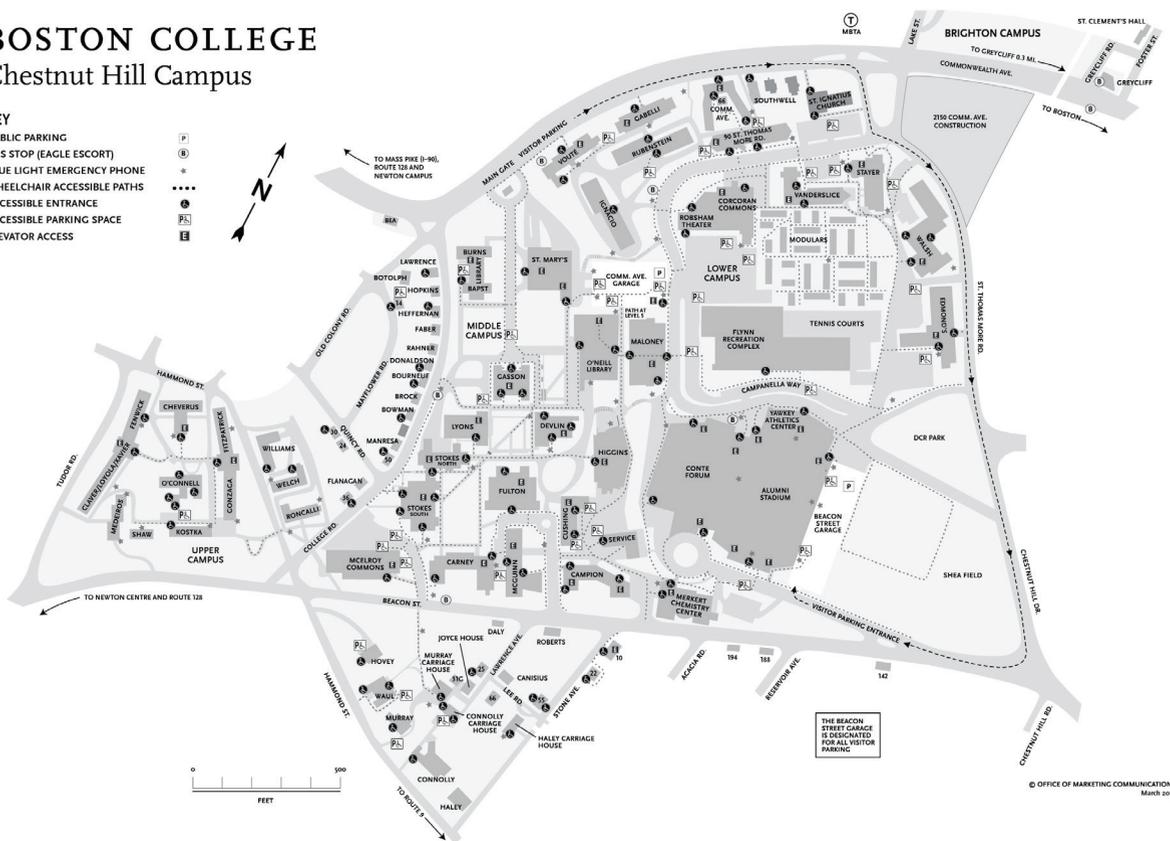
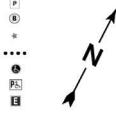
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Academic Advising Center	
Rory Browne, Interim Director	Stokes S140
Accounting	Fulton 520
Admission	
Graduate School of the Morrissey College of Arts and Sciences.....	Gasson 108
Carroll School of Management, Graduate Programs	Fulton 315
Connell School of Nursing, Graduate Programs	Maloney 292
Boston College School of Social Work	McGuinn 221
Boston College Law School	Stuart M302
Lynch School of Education, Graduate Programs	Campion 135
School of Theology and Ministry	9 Lake Street
Woods College of Advancing Studies— Graduate	St. Mary's Hall South, Ground Floor
Advancing Studies	
Fr. James P. Burns, I.V.D., Dean	St. Mary's Hall South, Ground Floor
African and African Diaspora Studies	Lyons 301
Thea Bowman AHANA and Intercultural Center	
Inés Maturana Sendoya, Director	Maloney, Fourth Floor
American Studies	Stokes S419
Arts and Sciences, Graduate School of the Morrissey College of	
Fr. Gregory Kalscheur, S.J., Dean	Gasson 103
Candace Hetzner, Associate Dean —Graduate Arts and Sciences	Gasson 108
Athletics, Information, and Tickets	Conte Forum 245
Biology	Higgins 355
Bookstores	
Chestnut Hill.....	McElroy Commons and Hillside Shops
Law School	Stuart House KCL119
Business Law	Fulton 420
Campus Ministry	
Fr. Tony Penna, Director	McElroy 233
Campus Police	
Emergency	617-552-4444
Eagle Transport.....	617-552-8888
Non-Emergency.....	617-552-4440
Career Center	Southwell Hall, 38 Commonwealth Avenue
Chemistry	Merkert 125
Classical Studies	Stokes S260
Connors Family Learning Center	
Kathy Duggan, Director.....	O'Neill 200
Counseling Services	Gasson 001
Dean of Students, Office of	Maloney, Fourth Floor
Disabilities Services Office	Maloney, Fourth Floor
Earth and Environmental Sciences	Devlin 213
Economics	Maloney, Third Floor
Education, Lynch School of	
Maureen Kenny, Dean	Campion 101
Mary Ellen Fulton, Associate Dean for Finance, Research, and Administration.....	Campion 101
James Mahalik, Associate Dean of Faculty and Academics	Campion 312
Elizabeth Sparks, Associate Dean, Graduate Student Services.....	Campion 135
Office of Graduate Student Services	Campion 135
Counseling, Developmental, and Educational Psychology	Campion 309
Educational Leadership and Higher Education	Campion 205
Educational Research, Measurement, and Evaluation	Campion 336
Teacher Education/Special Education, Curriculum & Instruction	Campion 211
English	Stokes S400
Finance	Fulton 330
Graduate Student Association	Murray Graduate Center, 292 Hammond Street
History	Stokes S300
Information Systems	Fulton 460
Law School	
Vincent D. Rougeau, Dean	Stuart M307
Office of Financial Aid	Stuart M301
Learning Resources for Student Athletes	
Dard Miller, Director.....	Yawkey Athletic Center 409
Management, Carroll School of	
Andrew Boynton, Dean	Fulton 510
Management and Organization	Fulton 430
Marketing	Fulton 450
Mathematics	Maloney, Fifth Floor
Nursing, Connell School of	
Susan Gennaro, Dean	Maloney 292
M. Katherine Hutchinson, Associate Dean, Graduate Programs	Maloney 292
Operations Management	Fulton 350
Philosophy	Stokes N310
Physics	Higgins 335
Political Science	McGuinn 201
Psychology	McGuinn 300
Residential Life	Maloney, Fourth Floor
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Summer Session	
Fr. James P. Burns, I.V.D., Dean	Saint Mary's Hall South, Ground Floor
Theology	Stokes N310
Theology and Ministry, School of	
Mark Massa, S.J., Dean	9 Lake Street
Jennifer Bader, Associate Dean	9 Lake Street
University Librarian	
Thomas Wall	O'Neill 410
Volunteer and Service Learning Center	
Daniel Ponsetto, Director	McElroy Commons 114

BOSTON COLLEGE Chestnut Hill Campus

KEY

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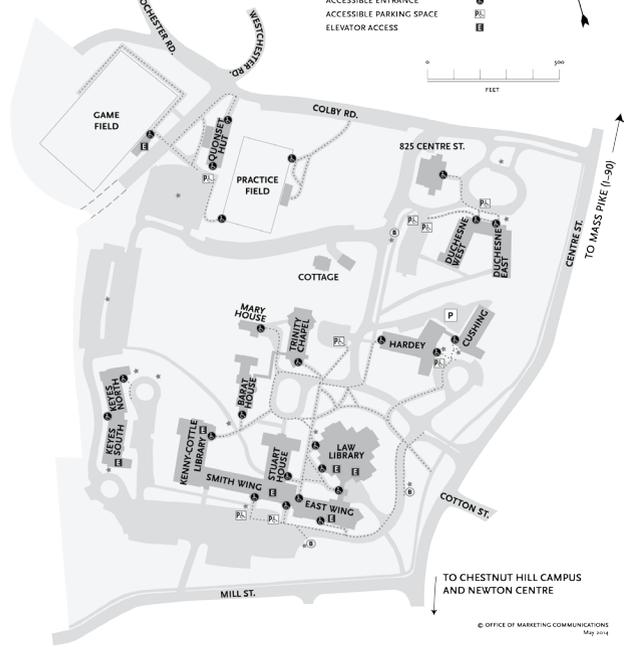
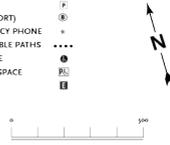


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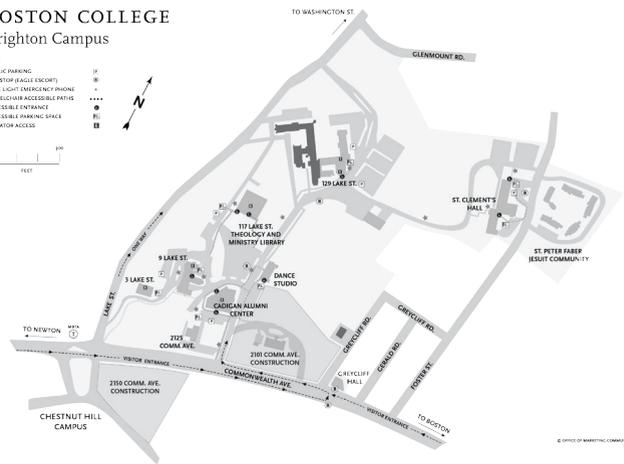


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