

# BOSTON COLLEGE

2014-2015



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Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2014-2015

*Volume LXXXIV, Number 32, July 2014*

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  
Email: [diversity@bc.edu](mailto: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](mailto: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](mailto: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.

USPS-389-750

Periodicals postage paid at Boston, Massachusetts 02109.

Postmaster: Send PS Form 3579 to Boston College Office of Student Services,  
Lyons Hall, Chestnut Hill, MA 02467-3804.

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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 9,049 full-time undergraduates and 4,476 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 2.8 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 31.

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

Founded by the Society of Jesus in 1863 to serve the sons of local Catholic immigrants, Boston College was the first institution of higher learning chartered in the City of Boston. On September 5, 1864, Boston College opened its doors to 22 students, providing a liberal arts curriculum based on the *Ratio Studiorum* (Plan of Studies) that had guided Jesuit universities in Europe and the Americas, with an emphasis on Greek and Latin classics, English, rhetoric, mathematics, philosophy and religion.

Originally located on Harrison Avenue in the South End of Boston, Boston College outgrew its urban setting early in the 20th century. Then-president Thomas I. Gasson, S.J., selected a new location in Chestnut Hill and in 1907 purchased four parcels of land known as the Lawrence Farm. The firm of Maginnis and Walsh won a design competition for the development of the new campus, and ground was broken on June 19, 1909 for construction of a central Recitation Building, which would later be named Gasson Hall.

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.

Though incorporated as a university since its founding, it was not until the 1920s that Boston College began to fill out the dimensions of its charter. It established a Summer Session in 1924; followed by the Graduate School of Arts and Sciences in 1925; the Law School and Evening College in 1929; the Graduate School of Social Work in 1936; and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Wallace E. Carroll School of Management. The schools of Nursing and Education, founded in 1947 and 1952, respectively, are now known as the William F. Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of Education.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now, courses leading to the doctorate are offered by 13 Arts and Sciences departments. The schools of Education and Nursing, the Carroll Graduate School of Management, the Graduate School of Social Work, and the School of Theology and Ministry also offer doctoral programs.

While Boston College conferred one bachelor's degree and 15 master's degrees on women in 1927 through its Extension Division, the precursor of the Graduate School of Arts and Sciences, it was not until 1970 that all of Boston College's undergraduate programs became coeducational. Today, female students comprise more than half of the University's enrollment.

In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the Main Campus. With 15 buildings standing on 40 acres, it is now the site of the Boston College Law School and undergraduate residence halls housing 800 freshmen.

In 1996, the Evening College became the College of Advancing Studies, offering bachelor's and master's degrees; in 2002, the College was renamed the Woods College of Advancing Studies in honor of its long-serving Dean, James A. Woods, S.J. In July 1996, the University's longest presidency came to an end after 24 years when J. Donald Monan, S.J., became chancellor and William P. Leahy, S.J., was named Boston College's 25th president.

During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the Upper Campus and Newton Campus, and the construction of a new office building for academic and administrative offices on Lower Campus.

As a sign of the University's growing selectivity, between 1996 and 2014, freshman applications increased from 16,501 to 23,400 and the average SAT scores of entering freshmen rose to 2022. During this same period, the dollar amount of sponsored project awards received by the University more than doubled. Since 1996, the University's endowment has grown from \$590 million to approximately \$1.8 billion, the result of successful investment strategies and effective fund-raising campaigns.

Between 2004 and 2007 Boston College acquired from the Archdiocese of Boston 65 acres of land across Commonwealth Avenue in what is now called the Brighton Campus. In November 2004, Boston College purchased St. Stephen's Priory in Dover, encompassing 78.5 acres of land that is used as conference and retreat space. On December 5, 2007, Boston College unveiled its 10-year, \$1.6 billion Strategic Plan, which called for the addition of 100 new faculty, a student center, recreation complex, fine arts district, playing fields for baseball, softball and intramurals, and 1,200 new beds to meet 100 percent of undergraduate housing demand.

In June of 2008, the Weston Jesuit School of Theology re-affiliated with Boston College, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new School of Theology and Ministry. In June of 2009, the City of Boston approved the University's Institutional Master Plan for the Lower and Brighton campuses.

Boston College won NCAA National Championships in Men's Ice Hockey in 2010 and 2012. In June of 2012 Boston College announced its Sesquicentennial Celebration, with events planned through the fall of 2013, in recognition of the University's 150th anniversary. The celebration opened with a landmark Mass held at Boston's Fenway Park on September 15. Additional Sesquicentennial events included academic symposia, a Founders Day celebration, and a student concert at Boston's Symphony Hall.

In January of 2013, Stokes Hall, the University's award-winning 183,000 square-foot building for the humanities, opened on the Middle Campus.

## 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, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of the information presented on this webpage, please contact the Boston College Office of Institutional Research at 617-552-3111 or [oir@bc.edu](mailto:oir@bc.edu). The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; 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 one and one-half miles from the Chestnut Hill Campus on a 40-acre site that includes Boston College Law School, as well as undergraduate dormitories, athletic fields, and student service facilities.

The Brighton Campus, recently acquired from the Archdiocese of Boston, is located across Commonwealth Avenue from the Chestnut Hill Campus on a 65-acre site that includes administrative offices, and is the proposed site of future athletics' playing fields and University 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 3-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts.

#### Walk-in Help Desk

The Walk-in Help Desk (located in O’Neill 248) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, and password assistance. To learn more, visit [www.bc.edu/helpdesk](http://www.bc.edu/helpdesk).

#### The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email ([help.center@bc.edu](mailto:help.center@bc.edu)), and internet ([www.bc.edu/help](http://www.bc.edu/help)) to the BC community Monday-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](http://www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html).

#### Language Laboratory

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

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension,

oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

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

#### The Libraries

[www.bc.edu/libraries](http://www.bc.edu/libraries)

*Ask a Librarian (Including librarians by subject specialty)*

[www.bc.edu/libraries/help/askalib.html](http://www.bc.edu/libraries/help/askalib.html)

*Research Help by Subject*

[www.bc.edu/libraries/help/subject.html](http://www.bc.edu/libraries/help/subject.html)

*HOLMES Library Catalog*

[www.bc.edu/holmes](http://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 more than 2.6 million volumes and over 37,000 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.

Reference staff and 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 [www.bc.edu/escholarship](http://www.bc.edu/escholarship).

**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. 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 email, printing, scanning, video editing, and music technology stations. For more information, visit [www.bc.edu/libraries/collections/oneill.html](http://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 24 hours a day, five days a week when classes are in session. For more information, visit [www.bc.edu/bapst](http://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](http://www.bc.edu/burns).

**The Educational Resource Center** 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](http://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](http://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](http://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



## *ABOUT BOSTON COLLEGE*

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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 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](http://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](http://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-extensive

institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of 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](http://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](http://www.bc.edu/boisi).

### Center for Christian-Jewish Learning

The Center for Christian-Jewish Learning is devoted to the multi-faceted 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](http://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](mailto: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](http://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](http://www.bc.edu/centers/cis)).

### Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. Our focus is conducting research and disseminating knowledge on current issues in higher

education worldwide. We are concerned with academic institutions in the Jesuit tradition, as well as with other universities. There is a special concern with the needs of academic institutions in 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 Jesuit and other universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

For more information on the Center for International Higher Education, visit [www.bc.edu/cihe](http://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. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, and the Urban Institute. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's research experts explore trends in Social Security, employer-sponsored pensions, and other sources of retirement income and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

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

### Center for Student Formation

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

### **Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP)**

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP), 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, TIMSS and PIRLS. Further information on CSTEETP is available on its website at [www.bc.edu/csteetp/](http://www.bc.edu/csteetp/).

### **Center on Wealth and Philanthropy**

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

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

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

### **Institute of Medieval Philosophy and Theology**

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships through the Philosophy and Theology Departments; sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and 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](http://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](http://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](http://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](http://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 programming 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 programming 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](http://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](http://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](http://www.bc.edu/lonergan).

### TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study). In 2011, nearly 90 countries and 900,000 students participated in TIMSS and PIRLS. 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 at the fourth and eighth grades, as well as advanced mathematics and physics at the twelfth grade (TIMSS Advanced). In 2015, a less difficult version of TIMSS (TIMSS Numeracy) will assess primary school children still developing fundamental mathematics skills. Since 2001, PIRLS has assessed reading comprehension at the fourth grade, with a less difficult version for developing countries (prePIRLS) launched in 2011. New in 2016, ePIRLS will measure how well students comprehend and interpret online information. 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](http://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](http://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](http://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 solidly rooted in the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Boston College Campus Ministry's dream is for faith and spirituality to affect everything our students, faculty and staff think and do as members of the Boston College community. To support this lofty goal, Campus Ministers offer a continual stream of worship, retreats, catechesis, pastoral care, spiritual guidance, service opportunities and faith sharing to serve the needs of the Catholic community at Boston College as well as the men and women of other faith traditions. All are welcome at the Office of Campus Ministry, located at McElroy 233 (617-552-3475, [www.bc.edu/ministry](http://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. 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 temporary 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 school. For more information, contact Assistant Dean Paulette Durrett at 617-552-3470 or visit [www.bc.edu/disability](http://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](http://www.bc.edu/connors).

### **Graduate Student Association**

The Graduate Student Association (GSA) of Boston College is a student-run organization that serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Graduate School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA coordinates the functions and activities of the Graduate African American, Hispanic, Asian, and Native American Student Association (Grad AHANA), 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 constituent schools, Grad AHANA, 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](http://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](http://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 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/Infirmary fee or on a fee-for-service basis.

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

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

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

### Immunization

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

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

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster (received within the past 10 years)
- 2 doses of Measles, Mumps, and Rubella vaccine
- 3 doses of the hepatitis B vaccine

- Completion of the Tuberculosis (TB), screening questionnaire
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing and for the Connell Graduate School of Nursing
- In addition, the Connell Graduate School of Nursing also requires a dose of Tdap instead of Td, flu vaccine, polio vaccine history, and a positive varicella titer or 2 doses of varicella vaccine.

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

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

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

### University Counseling Services (UCS)

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

### Volunteer and Service Learning Center (VSLC)

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

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
- 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](http://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: <http://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](http://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](http://www.bc.edu/finaid). Graduate and professional students should consult their school or department for specific policies regarding financial aid.

### General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which

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

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

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

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

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

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

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

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.

- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid. A student also has the responsibility to:
- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Direct Loan (Stafford)) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

**NOTICE OF NON-DISCRIMINATION**

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section

504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

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

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

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

**OFF-CAMPUS HOUSING**

The University operates an Off-Campus Housing office located in Maloney Hall, Room 420 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 visit or contact the office Monday through Friday, 9:00 a.m. to 5:00 p.m. at offcampus@bc.edu, or 617-552-3075. To search for listings and general information on the Residential Life website go to www.bc.edu/offcampus. We have two separate links to search for accommodations: the Apartment/Room List and The Roommate Finder. 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 Law School is due semi-annually by August 10 and by December 10.

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

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

**Graduate Tuition**

Graduate School of Arts and Sciences\*\*

**Tuition per credit hour:.....1,398**

**Auditor's fee\*\*\*—per credit hour: .....699**

Lynch School of Education, Graduate Programs\*\*

**Tuition per credit hour:.....1,260**

**Auditor's fee\*\*\*—per credit hour: .....630**

## ABOUT BOSTON COLLEGE

Carroll School of Management, Graduate Programs**	
Tuition per credit hour:.....	1,490
Full-time MBA:.....	21,885/semester
Auditor's fee***—per credit hour: .....	745
Connell School of Nursing, Graduate Programs**	
Tuition per credit hour:.....	1,200
Auditor's fee***—per credit hour: .....	600
Graduate School of Social Work**	
Tuition per credit hour:.....	1,052
Auditor's fee***—per credit hour: .....	526
Law School**	
Tuition per semester: .....	23,395
Tuition per credit hour (AY): .....	2,039
Tuition per credit hour (Summer):.....	1,799
School of Theology and Ministry**	
Tuition per credit hour:.....	946
Auditor's fee***—per credit hour: .....	473
Summer tuition per credit hour:.....	946
Summer auditor's fee***—per credit hour: .....	473
Woods Graduate College of Advancing Studies	
Tuition per credit hour:.....	714
Summer Session**	
Tuition per credit hour:.....	714
Auditor's fee***—per credit hour: .....	357

\*\*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
Law School—J.D. Program***:.....	500
Law School—LL.M. Program:.....	500
Graduate School of Social Work .....	200

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

#### Activity Fee—Per Semester\*\*\*

(GSAS; LSOE, Graduate Programs; CSON, Graduate Programs; GSSW; STM)

7 credits or more per semester:.....	45
Fewer than 7 credits per semester:.....	30

#### Activity Fee—Per Semester

(CSOM, Graduate Programs)

7 credits or more per semester:.....	55
Fewer than 7 credits per semester:.....	30

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

Registration Fee (Woods College of Advancing Studies) .....
 25 |

Registration Fee (Summer Session) .....
 45 |

#### Application Fee (Non-Refundable)

Graduate School of Arts and Sciences:.....	70
Lynch School of Education, Graduate Programs:.....	65
Carroll School of Management, Graduate Programs:...	100

Connell School of Nursing, Graduate Programs: .....	50
Graduate School of Social Work: .....	40
Law School: .....	75
School of Theology and Ministry: .....	70
Woods College of Advancing Studies: .....	40
Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)	
Graduate School of Arts and Sciences:.....	1,398
Lynch School of Education, Graduate Programs:.....	1,260
Carroll School of Management, Graduate Programs:.....	1,490
Connell School of Nursing, Graduate Programs: .....	1,200
Graduate School of Social Work: .....	1,052
Interim Study:.....	30
Laboratory Fee (Per Semester): .....	up to 990
Late Payment Fee:.....	150
Massachusetts Medical Insurance (Per Year): .....	2,641 (1,143 fall semester; 1,498 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 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](http://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 \$2000).

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
- Graduate School of Social Work—7 or more
- Law School—12 or more
- School of Theology and Ministry—7 or more

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at [www.bc.edu/medinsurance](http://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](http://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](http://www.bc.edu/ssforms). The waiver must be completed and submitted by September 12, 2014, for the fall semester and by January 23, 2015, 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. 10, 2014: 100% of tuition charged is cancelled
- by Sept. 12, 2014: 80% of tuition charged is cancelled
- by Sept. 19, 2014: 60% of tuition charged is cancelled
- by Sept. 26, 2014: 40% of tuition charged is cancelled
- by Oct. 3, 2014: 20% of tuition charged is cancelled

**Second Semester**

- by Jan. 21, 2015: 100% of tuition charged is cancelled
  - by Jan. 23, 2015: 80% of tuition charged is cancelled
  - by Jan. 30, 2015: 60% of tuition charged is cancelled
  - by Feb. 6, 2015: 40% of tuition charged is cancelled
  - by Feb. 13, 2015: 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. 22, 2014: 100% of tuition charged is cancelled
- by Sept. 5, 2014: 80% of tuition charged is cancelled
- by Sept. 12, 2014: 60% of tuition charged is cancelled
- by Sept. 19, 2014: 40% of tuition charged is cancelled
- by Sept. 26, 2014: 20% of tuition charged is cancelled

**Second Semester**

- by Jan. 9, 2015: 100% of tuition charged is cancelled
- by Jan. 23, 2015: 80% of tuition charged is cancelled
- by Jan. 30, 2015: 60% of tuition charged is cancelled
- by Feb. 6, 2015: 40% of tuition charged is cancelled
- by Feb. 13, 2015: 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](http://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.

## ABOUT BOSTON COLLEGE

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

### NATIONAL STUDENT CLEARINGHOUSE

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

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

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

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at [www.studentclearinghouse.org](http://www.studentclearinghouse.org).

### BOSTON COLLEGE GRADUATE DEGREE PROGRAMS

#### Graduate School of Arts and Sciences

Biology: M.S.T., Ph.D.  
Chemistry:\* M.S., M.S.T., Ph.D.  
Classics: M.A.  
Economics: M.A., Ph.D.  
English: M.A., M.A.T., Ph.D.  
French: M.A.  
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 Arts and Sciences

Linguistics: 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 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

Pastoral Ministry: M.A.  
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

Pastoral Ministry/Business Administration: M.A./M.B.A.  
Pastoral Ministry/Counseling Psychology: M.A./M.A.  
Pastoral Ministry/Nursing: M.A./M.S.  
Pastoral 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.

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-9 and Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed., C.A.E.S.

**Fifth Year Programs—Lynch School of Education, Graduate Programs**

Applied Developmental and Educational Psychology: B.A./M.A.  
Curriculum and Instruction: B.A./M.Ed.  
Early Childhood Education: B.A./M.Ed.  
Educational Research, Measurement and Evaluation: B.A./M.Ed.  
Elementary Education: B.A./M.Ed.  
Higher Education: B.A./M.A.  
Moderate Special Needs: B.A./M.Ed.  
Secondary Education: B.A. or B.S./M.Ed.  
Severe Special Needs: B.A./M.Ed.

**Dual Degree Programs—Lynch School of Education, Graduate Programs**

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

**Early Admit Programs—Lynch School of Education, Graduate Programs**

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

**Law School**

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

**Dual Degree Programs—Law School**

Law/Education: J.D./M.Ed., J.D./M.A.  
Law/Management: J.D./M.B.A.  
Law/Philosophy: J.D./M.A., J.D./Ph.D.  
Law/Public Health: J.D./M.P.H. (with Tufts)  
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.

**Graduate School of Social Work**

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

**Fifth Year Programs—Graduate School of Social Work**

Social Work/Applied Psychology and Human Development: B.A./M.S.W.  
Social Work/Psychology: B.A./M.S.W.  
Social Work/Sociology: B.A./M.S.W.

**Dual Degree Programs—Graduate School of Social Work**

Social Work/Law: M.S.W./J.D.  
Social Work/Management: M.S.W./M.B.A.  
Social Work/Pastoral Ministry: M.S.W./M.A.

**Woods Graduate College of Advancing Studies**

Administrative Studies: M.S.  
(Students may choose one of several concentrations.)

### 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 Arts and Sciences

[www.bc.edu/schools/gsas/policies.html](http://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](http://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](http://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](http://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](http://www.bc.edu/content/bc/schools/son/current/mastersresources.html)

*Doctoral Students:* [www.bc.edu/content/bc/schools/son/current/onlinedoctoralresources.html](http://www.bc.edu/content/bc/schools/son/current/onlinedoctoralresources.html)

#### Graduate School of Social Work

[www.bc.edu/content/bc/schools/gssw/academics/academic-policies.html](http://www.bc.edu/content/bc/schools/gssw/academics/academic-policies.html)

#### Law School

<https://orgsync.com/70223/files/593570/show>

#### School of Theology and Ministry

[www.bc.edu/content/bc/schools/stm/acadprog/acadpol.html](http://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](http://www.bc.edu/content/bc/schools/advstudies/guide/regulations.html)

Academic Regulations are effective from September of the current academic year (2014–2015) 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 makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors and supervisors at the end of the first course meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

### **Audits**

Graduate 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 Graduate School of Social Work and the 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](http://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/student-services](http://www.bc.edu/student-services) 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](http://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](http://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](http://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](http://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 Arts and Sciences

The Graduate School 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 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 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](http://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 College of Arts and Sciences, the Graduate School of Arts and Sciences 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 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 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 Boston College Graduate School 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 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 <http://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 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, and stipend amounts vary by department.

#### Research Assistantships

Research Assistantships are available in some departments. Research Assistantship duties 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 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 Arts and Sciences are full-time. Master's candidates are full-time if they are Graduate Assistants for academic departments, 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*; Chairperson of the Department; B.S., Ph.D., University of Florida

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

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

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

**Marc A.T. Muskavitch**, *Professor*; B.S., University of Wisconsin, Madison; Ph.D., Stanford 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

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

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

**Gabor T. Marth**, *Associate Professor*; B.S., M.S., Technical University of Budapest; D.Sc., Washington University, St. Louis

**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

**William H. Petri**, *Associate Professor*; A.B., Ph.D., University of California, Berkeley

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

**Eric S. Folker**, *Assistant Professor*; Ph.D., Notre Dame

**Laura Anne Lowery**, *Assistant Professor*; 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

**Robert J. Wolff**, *Associate Professor of the Practice*; B.A., Lafayette College; Ph.D., Tufts University

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

**Alexander Coverdill**, *Assistant Professor of the Practice*; B.S., University of Portland; Ph.D., University of Washington, Seattle

**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
- Department and Graduate Program Administrator: Peter Marino, marinope@bc.edu
- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: 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, BIOL6120 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 BIOL8800 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](http://www.bc.edu/courses).

#### BIOL5060 Recombinant DNA Technology (Spring: 3)

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140 or BIOL4400) or genetics (BIOL3150, BIOL3190, or BIOL4170) or instructor permission

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.

*Charles S. Hoffman*

#### BIOL5090 Cellular Differentiation (Fall: 3)

*Prerequisites:* BIOL2040 and additional course work in cell and molecular biology. A course in biochemistry is strongly recommended. **Satisfies the advanced experience requirement for the undergraduate Biology major.**

This is an advanced course in cell and organ differentiation. The developmental processes by which unspecialized cells, tissues and structures achieve a more specialized adult form and function will be examined with a major emphasis on the human vertebrate. The factors and environmental signals as well as modifications in gene expression both of which strongly influence the process of differentiation will be examined. Relevant scientific articles from the current literature will be utilized in this course.

*Debra Mullikin-Kilpatrick*

#### BIOL5130 Environmental Disruptors of Development (Fall: 3)

*Prerequisite:* BIOL4320 or instructor permission

**Satisfies the advanced experience requirement for the undergraduate Biology major.**

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low "safe" levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This course will examine experiments regarding Environmental Endocrine Disruptors and consider how this work is important in the development of regulatory policy.

*Laura Hake*

#### BIOL5170 Human Parasitology (Fall: 3)

*Prerequisites:* BIOL2040 and additional course work in molecular cell biology (such as BIOL3040, 4140, or 4400)

**Satisfies the advanced experience requirement for the undergraduate Biology major.**

This course is an introduction into the biology and biochemistry of parasites, organisms that live at the expense of other organisms. Parasitology covers a wide range of organisms ranging from protozoa like malaria to roundworms, tapeworms, fleas and ticks. Parasites have an important impact on human health, and global public health efforts toward control will be highlighted. The course will study the adaptations of parasites to their ecological niches in their infected hosts and the pathology resulting from parasitic infections.

*Marc Jan Gubbels*

#### BIOL5290 Biomolecules: Molecular Driving Forces (Spring: 3)

*Prerequisite:* MATH1101. Previous course work in biology and/or chemistry is recommended.

This is a course on statistical thermodynamics and its applications in biology and chemistry. Following the excellent book, *Molecular Driving Forces* of Dill and Bromberg, the course includes a self-contained treatment of mathematics beyond single variable calculus and elementary probability theory. What is the free energy of an ensemble of RNA molecules? Why is protein folding cooperative? What is the critical point in a phase transition? How does Langmuir adsorption explain the saturation effect one sees in gene expression microarrays? These are the types of questions that will be addressed in this course.

*Peter Clote*

#### BIOL5330 Virus Infections and Cellular Transport (Fall: 3)

*Prerequisite:* BIOL3040 or BIOL4140 or permission of the instructor **Satisfies the advanced experience requirement for the Biology major.**

This advanced biology course is focused on the intracellular traffic of macromolecules to different organelles inside the cell, the transport signals, the receptors and pathways. In addition, during the course we will analyze how different major human viruses (including HIV, human papillomaviruses, adenoviruses, hepatitis B virus, herpes simplex virus, vesicular stomatitis virus) exploit the intracellular transport pathways of host cells during their viral infections and the transformation processes leading to different types of cancer. Students will be exposed to both lectures and analysis and discussion of recent research papers.

*Junona Moroianu*

**BIOL5360 Viruses, Genes and Evolution (Spring: 3)**

*Prerequisites:* BIOL2040, a genetics course (BIOL3150, BIOL3190, BIOL4170) and a course in molecular or cell biology (such as BIOL3040, BIOL4400, or BIOL4140) or instructor permission

**Satisfies the advanced experience requirement for the Biology major.**

By definition, viruses are absolutely dependent on host infection for their existence. As a consequence, most viruses are exquisitely well-adapted to their respective hosts. Hosts, in turn, have evolved numerous countermeasures to prevent viral infection. This course will focus on the molecular interplay between viruses and their hosts, and how this genetic arms-race plays out over vastly different timescales (within an infected individual, within and between host populations, and ultimately, across millions of years of virus-host co-evolution).

*Welkin Johnson*

**BIOL5370 Literature for Neurological Diseases (Spring: 3)**

*Prerequisite:* BIOL4350 or CHEM4465

**Satisfies the advanced experience requirement for the Biology major.**

Focusing on neurological diseases such as Alzheimer's disease, Parkinson's disease, multiple sclerosis, Guillain-Barre syndrome, and leukodystrophies, we will use sources from the primary and review literature to explore fundamental scientific research in these diseases, and creative non-fiction and memoirs to understand the personal, ethical, sociological, and scientific/medical issues pertaining to these diseases.

*Daniel Kirschmer*

**BIOL5420 Cancer As A Metabolic Disease (Fall: 3)**

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, 4140 or 4400) or biochemistry (BIOL4350 or CHEM4461) or instructor permission

**Satisfies the advanced experience requirement for the Biology major.**

This seminar will review evidence showing that impaired cellular energy metabolism is the defining characteristic of nearly all cancers regardless of cellular or tissue origin. In contrast to normal cells, which derive most of their usable energy from oxidative phosphorylation, nearly all cancer cells become dependent on non-oxidative substrate level phosphorylations to meet energy demands. Evidence will be discussed supporting a general hypothesis that all hallmarks of cancer including genomic instability and metastasis can be linked to impaired mitochondrial function. A view of cancer as a metabolic disease will impact approaches to cancer management and prevention.

*Thomas Seyfried*

**BIOL5430 Genomics and Personalized Medicine (Spring: 3)**

*Prerequisites:* BIOL2040 and a genetics or genomics course.

Additional coursework in biochemistry and molecular biology is strongly recommended

**Satisfies the advanced experience requirement for the Biology major.**

Personalized medicine is based on the idea that each person's unique genome sequence can be used to predict risk of acquiring specific diseases, allowing for more informed choices about health. The students will be exposed to the scientific concepts and technologies empowering personalized medicine. Through lecture, research paper reading and discussion the students will understand how human genomic information has impacted current topics in biomedical research. Students will write a research paper focused on how genomic information has advanced understanding of a human disease and how translation of genomic information will impact treatment or disease detection in the future.

*Thomas Chiles*

*Timothy Connolly*

**BIOL5450 Advanced Lab in Cell Imaging (Fall/Spring: 2)**

*Prerequisites:* BIOL2040 and additional coursework in cell and/or molecular biology

**This course satisfies the advanced experience requirement for biology majors.**

This course will survey the various visualization techniques and instruments used by scientists and biomedical researchers: light microscopy, confocal, electron microscopy, super-resolution, and image processing. Students will discuss the experimental use of these techniques and instruments as described in the primary literature. The laboratory component will focus on becoming familiar with the instrumentation that we have available at Boston College. The course will culminate in individual projects of the students choosing utilizing equipment that we have in the laboratory.

*Bret Judson*

**BIOL5460 Topics in Microbial Pathogenesis (Fall: 2)**

*Prerequisites:* BIOL2040 and additional course work in immunology, microbes, molecular/cell biology, undergraduate research, or other demonstrable experience in reading primary research literature

**Satisfies the advanced experience requirement for the Biology major.**

In this course we will discuss primary research literature on various aspects of pathogenesis i.e. the microbial an/or immunological mechanism by which pathogens (prions, viruses, (myco)bacteria, protozoa, worms) cause disease. Each student will select a primary paper from a high impact journal together with a supportive review and present the background information to the class. The primary paper will be discussed at the following class period, with all students having defined responsibilities for discussion of the figures and data.

*Marc-Jan Gubbels*

**BIOL5630 DNA Viruses and Cancer (Spring: 3)**

*Prerequisites:* BIOL2040 and BIOL3040 or BIOL4140 or BIOL4400 or permission of the instructor

It is estimated that 15–20% of human cancers worldwide have viral etiology. There are several DNA viruses, including Human Papillomaviruses, Adenoviruses, Epstein-Barr virus, Herpes virus type 8, Hepatitis B and C viruses and Merkel cell polyomavirus that are associated with different types of cancer. This course is focused on these DNA tumor viruses, their replication cycles and the cellular transformation pathways leading to different cancers (including cervical cancer, Burkitt's lymphoma, Hodgkin's disease, a subset of T-cell lymphoma, hepatocellular carcinoma, Kaposi's sarcoma and Merkel cell carcinoma), and therapeutic strategies. Students will be exposed to both Lectures and presentations of research papers.

*Junona Moroianu*

**BIOL5700 Biology of the Nucleus (Fall: 3)**

*Prerequisite:* One of the following: BIOL4350, 4400, CHEM 4461/4462, or instructor permission

**Satisfies the advanced experience requirement for the Biology major.**

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics include chromatin structure and function, histone modifications, DNA replication, gene activation and silencing, DNA methylation, and RNA interference. Emphasis is on experimental design, and analysis of the primary literature.

*Anthony T. Annunziato*



**BIOL6110 Advanced Genetics (Fall: 2)**

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics cover the fundamental principles of genetics and the methods and technology of genetic research applied to the study of a variety of model systems.

*Hugh Cam*

**BIOL6140 Graduate Molecular Biology (Spring: 2)**

This course concentrates on gene expression, chromatin dynamics, and cell-cycle control in eukaryotic cells. Topics include transcriptional and posttranscriptional regulatory mechanisms, DNA replication and methylation, RNA interference, microarray analysis, and the generation and use of transgenic organisms. The course is designed for graduate students who have successfully completed undergraduate biochemistry and molecular cell biology courses.

*Anthony Annunziato*

**BIOL6150 Advanced Cell Biology (Spring: 2)**

This course is designed for graduate students who have successfully completed an undergraduate course in cell biology. Topics include the principles of cellular organization and function, regulation of the cell cycle and cancer, and interactions between cells and cellular signaling pathways.

*Junona Moroianu*

**BIOL6180 Scientific Proposal Writing (Fall: 2)**

The purpose of the course is to develop students skills in research proposal writing, presentation, and critical evaluation. To meet these goals graduate students will be guided in the preparation and defense of an original research proposal in a field of their choice with no direct connection to their thesis topic.

*The Department*

**BIOL6350 Graduate Biochemistry (Fall: 3)**

*The Department*

**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

**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

**Evan R. Kantrowitz**, *Professor*; A.B., Boston University; A.M., 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**, *Adjunct Professor*; B.S., Emporia State University; Ph.D., University of Arkansas

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

**Daniel Fox**, *Adjunct Assistant Professor*; 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](http://www.bc.edu/courses).

#### CHEM5510 Drug Discovery and Development (Spring; 3)

*Prerequisites:* Must have successfully completed CHEM4465 or CHEM4461 and CHEM4462

#### Periodically

This course provides an examination of every step of the drug development and regulation process. The basic drug development steps and ideal characteristics of a development candidate will be described in detail from preclinical process and analytical chemistry discovery through post-marketing manufacturing (commercial launch). Students who are aspiring to research and development positions in the biotech, biopharmaceutical and pharmaceutical industries, federal regulatory agencies, drug information centers, academia or other health related fields where knowledge of drug discovery and development is a prerequisite will greatly benefit from the course.

#### The Department

#### CHEM5523 Organometallic Chemistry (Spring; 3)

#### Offered periodically

**The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.**

This course will present concepts of organometallic chemistry, e.g., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.

#### The Department

#### CHEM5531 Modern Methods in Organic Synthesis I (Fall; 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics

will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

*The Department*

**CHEM5537 Mechanistic Organic Chemistry (Fall: 3)**

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes chemical bonding and consequences for structure and reactivity; steric, electronic, and stereoelectronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.

*Jeffery Byers*

**CHEM5539 Principles and Applications of NMR Spectroscopy (Fall: 3)**

**Offered periodically**

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

*Thusitha Jayasundera*

**CHEM5544 Modern Methods in Organic Synthesis II (Spring: 3)**

*Prerequisite:* CHEM5531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examines the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems and landmark total syntheses as well as issues in the current chemical literature.

*Marc Snapper*

**CHEM5552 Advanced Methods in Chemistry I (Spring: 4)**

*Prerequisites:* CHEM3351 and CHEM4475

*Corequisite:* CHEM5554

This course discusses the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, electrochemistry, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. It is intended mainly for third year students. The accompanying laboratory includes experiments with these methods and emphasizes experimental design, data interpretation, and the presentation of results in written and oral formats.

*Kenneth R. Metz*

**CHEM5553 Advanced Methods in Chemistry II (Fall: 3)**

*Prerequisite:* CHEM3351

*Corequisite:* CHEM5555

**Offered periodically**

Designed for senior-level students, this course includes discussions of the principles, methods, and applications of sophisticated techniques in modern chemistry, such as magnetic resonance, mass spectrometry, x-ray diffraction, computer interfacing, and molecular modeling. The accompanying laboratory includes experiments with these methods.

*Kenneth R. Metz*

**CHEM5554–5555 Advanced Methods in Chemistry Laboratory I and II (Fall/Spring: 0)**

*Corequisites:* CHEM5552–5553

Laboratory required of all students enrolled in CHEM5552–5553. Two four-hour periods per week.

*Kenneth R. Metz*

**CHEM5560 Principles of Chemical Biology (Fall: 3)**

*Prerequisites:* CHEM2231–2232 or equivalent

An introduction to the chemistry of biological macromolecules, including proteins, nucleic acids, and carbohydrates. Students will learn the structure and nomenclature of the monomer building blocks as well as the macromolecules. Chemical principles that define secondary and tertiary biomolecular structure as well as state-of-the-art chemical (or chemical-biological) synthetic procedures will be presented. Examples of specific types of binding interactions, catalysis, or recognition processes as viewed from a chemical perspective will be discussed.

*The Department*

**CHEM5564 Physical Methods in Biochemistry (Fall: 3)**

*Prerequisites:* Must have successfully completed CHEM4461 and CHEM4462 or CHEM4465

**Offered periodically**

The course will familiarize students with a wide variety of biophysical techniques (including fluorescence, circular dichroism, vibrational spectroscopy, EPR, NMR, scattering, and diffraction techniques). Along with the basics in these methods, the focus will be on applications for investigating macromolecule structure and function. Students must have taken biochemistry and preferably also a course in physical chemistry.

*Mary Roberts*

**CHEM5567 Chemical Biology: Structure and Function (Fall/Spring: 3)**

*Prerequisites:* CHEM2231–2232, CHEM 5561–5562 or BIOL4435–4440, CHEM4473 or CHEM4475–4476, or permission of the instructor

A selection of current topics in chemical biology will be examined through critical analysis of current literature. Students are expected to have a basic understanding of biochemistry and organic chemistry. The course will involve student presentations, group discussions and independent research proposals geared toward gaining a comprehensive knowledge on the application of chemical tools to understanding complex biological processes.

*Abhishek Chatterjee*

**CHEM5591 Undergraduate Chemical Research I (Fall: 3)**

**Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.**

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department*

**CHEM5592 Undergraduate Chemical Research II (Spring: 3)**

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department*

**CHEM5593–5594 Undergraduate Biochemical Research I and II (Fall/Spring: 3)**

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

*The Department*

**CHEM5595–5596 Advanced Research in Chemistry I and II (Fall/Spring: 6)**

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

*The Department*

**CHEM5597–5598 Advanced Research in Biochemistry I and II (Fall/Spring: 6)**

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

*The Department*

**CHEM6601–6602 Senior Thesis Research in Chemistry I and II (Fall: 3)**

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

*The Department*

**CHEM6603–6604 Senior Thesis Research in Biochemistry I and II (Fall: 3)**

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

*The Department*

**CHEM6635 Current Topics in Catalysis (Spring: 3)**

Offered periodically

The course will cover principles of catalysis (catalytic cycle, entropy and proximity-induced reactivity, transition state, reaction coordinate, rate-determining step); the role forces play in controlling catalytic rate and stereo-, chemo-, and regio-selectivity; influence from temperature, solvent and pH; bifunctional catalysis, synergism, anchimeric assistance and strain; current theoretical models explaining catalytic

rate acceleration. Examples from enzyme catalysis, organic and organometallic, phase-transfer, and heterogenous catalysis will be discussed. Computational chemistry studies of various catalytic reactions from these areas will be an integral part of the course. Guest lectures covering research on catalysis in the chemistry department will be given.

*Jan (Fredrik) Haeffner*

**CHEM6640 Computational Chemistry: Model, Method and Mechanism (Fall: 3)**

*Prerequisites:* CHEM2231–2232 (or equivalent) and CHEM4475–4476 (or equivalent) and MATH2202 (or equivalent)

The goal of the course is to develop skills in using computational chemistry software in the Linux operating system environment and to get a basic understanding of the underlying theory and algorithms which these computer programs are built upon. Topics covered include Linux commands and shell script programming, as well as Python script programming, basic understanding of statistical thermodynamics, potential energy surface, stationary points, conformational space, molecular mechanics, quantum chemistry (Schrodinger equation, Huckel method, LCAO-concept, Hartree-Fock and post Hartree-Fock methods, density functional theory). Computer programs such as Gaussian, Jaguar, Gamess, MacroModel and Tinker will be used during the course.

*Jan (Fredrik) Haeffner*

**CHEM6676 Physical Chemistry: Principles and Applications (Fall: 3)**

*Prerequisite:* Department permission required for undergraduates

New developments and directions of physical chemistry will be discussed. We will focus on the emerging field of nanotechnology and talk about the novel synthesis, unique properties, and promising applications of nanoscale materials, all within the context of broadly defined physical chemistry. Concepts such as nucleation and phase transitions will be embedded in specific examples and various advanced tools for material chemistry characterizations will be introduced toward the end of the class. This course is intended for first-year graduate students.

*The Department*

**CHEM7799–8800 Readings and Research I and II (Fall/Spring: 3)**

Lab fee required

Courses 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*

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

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)**

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)**

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*; Chairperson of the Department;

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

**Brigitte Libby**, *Assistant Professor*; B.A. Columbia University; Ph.D.,

Princeton University

**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](mailto:gail.rider@bc.edu)
- [www.bc.edu/schools/cas/classics](http://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](http://www.bc.edu/courses).

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

*The Department*

**CLAS8888 Interim Study (Fall/Spring: 0)**

*Charles F. Abern*

**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: Margaret McCarthy, 617-552-3641 or 3640, margaret.mccarthy.1@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, 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, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, 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 February 15. 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 calculus, physics, and chemistry.

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 February 15, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is January 15.

The second option is for students to apply and be accepted to the M.S. program in Geology and Geophysics. 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 Professor John E. Ebel, Director of Graduate Studies, Department of Earth and Environmental Sciences, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu 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: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, 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. A list of courses is available in the Department.

#### **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](http://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](http://www.bc.edu/courses).

#### **EESC5530 Marine Geology (Fall: 3)**

*Prerequisites:* EESC1134, calculus and physics are recommended

#### **Offered periodically**

Recent geological and geophysical information on the ocean basins is examined, concentrating on three areas: (1) structure of the earth, plate tectonics, and composition of the ocean basins; (2) geophysical processes responsible for the structure and evolution of the ocean basins; and (3) marine sedimentation, including sediment transport, pleistocene sedimentation, and global climate change. Sedimentological and geophysical investigation techniques are emphasized.

*The Department*

#### **EESC6691 Earth Systems Seminar (Fall: 3)**

An advanced seminar on topics in the Geosciences requiring integration of many subspecialties. Topics vary from year to year. Students will be expected to read and report on papers from the recent literature and prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.

*Jeremy Shakun*

#### **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*; Chairperson of the Department; 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*; 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 Chahrour**, *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

**Eyal Dvir**, *Assistant Professor*; B.A., M.A., Hebrew University, Israel; Ph.D., Harvard University

**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

**Georg Strasser**, *Assistant Professor*; M.A., University of Southern California; M.Sc., Universität Karlsruhe, Germany; Ph.D., University of Pennsylvania

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

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

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

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

**Tracy Regan**, *Adjunct Associate Professor*; 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, sullidde@bc.edu
- Administrative Assistant: MaryEllen Doran, 617-552-3670, andrewma@bc.edu
- [www.bc.edu/economics](http://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 economic policy, international finance and macroeconomics, 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](http://www.bc.edu/economics).

#### Admission Information

An on-line application for your convenience is located at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html). Any questions regarding admission



requirements should be directed toward [gsasinfo@bc.edu](mailto:gsasinfo@bc.edu). For further information regarding the Ph.D. program, send an e-mail to Gail Sullivan at [gail.sullivan@bc.edu](mailto:gail.sullivan@bc.edu).

### **Course Offerings**

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#### **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)**

*Prerequisites:* 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 Chabroux*

**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:* ECON7740–7741

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 of 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
- 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
- Kalpana Seshadri, *Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University
- Maxim D. Shroyer, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University
- Min Song, *Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University
- Laura Tanner, *Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania
- Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University
- Caroline Bicks, *Associate Professor*; A.B., Harvard University; Ph.D., Stanford University
- Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University
- Rhonda Frederick, *Associate Professor*; B.A., M.A., Ph.D., University of Pennsylvania
- Marjorie Howes, *Associate Professor*; B.A., University of Michigan; Ph.D., Princeton University
- Christina Klein, *Associate Professor*; B.A., Wesleyan University; Ph.D., Yale University
- Paula Mathieu, *Associate Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago
- James Najarian, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University
- James Smith, *Associate Professor*; B.A., M.A. University College, Dublin; M.A. Clark University; Ph.D., Boston College
- Andrew Sofer, *Associate Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor
- Robert Stanton, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto
- Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire
- James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University
- Cynthia Young, *Associate Professor*; B.A., Columbia University; Ph.D., Yale University
- Robert Lehman, *Assistant Professor*; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University
- Adam Lewis, *Assistant Professor*; B.A., University of Minnesota; M.A., Ph.D., University of California San Diego
- Maia McAleavey, *Assistant Professor*; B.A., Stanford University; A.M., Ph.D., Harvard University
- Eric Weiskott, *Assistant Professor*; B.A., Wesleyan University, M.A., M.Phil., Ph.D., Yale University
- Allison Adair, *Associate Professor of the Practice of English*; B.A., Brown University; M.F.A., University of Iowa
- John Anderson, *Associate Professor of the Practice of English*; B.S., University of Colorado; M.A., Ph.D., Boston College
- Eileen Donovan-Kranz, *Associate Professor of the Practice of English*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst
- Joseph Nugent, *Associate Professor of the Practice of English*; B.A., Ph.D., University of California, Berkeley
- George O'Har, *Associate Professor of the Practice of English*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology
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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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#### Contacts

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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's degree in Irish Literature and Culture 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 <http://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](http://www.bc.edu/courses).

#### ENGL5510 Contemporary American Women Writers (Spring: 3)

##### Offered periodically

Focusing primarily on fiction written by American women in the last twenty five to thirty years, this course will explore issues of identity, embodiment, family, friendship, race, domestic space, ethnicity, power and violence, as well as gender. In approaching each literary text, we will aim to situate it within the context of contemporary American cultural tensions and to explore in detail its construction as a work of art that manipulates language and literary form. Authors may include Toni Morrison, Jhumpa Lahiri, Marilynne Robinson, Gish Jen, Nicole Krauss, Louise Erdrich, Lorrie Moore, and others.

*Laura Tanner*

#### ENGL5513 American Studies Senior Seminar: After 9/11 (Fall: 3)

##### Offered periodically

Even after more than a decade, 9/11 continues to loom large as both a marker and a shaper of our shared present. It provided the occasion for wars in Iraq and Afghanistan, and another war against terror itself. It made us more security conscious, which has in turn legitimated greater surveillance, extrajudicial detention, enhanced interrogation, and the use of drones for targeted assassinations. It infiltrated the way we tell stories, from novels to movies to television shows. And, just as importantly, it constrained attention to other major public events that call just as urgently for different kinds of responses, from Hurricane Katrina to the meltdown of the housing market and the slow-forming catastrophe of climate change. By exploring a rich mix of material, such as novels, films, nonfictional works, policy documents, and so forth, we will start with the collapse of the World Trade Center and think our way to a future that continues to be marked by this event.

*Min Song*

#### ENGL5539 Advanced Topic Seminar: History, Memory and Culture in American Literature (Spring: 3)

##### Offered periodically

This course focuses on nineteenth, twentieth and twenty-first century fiction, memoir, and experimental nonfiction, examining what writers and critics have had to say about the psychological and narrative dimensions of memory in American literature. Texts considered include Willa Cather's *My Antonia* (a novel made to look like a memoir); Scott Fitzgerald and Ernest Hemingway's modernist fiction; Fae Mae Ng's *Bone* (a book narrated in reverse time); war memoirs

by Stephen Crane, Dexter Filkins, or Michael Herr; and Walter Benjamin's, Tillie Olsen's or John Edgar Wideman's blending of ethnic autobiography and experimental fiction.

*Christopher Wilson*

**ENGL5541 Advanced Nonfiction Workshop: The Spiritual Autobiography (Fall: 3)**

**Offered periodically**

The spiritual autobiography is a literary genre whose roots go back to the writings of such thinkers as St. Augustine. Contemporary writers have evolved and developed it to include more than just the religious conversion experiences described earlier, considering grace and presence as mediated through nature, friendship, and travel. In this course, students will develop their own essays about spirituality by reading samples from the genre, but principally through workshoping of each other's texts. We'll attempt to define spirituality in a modern context as students craft essays that confront these complex questions of being.

*Sue Roberts*

**ENGL5603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)**

**Cross listed with HIST4456**

**Fulfills the Women Writers requirement for ENGL/LSOE majors**

See course description in the History Department.

*Emily McWilliams*

**ENGL6601 Holocaust Literature: History, Memory, Legacy (Spring: 3)**

**Cross listed with HIST4294 and SLAV6060**

**All the required readings will be in English translation.**

**Offered periodically**

An overview of the history and legacy of the Shoah (Holocaust) followed by an examination of the variety of literary responses by literary witnesses and survivors, as well as by writers removed from the wartime horrors by distance, time, country, and language. Questions of metaphysics, ideology, ethics, aesthetics, memory, and cultural theory as formulated and debated in poetry, fiction, nonfiction, and discursive writings. The readings include works originally written in Russian, Yiddish, Polish, German, Italian, French, and English by Ilya Selvinsky, Vasily Grossman, Ilya Ehrenburg, Avrom Sutzkever, Tadeusz Borowski, Paul Celan, Primo Levi, Theodor Adorno, Elie Wiesel, Vladimir Nabokov, Hannah Arendt, Arthur Miller, W. G. Sebald, and others.

*Maxim D. Shrayer*

**ENGL6647 Irish Gothic (Spring: 3)**

**Offered periodically**

Vampires, demons, madness, imprisonment, and murder: this course investigates why, during the turbulent nineteenth century, Irish writers turned again and again to the macabre themes and unconventional narrative modes of the Gothic. Writers to be studied include Maria Edgeworth, Joseph Sheridan LeFanu, Charles Maturin, Bram Stoker, and Oscar Wilde.

*Marjorie Howes*

**ENGL6699 Seminar: Old English (Spring: 3)**

**Fulfills the pre-1700 requirement. This course is open to both undergraduate and graduate Students.**

Anglo-Saxons ruled England for 600 years, and their language is both familiar and strange. The core of English (*stone, water, bone*) comes from Old English, but English has changed in 900 years.

Grammar is learned quickly. Then a world of literature opens up: violent poetry, mournful elegy, spiritual meditations, fanciful romance. We read Genesis, *Anglo-Saxon Chronicle*, Bede's *Ecclesiastical History*, mesmerizing homilies, Boethius' *Consolation of Philosophy*, and unforgettable poetry: the moody elegies *The Wanderer*, *The Wife's Lament*, and *The Husband's Message*, the Christian psychedelia of *Dream of the Rood*, the cryptic remnant *Wulf and Eadwacer*, and the feminist Biblical narrative *Judith*.

*Robert Stanton*

**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 about to enter or currently enrolled in graduate programs at BC, this course will emphasize the oral/aural language skills required for success in graduate work. The classes 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. Non-credit and offered free of charge by GSAS to its students. N.B. 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.**

Students will gain practice writing in a range of academic modes including reflection, summary, and critique. Ordering of information will be explored, i.e., conventions of general-to-specific texts. In-text citation guidelines that incorporate summary, paraphrase, and quotes will be discussed. Brainstorming, drafting, and revision strategies will

be an important focus of the course. Grammar is taught in the context of student writing. Several classes will be devoted to business writing including e-mails and reference letters.

*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 and All*, *In the American Grain*, *An Early Martyr and Other Poems*, *Adam and Eve and 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 (Summer: 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 of 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 Toibin, Patrick McCabe, Emma Donoghue, Mary Morrissy, Anne Enright, Eoin McNamee, Eilis Ní 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 Neumark**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 *Utopia*, 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.

*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.

*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 an FWS classroom.

*Lad Tobin***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 McAlevey*

**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.

*Caroline Bicks*

**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
- 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
- Prasannan 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 Bourg**, *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
- 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
- Franziska Seraphim**, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University
- 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
- 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
- Zachary Matus**, *Assistant Professor*; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University
- Arisa Oh**, *Assistant Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago
- Dana Sajdi**, *Assistant Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University
- Sylvia Sellers-Garcia**, *Assistant Professor*; B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley
- Ling Zhang**, *Assistant Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge
- Karen Miller**, *Adjunct Associate Professor*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara
- Robert Savage**, *Adjunct Associate Professor*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

#### Contacts

- Department Administrator: Colleen O'Reilly, Stokes Hall, S301-A, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 617-552-3781, rebecca.rea.1@bc.edu
- History Department Website: [www.bc.edu/history](http://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](http://www.bc.edu/courses).

#### HIST5005 Senior Colloquium: U.S. Occupations of Japan and Germany after WW II (Spring: 3)

*Prerequisite:* Senior History Major Standing

**Offered periodically**

The total defeat of Japan and Germany in 1945 resulted in a prolonged time of military occupation of both countries by the United States and other powers. These early years of starting over on the behest of the victors proved crucial in the making not only of postwar Japan

and Germany and their respective regions, Asia and Europe, but also of the United States. In this course, students become comparative historians as they examine similarities and differences between these two experiences of occupation, from demilitarization and democratization to the making of America's most committed allies at the opening stage of the Cold War.

*Franziska Seraphim*

#### HIST5190 Senior Colloquium: Nations and Nationalism (Fall: 3)

*Prerequisite:* Senior History Major Standing

**Offered periodically**

Where do national identities come from? Why is the world divided into discrete nation-states? How has nationalism been imagined and practiced at different times and in different places? This course explores the history of nationalism and the nation form, covering a range of theoretical literature and a variety of case studies from across the nineteenth and twentieth-century world. Special attention will be given to the relationship between empire and nationalism, issues of gender and race, and the position of diaspora and political internationalism in the modern world.

*Priya Lal*

#### HIST5301 Senior Colloquium: Chocolate and Sugar, Silver and Gold: Latin America and its Commodity Empires (Fall: 3)

*Prerequisite:* Senior History Major Standing

**Offered periodically**

From the pursuit of spices and gold in the fifteenth century to the banana boom of the twentieth, commodities, and the desire for commodities, have deeply influenced the economic, social, and cultural history of the last five hundred years. Focusing on the history of the Americas, this course will explore how the acquisition of commodities helped to drive imperialism and how the consumption of commodities have shaped colonizer and colonies alike.

*Sylvia Sellers-Garcia*

#### HIST5302 Senior Colloquium: Latin American History through Art (Spring: 3)

*Prerequisite:* Senior History Major Standing

**Offered periodically**

Latin America is rich in both indigenous artist traditions and self-defined vanguard movements. Although we often assume that solitary individuals make art, Latin American History through Art explores the ways which artist production is social. It examines how the visual arts reflect, interpret and generate the social history in which these are embedded. It focuses on the twentieth century and on the mediums of painting and performance art, a genre that "tells the present," and has had both local and international impacts.

*Deborah Levenson*

#### HIST5450 Senior Colloquium: Spy Books: Primary Source Readings in U.S. Intelligence History (Spring: 3)

*Prerequisite:* Senior History Major Standing

**Offered periodically**

The case of former CIA employee and NSA contractor Edward Snowden has brought the problems of government secrecy and mass surveillance to the forefront of public discourse. This course examines these problems from an historical viewpoint and explores the intersections of surveillance and civil liberties. The methodology includes reading books and monographs written by spies, alleged spies, and intelligence defectors. The books will be works which shifted the

contemporaneous conversation about the limits of government surveillance. These works include the speeches of Tyler Gatewood Kent, Herbert O. Yardley's *The Black Chamber*, Kim Philby's *My Secret War*, *The Death House Letters of Ethel & Julius Rosenberg*, and Philip Agee's *Inside the Company*. The books will provide fulcra toward a better understanding of a survey of modern U.S. intelligence history since World War I.

*Charles Gallagher*

**HIST5463 Senior Colloquium: U.S. Bill of Rights (Spring: 3)**

*Prerequisite:* Senior History Major Standing

**Offered periodically**

U.S. public opinion polls reveal that most Americans are ignorant of the contents of the Bill of Rights and if read to them separately they tend to react negatively to their intent to protect American's fundamental rights. This course will track the judicial, political, and social history of the Bill of Rights from its origins to tomorrow's Supreme Court decisions.

*Alan Rogers*

**HIST5491 Senior Colloquium: Topics in U.S. Immigration History (Fall: 3)**

*Prerequisite:* Senior History Major Standing

**Offered periodically**

This senior colloquium will delve into a number of topics in U.S. immigration history since the mid-nineteenth century that we do not ordinarily have time to discuss in more general immigration history classes. The readings will therefore be arranged thematically rather than chronologically. Some of the topics we will cover are deportation, refugee admissions and resettlement, immigration fraud, smuggling, and trafficking. Students will research and write a paper on a subject of their choice that will demonstrate mastery of historical methods and analysis.

*Arissa Oh*

**HIST5501 Making History Public: Boston College (Spring: 3)**

*Prerequisite:* History Core, Parts I and II

**Offered periodically**

In this course, students will work together to plan and produce a semester-long exhibition that will be displayed in the public spaces of Stokes Hall. This exhibit will document the 150 years (1863–2013) of the history of Boston College itself. Using the documentary, photographic, and other resources of the University Archives in Burns Library, students will identify themes (such as the changing nature of student body, the curriculum, and the campus) and the sources that best illustrate those themes. Students will select the items to be exhibited, prepare captions and other explanatory materials, and consider how best to display the results of their research.

*James O'Toole*

**HIST5502 Making History Public: Monuments and Monumentality (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered periodically**

What are monuments? Why are they erected? And why are monuments so central to any introduction to, or history of, a place or city? What do we get from viewing, experiencing, and learning about monuments? In short, the theme of this course is how we make monuments and how monuments make us. We will explore rare historical books found at the John J. Burns Library, which describe and

represent buildings and monuments in various times and places. The course will result in an exhibition of both excerpts of the books and the monuments therein.

*Dana Sajdi*

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

*Prerequisites:* Permission of Instructor; Graduate Student Status

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 (Fall: 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.

*Devin Pendas*

**HIST7309 Graduate Colloquium: International History: Markets, States, and the "Transnational" (Fall: 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 level 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 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.

*Prasannan 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 (Spring: 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.

*Julian Bourq*

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

*Prerequisite:* Graduate Student Standing

**Periodically**

*Heather Richardson*

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

*Prerequisite:* Graduate Student Standing

**Periodically**

*Seth Jacobs*

**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.

*Dana Sajdi*

**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.

**Joseph F. Krebs**, *Assistant Professor Emeritus*; A.B., M.A., Boston College

**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

## ARTS AND SCIENCES

**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

**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

**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

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

**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

**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

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

**Marie Clote**, *Adjunct Assistant Professor*; M.A., D.E.A., University Paris VII

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

**Jamison Wolf**, *Adjunct Assistant Professor*; B.A., Bucknell University; Ph.D., Tufts University

### Contacts

- Department Offices: Carney Hall, Rooms 301 and 318
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- [www.bc.edu/math](http://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](http://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](http://www.bc.edu/courses).

#### **MATH5500–5501 Advanced Independent Research I and II (Fall: 3)**

#### **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 include factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and idèles, 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. Taminaux**, *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. Adelmann, 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

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

**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

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

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

**Jonathan Trejo-Mathys**, *Assistant Professor*; Ph.D., Northwestern University

**Brian J. Braman**, *Adjunct Associate Professor*; Director, Perspectives Program; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

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

**David McMenamin**, *Adjunct Associate Professor*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

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

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

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

**Holly Vande Wall**, *Adjunct Assistant Professor*; 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](http://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](http://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](http://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](http://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](http://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](http://www.bc.edu/courses).

**PHIL5387 Mahayana Buddhism in East Asia (Spring: 3)**

Cross listed with THEO5387 and TMST7097

**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*

**PHIL5505 The Aristotelian Ethics (Fall: 3)**

*Prerequisite:* Philosophy Core

This course includes a reading of Aristotle's *Nicomachean Ethics* and examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

*Deborah DeChiara-Quenzer*

**PHIL5512 Philosophy of Existence (Spring: 3)****Offered biennially**

An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute.

*Richard M. Kearney*

**PHIL5518 Philosophy of Imagination (Fall: 3)**

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); and (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyberfantasy, simulation, and spectacle.

*Richard M. Kearney*

**PHIL5527 Philosophy of Language (Spring: 3)**

*Prerequisite:* Philosophy Core

This course will consider major texts and movements in twentieth century philosophy of language in both the analytic and continental traditions, reading the work of Russell, Wittgenstein, J. L. Austin, Quine and Davidson as well as Ricoeur and Derrida. Our goal will be to bring together these very different approaches to what has been a central concern of philosophy in the twentieth century.

*Eileen C. Sweeney*

**PHIL5529 Metaphysics (Fall: 3)****Offered periodically**

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is one of dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

*Gary M. Gurtler, S.J.*

**PHIL5532 Philosophy of Religion in Human Subjectivity**

**(Spring: 3)**

*Prerequisite:* Two courses in philosophy completed

A course on how the question of God or of supernatural religion arises in a post-modern existential philosophy of subjectivity and how it comes to be answered in the affirmative as seen in Maurice Blondel's *Philosophy of Action*.

*Oliva Blanchette*

**PHIL5536 Philosophies of Dissent (Fall: 3)**

This seminar will explore the philosophical ideas behind the practice of dissenting against power and authority. Drawing from the history of political philosophy and social theory, the readings will explore philosophical perspectives on the just use of power and authority, as well as philosophical perspectives that seek to legitimize dissent against unjust governments. Beyond mere politics, furthermore, the existential aspects of dissent will be explored within works concerned not only with the colonization of cities by unjust governments, but also with the unjust colonization of the individual by society and politics.

*Aspen E. Brinton*

**PHIL5540 Philosophy of Liberation (Fall: 3)**

*Prerequisite:* Five courses in philosophy completed

**Offered periodically**

Philosophy of Liberation is the philosophy of a new humanism emerging from the consciousness of being oppressed in the third world. It is a revolutionary philosophy that is resolutely post-modern and post-colonial, making its way into the first-world consciousness of the oppressor and the colonizer. In this course we study the most important teachers of this philosophy, beginning in Latin America and Africa and then returning to the U.S. amid the Latin American and African Diaspora, in an effort to raise our own consciousness to the level of this spirited philosophy of liberation.

*Oliva Blanchette*

**PHIL5541 Philosophy of Health Science: East and West (Spring: 3)**

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition from India, of about 500 B.C., will be studied.

*Pramod B. Thaker*

**PHIL5543 Friends and Family: Why Care? (Spring: 3)****Offered periodically**

Isn't impartiality at the heart of morality? But then, (how) can we be justified in the partiality we normally show some people over others? This course considers some philosophical accounts of the place and significance within morality of a person's relationships with social acquaintances and relatives, and of her voluntary commitments and group affiliations (national, ethnic, racial, etc.). Readings include work of F.H. Bradley, selections from J. Seglow's monograph, "Defending Associative Duties" and from B. Feltham's and J. Cottingham's edited collection, "Partiality and Impartiality: Morality, Special Relationships, and the Wider World," and other (mostly recent) texts.

*Jorge Garcia*

**PHIL5555 Quest for Authenticity: Philosophy and Film (Fall: 3)**

From the beginnings of the New Left to present-day culture, the desire to be authentically one's self has become commonplace. The concept of authenticity permeates the whole of culture. Whether in advertising, entertainment, political life, or the moral life, to be authentic is to be true to some higher standard; it is to be the genuine article. To speak about the desire to become an authentic human being suggests the need to overcome a dichotomy between what you are and

what you want to be. It is to overcome both personal and cultural alienation. The purpose of this course will be to first render a philosophical understanding of what it means to be an authentic human being. Second, we will then explore how this quest for authenticity, properly understood, gets expressed through contemporary film.

*Brian J. Braman*

**PHIL5562 Virtue Ethics (Fall: 3)****Offered periodically**

This course chiefly examines recent work on the nature, structure, types, of moral virtues, their relation to impersonal values, and their place within ethical theory, situating these discussions relative to Aristotelian accounts. Readings will be drawn from texts by Robert Adams, Robert Audi, Philippa Foot, Thomas Hurka, Michael Slote, Nancy Snow, Christine Swanton, Judith Thomson, Linda Zagzebski, and others.

*Jorge Garcia*

**PHIL5565 The Virtue of Justice (Fall: 3)****Offered periodically**

This course approaches these large questions by examining Aristotelian accounts of the virtue of justice, i.e. excellence in fulfilling one's duties to others. In examining the virtue of justice, we will consider such questions as: In what ways is the virtue of justice different from the other virtues? Can a eudaimonistic outlook yield an acceptable account of our obligations to others? Does virtue ethics have anything distinctive to contribute to our understanding of deontic concepts?

*Micah E. Lott*

**PHIL5577 Symbolic Logic: Theory and Practices (Fall: 3)**

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning, but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth-century logic will be briefly considered, such as set theory, Russell's paradox, and Goedel's theorems.

*David Lang*

**PHIL5586 Platonic Dialogues (Spring: 3)**

*Prerequisite:* Philosophy Core

**Offered periodically**

In this fall's Platonic dialogues, we will focus on Plato's moral thought in a series of dialogues: Meno, Protagoras, and Gorgias. Each of these dialogues explores the nature of virtue either as a whole. Our reading of the texts will be a slow and careful reading of these dialogues' arguments with a particular emphasis on the relationship between philosophical reasoning, myth narrative, and ethics.

*Marina B. McCoy*

**PHIL5593 Philosophy of Science (Fall: 3)**

An introduction to the central themes of twentieth century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-antirealism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism,

naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, about the methods, scope, and limits of science, and about whether science provides anything like a worldview.

*Daniel McKaughan*

**PHIL5598 Law, Medicine, and Ethics (Fall: 3)**

**Cross listed with THEO3598**

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine, such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought-through and principled position. A Socratic method is used to achieve that goal.

*John J. Paris, S.J.*

**PHIL5599 Kant's Moral Philosophy (Spring: 3)**

*Prerequisite:* Some understanding of Kant's epistemology

**Offered biennially**

We will do a close reading of *The Critique of Practical Reason*, *The Grounding of the Metaphysics of Morals*, and selected essays.

*Ronald K. Tacelli, S.J.*

**PHIL6605 Augustine (Spring: 3)**

In this course we examine questions in epistemology, ethics and metaphysics using major works of Augustine (354–430 AD/CE), supplemented by works of contemporary philosophers on related themes (Kretzmann, Matthews, MacDonald, VanInwagen). We will aim at depth of understanding and breadth of knowledge, contextualizing Augustine as a philosopher of late antiquity in dialogue with the Hellenistic schools (Stoicism, Skepticism, Neo-Platonism) whose philosophy is still of interest today. Topics include the nature of faith, skepticism, the problem of evil, the nature of God, moral development and conversion, the origin and characteristics of the natural world, including the human soul and body.

*Sarah Byers*

**PHIL6609 St. Paul and Philosophy (Spring: 3)**

**Offered periodically**

This course will study the philosophical interest of Pauline thinking in relation to some recent interpreters (Agamben, Breton, Heidegger, Taubes) and in its own right. We will consider a reading of Paul as philosopher that resists and perhaps even provides basis for critique of his contemporary readers. Themes will include faith and reason, Christianity and philosophy, flesh, law and spirit, and community.

*Jeffrey Bloechl*

**PHIL6610 Philosophy of Levinas (Fall: 3)**

**Offered periodically**

This course will center on a close reading of much of *Totality and Infinity*. Central themes will be Levinas's argument that ethics is first philosophy, his understanding of subjectivity and the relation with others, and his re-conception of God and religion in light of claims for the death of God. His work will be put into frequent contact with that of, especially, Heidegger and Sartre.

*Jeffrey Bloechl*

**PHIL6612 The Great Conversation (Fall: 3)**

**Offered periodically**

A one-semester crash course in the history of philosophy covering the 100 greatest philosophers both historically and systematically (logically), emphasizing the ongoing story of issues and arguments among them. The professor's text, *Socrates' Children*, is about 1,000 pages long.

*Peter J. Kreeft*

**PHIL6615 Rationality and Religious Commitment (Spring: 3)**

**Offered periodically**

An examination of cutting edge work in contemporary analytic philosophy of religion, organized around foundational questions about the nature, rationality, and value of religious faith. What is faith? Is faith adequately characterized as believing something without sufficient evidence? To what extent is faith compatible with doubt? Can faith be positively related to skepticism? How is faith related to belief, acceptance, trust, hope, and love? Can it be rational to have faith? If so, under what conditions? Can a deeper understanding of faith open up new ways of thinking about the relations between faith and reason or science and religion?

*Daniel McKaughan*

**PHIL6618 Philosophy of Space and Time (Spring: 3)**

**Offered periodically**

An historical survey of metaphysical and epistemological problems of space and time from Aristotle to Husserl.

*Marius Stan*

**PHIL6624 Philosophy of Religion (Spring: 3)**

**Offered periodically**

Not a psychological but a philosophical and logical investigation of the major controversial issues raised by the world's religions, especially Christianity: the existence and nature of God, creation, providence, the problem of evil, death and life after death, mystical experience, comparing the world's religions, etc.

*Peter J. Kreeft*

**PHIL6670 Technology and Culture (Fall: 3)**

**Cross listed with SOCY6670**

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

*William Griffith*

**PHIL6672 Kant and Lonergan on Ethics (Fall: 3)**

**Offered biennially**

Kant effected a "Copernican Revolution" not only in the theory of knowing but in ethical and moral philosophy as well. His remarkable synthesis was a powerful inspiration for virtually all contemporary moral standards, including autonomy, human dignity, universal human rights, and equal treatment before the law (i.e., procedural justice). Lonergan's work in cognitional theory was a response to the limitations in Kant's theory of knowledge. But his ethical and value

theory was also a response to Kant's moral philosophy. This course will undertake a careful reading of Kant's major works in moral philosophy and the responses from Lonergan's works.

*Patrick H. Byrne*

**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 Kant's masterpiece, the *Critique of Pure Reason*. It is aimed at seniors majoring in philosophy and at masters students. No previous knowledge of Kant's 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; 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 Newmark*

*Kalpana Seshadri*

**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)**

**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*

**PHIL7763 Early Modern Metaphysics (Spring: 3)**

**Offered periodically**

This course will explore the main themes of metaphysics (God, substance and modes, mind and body, causality) in the seventeenth to early eighteenth centuries, from Descartes to Spinoza to Leibniz.

*Jean-Luc Solere*

**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.

*Arthur Madigan, S.J.*

**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

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

**Vidya Madhavan**, *Associate Professor*; B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Delhi; Ph.D., Boston University

**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

**Willie Padilla**, *Associate Professor*; B.S., San Diego State University; M.S., Ph.D., University of California, San Diego

**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

**Stephen Wilson**, *Assistant Professor*; B.S., Ph.D., University of Tennessee

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

**Contacts**

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**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.

**Master's Program**

Each candidate for a terminal master's degree must pass a Master's Comprehensive Examination administered by the Department, and meet specified course and credit requirements. The Master's Comprehensive Examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive Examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PHYS8799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

**M.S. with Thesis**

This program requires 30 credits that normally consist of 27 credits of course work plus three thesis credits (PH 801). Required courses include the following: PHYS7711, PHYS7721, PHYS7732, PHYS7741, and PHYS7707–7708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

**M.S. without Thesis**

This program requires 32 credits of course work. The same courses and Master's Comprehensive Examination requirements for the M.S. with thesis apply here except that, in addition, the courses PHYS7722 and PHYS7742 are required.



**M.S.T.**

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least 15 credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PHYS7711, PHYS7721, PHYS7732, PHYS7741. 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. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. 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, Lynch School of Education, at 617-552-4214.

**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 the following: PHYS7722, PHYS7742, PHYS7707-7708, and 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. PHYS8761 and PHYS8762 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. Some areas of current interest are in the condensed matter physics areas of superconductivity, photovoltaics, metamaterials, thermoelectrics, nanomaterials, plasmonics, plasmas, topological insulators, novel electronic materials, and other strongly correlated electron systems.

Significant research facilities are available to our graduate students. Departmental facilities include high magnetic field/low temperature physics, THz/optical physics, and materials/nanomaterials 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. The Department of Physics also 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 <http://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](http://www.bc.edu/courses).

**PHYS5000 Readings and Research in Physics (Fall/Spring: 3)****Credits by arrangement**

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

*The Department*

**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**, *Behrakis 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**, *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

**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

**Ken I. Kersch**, *Associate Professor and Director of the Clough Center*;

B.A., Williams College; J.D., Northwestern University; M.A., Ph.D.,

Cornell University

**Jonathan Laurence**, *Associate Professor*; B.A., Cornell University;

M.A., Ph.D., Harvard University

**Jennie Purnell**, *Associate Professor*; B.A., Dartmouth; 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

**Kathleen Bailey**, *Adjunct Associate Professor*; A.M., Fletcher School of

Law and Diplomacy; A.B., Ph.D., Boston College

**Paul Christensen**, *Adjunct Associate Professor*; B.A., University of

Washington; M.A., Ph.D., Princeton University

#### Contacts

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- Assistant Chairperson: Kay Schlozman, 617-552-4174, [kay.schlozman@bc.edu](mailto:kay.schlozman@bc.edu)
- Graduate Director: Nasser Behnegar, 617-552-1897, [nasser.behnegar@bc.edu](mailto:nasser.behnegar@bc.edu)
- Master's Program Director: Gerald Easter, 617-552-3491, [gerald.easter@bc.edu](mailto:gerald.easter@bc.edu)
- Department Administrator: Shirley Gee, 617-552-4144, [shirley.gee@bc.edu](mailto:shirley.gee@bc.edu)
- Staff and Graduate Program Assistant: Karina Ovalles, 617-552-4161, [karina.ovalles@bc.edu](mailto:karina.ovalles@bc.edu)
- Phone: 617-552-4160
- Fax: 617-552-2435
- [www.bc.edu/politicalscience](http://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](http://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)

**Offered 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)

**Offered 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)

**Offered 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)

**Offered 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)

**Offered 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)

**Offered 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)

**Offered 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 Laurence*

**POLI7863 Institutions in International Politics (Spring: 3)**

**Offered 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.

*David A. Deese*

**POLI7901 Contemporary Political Theory (Spring: 3)**

**Offered 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)**

**Offered 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)**

**Offered periodically**

A careful reading of one of Hobbes' works.

*Susan Shell*

**POLI7960 Political Philosophy of Machiavelli (Fall: 3)**

**Offered 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*

**POLI7996–7997 Dissertation Seminar I and II (Fall/Spring: 1)**

**Only students who have passed their doctoral comprehensives should take this course.**

These courses will involve discussions of all stages of the dissertation from proposal to defense. In addition they will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

*Nasser Behnegar*

**POLI8101 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

**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

**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

**Sean MacEvoy**, *Assistant Professor*; Sc.B., Ph.D., Brown University

**Michael McDannald**, *Assistant Professor*; B.A., University of Illinois at

Urbana-Champaign; M.S., Ph.D. Johns Hopkins University

**Ehri Ryu**, *Assistant Professor*; M.A., Ph.D., Arizona State 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

**Liane Young**, *Assistant Professor*; B.A., Harvard College; Ph.D.,

Harvard University

**Andrea Heberlein**, *Lecturer*; B.A., University of Pennsylvania; Ph.D.,

University of Iowa

**Gene Heyman**, *Lecturer*; B.A., University of California at Riverside;

Ph.D., Harvard University

**Jeffrey A. Lamoureux**, *Lecturer*; A.B., University of Vermont; Ph.D.,

Duke University

**Contacts**

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- 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
- Managing Editor, Emotion Review: Beatriz Valdés, 617-552-2954, beatriz.valdes.1@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:

- Neuroscience
  - Behavioral Neuroscience
  - Cognitive Neuroscience
- Social
- Developmental
- Quantitative

Visit the department's website at [www.bc.edu/psychology](http://www.bc.edu/psychology) for additional information on these areas.

**General Information**

Visit the department's website at [www.bc.edu/psychology](http://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](http://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](http://www.bc.edu/courses).

**PSYC5501 Experimental Design and Statistics (Fall/Spring: 3)**

*Prerequisite:* An undergraduate course in statistics

This course focuses on experimental design and related statistical methods. It covers between-subject, within-subject, and mixed designs with one and two factors. Statistical topics include the relevant statistical model and model assumptions, omnibus test, test of contrasts, multiple comparison, effect size, and power calculations. One and two sample t tests will also be revisited. If time permits, advanced topics such as designs with nested factors or random factors, mixed model approach, and nonparametric approach may also be covered.

*Hao Wu*

**PSYC5502 Multiple Regression (Fall/Spring: 3)**

*Prerequisite:* PSYC5501

This course provides an introduction to the theory and application of multiple regression analysis. The topics are multiple regression, treatment of categorical predictors, test of interaction effect, statistical assumptions, regression diagnostics, and regression analysis for categorical dependent variable.

*Ehri Ryu*

**PSYC5540 Advanced Topics in Social Psychology (Fall/Spring: 3)**

*Prerequisites:* PSYC2241 or permission of instructor

This seminar is designed to provide students with an overview of current themes and research in social psychology. Topics include social cognition, social influence, social interaction and group dynamics, close relationships, stereotype and prejudice, attitudes, prosocial behavior, the self, and free will.

*Andrea Heberlein*

**PSYC5543 Current Topics in Moral Psychology (Fall/Spring: 3)***Liane Young***PSYC5560 Advanced Topics in Developmental Psychology (Fall/Spring: 3)***Prerequisite:* PSYC2260

This seminar explores major theories and issues in cognitive developmental psychology. Students gain a historical understanding of the emergence of developmental psychology as a field, become familiar with Piagetian theory, and explore more recent theories and findings in the aftermath of Piaget. For graduate students and advanced undergraduates.

*Sara Cordes***PSYC5581 Neurobiology of Mental Illness (Fall/Spring: 3)***Prerequisites:* PSYC2285, PSYC3382, PSYC3385, or PSYC3386. It is assumed that all students have a basic knowledge of the nervous system.

The course will discuss current views of the pathophysiology and etiology of mental illness. We will discuss recent findings from human studies and from animal models. Emphasis will be on alterations in brain circuits and neurotransmitter systems underlying major depression, PTSD, autism, and schizophrenia. We will explore the involvement of neurotransmitters in mental illness, including serotonin and dopamine, neuropeptides such as vasopressin and oxytocin, and stress hormones and how they mediate the regulation of emotion, cognition and behavior. Finally, we will discuss how genetic background and early environment can be important risk factors for the development of mental illness.

*Alexa Veenema***PSYC6601 Structural Equation Modeling (Fall/Spring: 3)**

This course provides an introduction to the theory and application of structural equation modeling (SEM). The topics are basic concepts of structural equation models, path models with measured variables, measurement models, confirmatory factor analysis, structural equations with latent and measured variables, and extensions and advanced application. The course assumes that you have already completed a course in multivariate statistics. LISREL will be used to perform statistical analysis.

*Ebri Ryu***PSYC6603 Research Workshop in Quantitative Psychology I (Fall: 3)**

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department***PSYC6604 Research Workshop in Quantitative Psychology II (Spring: 3)**

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department***PSYC6605 Introduction to Multivariate Statistical Methods (Fall/Spring: 3)***Prerequisite:* PSYC5502

Basic concepts in matrix algebra, covariance and correlation matrices, multivariate t tests, discriminant analysis, principle component analysis, exploratory factor analysis.

*Hao Wu***PSYC6625 Graduate Independent Study (Fall/Spring: 3)***The Department***PSYC6640–6641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department***PSYC6660–6661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*Ellen Winner***PSYC6672–6673 Research Workshop in Cognitive Neuroscience I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Elizabeth Kensinger***PSYC6686–6687 Research Workshop in Behavioral Neuroscience I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Gorica Petrovich***PSYC6691–6692 Professional Development Workshop I and II (Fall/Spring: 0)**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Lisa Feldman Barrett**Ellen Winner***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

**Ourida 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

**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

**Harry L. Rosser**, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**Laurie Shepard**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Régine Michelle Jean-Charles**, *Assistant Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

**Jeff Flagg**, *Adjunct Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Joseph Breines**, *Adjunct Associate Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

**Brian O'Connor**, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Catherine Wood Lange**, *Adjunct Assistant Professor*; B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

**Silvana Falconi**, *Assistant Professor of the Practice*; B.A., Feminine University of Sacred Heart, Lima-Peru; M.A., Ph.D., Purdue University

**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

- Administrative Assistant: Joanna Doyle, 617-552-3821, joanna.doyle@bc.edu
- Romance Languages & Literatures Department office: 617-552-3820, rll@bc.edu
- www.bc.edu/rll

### Graduate Program Description

#### M.A. and M.A.T. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film. The M.A. is granted in Hispanic Studies, French, 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](http://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: Each student in the French M.A. Program must take at least one course from every area of the curriculum (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: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- 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*, 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](http://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](http://www.bc.edu/courses).

**FREN7750 Reading Jacques Derrida (Spring: 3)**

**Cross listed with ENGL7753 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*

*Kalpna Sesbadi*



Italian

Course Offerings

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

ITAL5521 Michelangelo and His World (Fall: 3)

Offered periodically

Conducted in English

An interdisciplinary exploration of the life and works of Michelangelo Buonarroti, sculptor, painter, architect and poet, one of the greatest artistic geniuses of Western civilization. Against the historical backdrop of the High Renaissance in Italy, we will study his works, both artistic and literary, examining their roots in the political, philosophical, religious, artistic, and cultural debates of his age as well as in his personal biography.

*Benjamin Braude*

*Franco Mormando*

ITAL5521 Michelangelo and His World (Fall: 3)

Prerequisite: History Core, Parts I and II

Cross listed with HIST4232

Offered periodically

An interdisciplinary exploration of the life and works of Michelangelo Buonarroti, sculptor, painter, architect and poet, one of the greatest artistic geniuses of Western civilization. Against the historical backdrop of the High Renaissance in Italy, we will study his works, both artistic and literary, examining their roots in the political, philosophical, religious, artistic, and cultural debates of his age as well as in his personal biography.

*The Department*

ITAL5570 Immigrant Voices in Contemporary Italy (Fall: 3)

Offered periodically

Conducted in Italian

This course serves as an elective for the Italian major or minor.

Satisfies Foreign Language Proficiency core requirement.

The class will examine the new reality of Italy as a nation with a significant population of immigrants. Focusing on the evolving meaning cultural identity in Italy today, we will read short works by four immigrant Italian writers of Italian: Amara Lakhous, originally from Algeria; Laila Wadia, from India; Gabriella Ghermandi, from Ethiopia; and Igiaba Scego, from Madagascar. The class is also designed to improve the oral and written linguistic competency of all students.

*Laurie Shepard*

ITAL5583 Murder, They Wrote: Italian Detective Fiction

(Spring: 3)

Offered periodically

Conducted in Italian

Detective novels have always nourished our imagination with compelling tales of crime and mystery. This course explores the most relevant examples of Italian contemporary detective fiction. Students will be discussing novels, short stories, as well films and graphic novels. This course will offer a unique opportunity to investigate and understand crucial aspects of Italy's history, society and culture.

*Mattia Acetosso*

ITAL8812 Boccaccio and Petrarca (Fall: 3)

Offered periodically

Conducted in Italian

Elective for Italian major or minor

Open to undergraduates with permission of instructor.

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)

Offered 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 Acetosso*

ITAL8832 Italian Enlightenment between Comedy and Tragedy

(Spring: 3)

Offered periodically

Conducted in Italian

This course explores eighteenth-century Italian theater, focusing on the revolutionary plays of Carlo Goldoni and Vittorio Alfieri, as well as Lorenzo Da Ponte's opera librettos. Students will discuss these authors' works on the backdrop of European theoretical debates on comedy and tragedy, focusing on such crucial themes as torture, justice, and personal freedom. The ultimate goal is to investigate the complexity and uniqueness of Italian Enlightenment, and the ways in which eighteenth century Italian authors paved the way for European Romanticism.

*Mattia Acetosso*

ITAL8850 The Plague in Italy: From Boccaccio to Manzoni

(Spring: 3)

Offered periodically

Conducted in Italian

Undergraduates may enroll with permission of the instructor.

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](http://www.bc.edu/courses).

#### RLRL6698 Honors Research Seminar (Fall: 3)

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

*The Department*

#### RLRL6699 Honors Thesis Seminar (Spring: 3)

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director and meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

*The Department*

#### RLRL7799 Readings and Research (Fall/Spring: 3)

*The Department*

#### RLRL8888 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*

#### RLRL9990 Graduate and Professional Seminar (Fall: 1)

The seminar presents a systematic introduction to the issues and topics of graduate student life and preparation for a successful career. Discussions will include professional ethics, strategies for conference participation, publication, the evolving role of theory, the roles of literature and language in the classroom, long-term career planning, and specific information on departmental requirements.

*The Department*

#### RLRL9998 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*

#### RLRL9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the 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*

## Spanish

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

#### SPAN6614 The Colonial Imagination: History and Identity in Spanish America (Fall: 3)

*Prerequisites:* Contextos or permission of instructor

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Conducted in Spanish**

**Fulfills Latin American pre-1900 major requirement**

This course provides an overview of texts written from the colonial period to the nineteenth century and their connections to contemporary works. We will focus on the representation of historical actors (conquerors, captives, others) as well as geographical spaces (city, jungle, pampa) as imaginary regions where history and identity are forged. Readings will be drawn from a variety of genres (historiography, novel, short story, essay, poetry) and will include selections by authors such as Bernal Daz, Cabeza de Vaca, El Inca Garcilaso, Rodriguez Freile, Sarmiento, Palma, Gorriti, Paz, Borges, and Garro.

*Sarah H. Beckjord*

#### SPAN6615 Contemporary Latin American Writers (Spring: 3)

*Prerequisites:* Contextos, concurrent enrollment in Contextos, or permission of instructor

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Conducted in Spanish**

**Fulfills Latin American post-1900 major requirement**

**Satisfies Foreign Language Proficiency Core requirement**

Selected texts from various genres (short story, theater, novel, poetry and essay) are read and discussed for the key insights their authors offer into the Latin American mind and heart regarding human relationships, society, the environment, and cultural issues in general.

*Harry L. Rosser*

#### SPAN6636 Borderlines: Films of Immigration and Exile (Spring: 3)

*Prerequisites:* Contextos, SPAN6671 Intro to Hispanic Film or permission of instructor

**Offered periodically**

**Conducted in Spanish**

An advanced undergraduate seminar in film analysis using recent works of cinema that represent the drama of immigration into first-world countries (Spain, the United States). Students will explore the historical, economic, and cultural motivations and consequences of the immigration of people and drugs and the ways in which directors marshal specific cinematographic techniques to achieve their political and artistic objectives in each film. Emphasis will be on the Mexico/US border and the Strait of Gibraltar, the deadliest point of immigration in the world. We will begin with George Nava's *El Norte* (1983) and finish with Moiss Salama's *Melillenses* (2004).

*Elizabeth Rhodes*

## ARTS AND SCIENCES

### SPAN6637 Spanish-American Short Story (Fall: 3)

*Prerequisites:* Contextos or permission of instructor

Satisfies Cultural Diversity Core requirement

Offered periodically

Conducted in Spanish

Fulfills post-1800 requirement in Latin American literature for Hispanic Studies majors

Satisfies Foreign Language Proficiency Core requirement

Close study and discussion of major contributors to the genre in Spanish America in the twentieth century, including Daro, Quiroga, Bombal, Borges, Cortzar, Rulfo, Donoso, García Márquez, Allende, and Ferr.

*Harry L. Rosser*

### SPAN6638 Building the Modern Latin American Metropolis

(Fall: 3)

*Prerequisites:* Contextos or permission of instructor

Offered periodically

Conducted in Spanish

Fulfills Latin American post-1900 major requirement

This course will explore the development of the modern Latin American city through poetry, fiction, and film. We will discuss the cultural and political implications of its evolution, from patterns of space distribution to inner city violence and ecological crisis, looking closely at social issues and their representations. We will discuss works by Allison Anders, Roberto Arlt, Washington Cucurto, González Tun, Fernando Vallejo, and Luis Zapata, among others.

*Ernesto Livon-Grosman*

### SPAN6640 What's Modern About Modernism (Fall: 3)

Offered periodically

Conducted in Spanish

Fulfills the post-1900 Latin American requirement for majors in Hispanic Studies

Beginning with Modernismo this course will explore, through some of the most relevant writers of the period, the idea of Modernity and its impact as a major cultural force in Latin America. We will focus on the innovative cultural and textual politics of writers such as Rubn Daro, Leopoldo Lugones, Delmira Agustini, and José Juan Tablada among others.

*Ernesto Livon-Grosman*

### SPAN6649 Haunting Modernity: The Fantastic Short Story in Nineteenth Century Spain (Fall: 3)

Offered periodically

Counts as post-eighteenth century Peninsular distribution requirement

This course examines the fantastic short fiction of canonical nineteenth-century Spanish writers as reflective of turn-of-the-century socio-historical concerns, particularly as related to the struggle for modernity. Aside from examining the stories within their historical moment, we will place these works in dialogue with fantastic narratives from other periods and literary traditions, striving for a more complete appreciation for the evolution of the literary fantastic.

*Wan Tang*

### SPAN6652 Hispanic Nobel Prize Winners in Literature (Spring: 3)

Offered periodically

Conducted in Spanish

Fulfills Peninsular or Latin American post-1900 major requirement

A wide variety of Spanish and Latin American writers have been honored by the Swedish Academy since the first literary Nobel Prize award in 1901. The literary achievements of these authors play an essential role in the development of twentieth-century Hispanic literature. Although all the Hispanic prize recipients will be taken into account, we will concentrate on eight winners spanning the twentieth century, Gabriel García Márquez and Camilo José Cela among them. By studying limited selections of their representative works, of different genres, students gain an understanding of linguistic and ideological dimensions responsible for the Nobel award to each laureate.

*Irene Mizrahi*

### SPAN6655 Writing and Memory in the Andean World (Spring: 3)

*Prerequisites:* Contextos, concurrent enrollment in Contextos, or permission of instructor

Offered periodically

Conducted in Spanish

Elective for Hispanic Studies major or minor

Fulfills pre-1900 Latin American requirement for major

A survey of textual reconstructions of the Andean World from the histories of colonial times to nineteenth-century fictions of nation and community and twentieth-century debates. Readings will include works by authors such as Inca Garcilaso de la Vega, Guaman Poma de Ayala, Clorinda Matta de Turner, Manuel González Prado, Ricardo Palma, and José María Arguedas.

*Sarah H. Beckjord*

### SPAN6658 *Don Quijote* (Spanish) (Spring: 3)

*Prerequisites:* Contextos, concurrent enrollment in Contextos, or permission of instructor

Offered periodically

Conducted in Spanish

Fulfills the pre-1800 Peninsular requirement for Hispanic Studies majors

*Don Quijote* is universally recognized as one of the most important texts of all literary history. Why? What does this funny, poignant book continue to say to ongoing generations? Students will read the entire text of Cervantes' masterpiece and consider its relationship to texts of other media and other ages (Velázquez, Cortázar, the Russian film version, and *The Man of La Mancha*, for example). Contextos extremely helpful.

*Elizabeth Rhodes*

### SPAN6670 The Sounds of Spanish: Phonetics and Phonology (Spring: 3)

Offered periodically

Conducted in Spanish

An introduction to the fundamental linguistic concepts and terms that characterize the types of sounds used in speech and the ways in which they are produced and perceived in the Spanish language. Focus will be on the physiological description of the sound system itself (Phonetics), as well as on the analysis of those units of sound which make up elements of contrast in an interlocking network of contrasts (Phonology).

*Harry L. Rosser*

**SPAN6672 Spanish Romanticism (Fall: 3)**

Offered periodically

Conducted in Spanish

Fulfills post-1800 Peninsular requirement

This course provides detailed analyses of major works (prose, poetry, and theater) of nineteenth-century Spanish Romanticism. The first part is dedicated to the historical romantic drama of Martínez de la Rosa, Duque de Rivas, García Gutiérrez, Harzenbuch, and Zorilla. The second part concentrates on Larra's *Artículos literarios y de costumbres*, and the third focuses on the lyric poetry of Espronceda, Bécquer, Campoamor, and Rosalía de Castro.

*Irene Mizrahi***SPAN6676 Navigating the Nation: Cityscapes and Countryside in Spanish Literature and Film of the Eighteenth to Twenty-First Centuries (Spring: 3)**

*Prerequisites:* Contextos, concurrent enrolment in Contextos, or permission of instructor

Offered periodically

Conducted in Spanish

Fulfills post-1800 Peninsular requirement for major

This course examines the portrayal of the Spanish city in conjunction or juxtaposed with the Spanish countryside in literature and film of the eighteenth to twenty-first centuries, particularly as it relates to the idea of forging a national identity. Topics to be explored include the concept of geographic determinism, the idea of a home-grown and country-bred Spanish identity, the dynamics of center versus periphery in the Spanish state, the processes of urban renewal and the development of the Spanish capital, and the social problems engendered by urbanization.

*Wan Tang***SPAN6685 Applied Linguistics and Teaching Methodology in Spanish (Spring: 3)**

*Prerequisites:* Contextos or permission of instructor

Offered periodically

Conducted in Spanish

Elective for Hispanic Studies major or minor

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.

*Esther Gimeno Ugalde***SPAN6696 Mystery Films of Latin America (Fall: 3)**

*Prerequisites:* Contextos or permission of instructor

Offered periodically

Conducted in Spanish

Fulfills post-1900 requirement in Latin American literature for Hispanic Studies majors

This course explores Latin American mystery films in order to expose shared concerns about politics, race, and culture. Special attention will be given to the rhetorical construction of suspense as well as the acquisition of film criticism. Readings will be mostly in Spanish

with some in English. This course requires that, in addition to critical readings, students watch movies twice outside of class time in preparation for class discussion.

*Ernesto Livon-Grosman***SPAN9901 Advanced Textual Analysis in Spanish (Fall: 3)**

Conducted in Spanish

Required of all beginning graduate students in Hispanic Studies

An intensive writing workshop designed to improve students' skills in textual analysis. This course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, and oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

*Elizabeth Rhodes***SPAN9936 Seminar on Sor Juana Inés de la Cruz and the Baroque Literary Culture of New Spain (Spring: 3)**

Offered periodically

Conducted in Spanish

Open to undergraduates with permission of instructor

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)**

Offered 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)**

Offered 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 verité 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, Nicolás Guillén Landrián, Elena Poniatowska and Pino Solanas.

*Ernesto Livon-Grosman*

**SPAN9982 The Art of the Short Story in Spanish America (Fall: 3)**  
Offered 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)**  
Offered 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. Shroyer**, *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**, *Adjunct Assistant Professor*; B.A., Cairo University; M.A., Ph.D., Boston University

**Fang Lu**, *Adjunct Assistant Professor*; 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](http://www.bc.edu/courses).

**LING8888 Interim Study (Fall/Spring: 0)**

*The Department*

#### Slavic Languages

##### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

**SLAV6060 Holocaust Literature: History, Memory, Legacy (Spring: 3)**

**Cross listed with HIST4294 and ENGL6601**

Offered periodically

An overview of the history and legacy of the Shoah (Holocaust) followed by an examination of the variety of literary responses by literary witnesses and survivors, as well as by writers removed from the wartime horrors by distance, time, country, and language. Questions of metaphysics, ideology, ethics, aesthetics, memory, and cultural theory as formulated and debated in poetry, fiction, nonfiction, and discursive writings. The readings include works originally written in Russian, Yiddish, Polish, German, Italian, French, and English by Ilya Selvinsky, Vasily Grossman, Ilya Ehrenburg, Avrom Sutzkever, Tadeusz Borowski, Paul Celan, Primo Levi, Theodor Adorno, Elie Wiesel, Vladimir Nabokov, Hannah Arendt, Arthur Miller, W. G. Sebald and others. All the required readings will be in English translation.

*Maxim D. Shrayner*

## 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

**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

**Lisa Dodson**, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

**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

**Stephen J. Pfohl**, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

**Paul G. Schervish**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin, Madison

**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

**Eva Marie Garrouette**, *Associate Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

**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

**Charlotte Ryan**, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

**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

**Brian Gareau**, *Assistant Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

**Kimberly Hoang**, *Assistant Professor*; B.A., University of California, Santa Barbara; M.A., Stanford University; Ph.D., University of California Berkeley

**Sara Moorman**, *Assistant Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

**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

**Kyoungh-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

### Contacts

- 617-552-4130
- [www.bc.edu/sociology](http://www.bc.edu/sociology)
- [sociology@bc.edu](mailto: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](http://www.bc.edu/schools/cas/sociology/grad/handbook.html).

### Master's Program

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/applynow.html](http://www.bc.edu/content/bc/schools/gsas/admissions/applynow.html).

*Master's Degree Requirements:* The master's degree is obtained by completing 30 credit hours (generally ten courses) and completing the requirements for either the Academic Master's Degree or the Applied Master's Degree.

To receive an Academic Master's Degree, the student must complete five required courses as part of the required 30 credit hours, along with a Master's Examination. The required courses for the Academic M.A. are the following: a two-semester sequence in sociological theory (SOCY7715–SOCY7716), a one-semester course in methods (SOCY7710 Social Inquiry Research Seminar), and a two-semester sequence in statistics (SOCY7702–SOCY7703). The Master's Examination is comprised of either a Master's Thesis or a Master's Paper.

To receive an Applied Master's Degree, the student must complete six required courses as part of the required 30 credit hours, along with developing a Plan of Study that must be approved by the Graduate Program Director. The six courses include one semester of sociological theory (either SOCY7715 or SOCY7716), a two-semester sequence in

## ARTS AND SCIENCES

statistics (SOCY7702–SOCY7703), and either three additional courses in research methods (including statistical methods), or two additional courses in research methods (including statistical methods) along with SOCY5540 (Internship in Sociology).

### 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/applynow.html](http://www.bc.edu/content/bc/schools/gsas/admissions/applynow.html).

**Ph.D. Degree Requirements:** The doctoral degree is fulfilled by completing all M.A. requirements plus an additional 24 credits (generally eight courses) for a total of 54 credits. These include the same courses required for an Academic M.A. along with another graduate level Methods course. 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](mailto: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/applynow.html](http://www.bc.edu/content/bc/schools/gsas/admissions/applynow.html) and the Carroll Graduate School of Management at [www.bc.edu/schools/csom/graduate/mba.html](http://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. The Sociology Department's e-mail address is [sociology@bc.edu](mailto:sociology@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](http://www.bc.edu/courses).

### SOCY5516 Survey Methodology (Spring: 3)

#### Offered periodically

This applied course is designed for undergraduate students with a prior background in statistics at the level of SOCY2200 (Statistics) and for graduate students with a prior background in statistics at the level of SOCY7702 (Introduction to Statistics and Data Analysis). The course will lead students through the design, collection, and analysis of their own surveys. Major topics will include research ethics, sampling, item

selection, modes of response, interviewer effects, nonresponse, and data management and analysis. Qualtrics and SPSS will be used to design internet surveys and analyze the resulting data, respectively.

*Sara Moorman*

### SOCY5519 Applied Policy Research (Fall/Spring: 3)

**Prerequisites:** SOCY7702, SOCY2200 or equivalent statistics coursework

#### Offered periodically

This course introduces students to techniques for carrying out public policy research in an applied setting. The course covers a range of qualitative and quantitative approaches to public policy research, providing an overview of experimental design, econometric techniques, and ethnographic practices, and examines how various methodological approaches lend themselves to specific research questions. The course is structured around lectures and case discussions. Student will receive training and practice in the skills of applied policy analysis using practical, real-world examples of public policy research.

*Nick Redel*

### SOCY5532 Images and Power (Spring: 3)

#### May be taken as part of the Women's Studies minor

This seminar involves an historical sociological exploration of social technologies of image-making in art, science, religion, advertising, politics and everyday life. Of particular concern is the cognitive, moral and bodily power of images in relation to the cultural politics of class, race, sex and gender. Course participants are expected to engage with a wide range of critical literatures pertaining to the material and imaginary power of images and to engage in ethnographic fieldwork, resulting in a mixed-media study of the power of imagery in a particular social scene or institution.

*Stephen J. Pfobl*

### SOCY5540 Internship in Sociology I (Fall/Spring: 3)

**Prerequisite:** Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

*John B. Williamson*

### SOCY5541 Internship in Sociology II (Fall/Spring: 3)

**Prerequisite:** Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

*John B. Williamson*

**SOCY5559 Economic Sociology (Fall: 3)**

*Prerequisite:* Please contact the professor about permission to register

What are markets and how do they work? Whereas economists tend to assume that markets are anonymous, and more or less universal, economic sociologists study how markets are shaped by other social structures, such as law, culture, and social networks. This advanced mixed graduate-undergraduate seminar examines these issues in readings from sociology, economics, anthropology, and history. Some specific themes covered include corporations, social networks, globalization, economic development, the role of race and gender in labor markets, how culture shapes consumption, and how markets and human emotions intersect and collide.

*Sarah Babb*

**SOCY5565 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with PSYC2200 and SCWK6600**

**Available to undergraduate students**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

**SOCY5568 Sociology of Education (Fall: 3)**

**Offered periodically**

**To get Sociology credit for the major or minor, you must register for SOCY5568 rather than the cross-listed course.**

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationship between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

*Ted Youn*

**SOCY5568 Sociology of Education (Fall: 3)**

**Cross listed with ELHE6349**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

*Ted Youn*

**SOCY5570 Political Sociology (Fall: 3)**

**Offered periodically**

An intensive examination of foundational texts representing pluralist, elite, and class theories of the state in industrialized capitalist democracies. The course includes lecture and seminar-style discussion of the historical dimensions of political sociology as well as its application to current areas of inquiry. After revealing its foundations, the

course will explore how political sociology is used in studies on governmentality, globalization and state crises, and environmental history. Students will be expected to participate in course discussions, provide weekly write-ups, and write a final paper.

*Brian Gareau*

**SOCY5593 Advanced Topics in Transnational Feminism**

**(Spring: 3)**

*Prerequisite:* Permission of instructor

**Offered periodically**

This course is an advanced seminar restricted to second-semester senior Women's and Gender Studies minors.

*Sharlene Hesse-Biber*

**SOCY5597 Contemporary Race Theory (Fall/Spring: 3)**

**Offered periodically**

**To get Sociology credit for the major or minor, you must register for SOCY5597 rather than the cross-listed course.**

This class will explore how various contemporary writers engage with the question of race, both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

*Zine Magubane*

**SOCY6670 Technology and Culture (Fall: 3)**

**Cross listed with PHIL6670**

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

*William Griffith*

**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)**

*Prerequisite:* Permission of 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.

*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)**

Students should register for the two semester course in the spring term only, and contact the professor about attending in the fall. A completed research proposal is required for entry. The course does not meet every week.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers and second-year papers. The three credit, two semester seminar begins in fall and continues into the spring term. Students are encouraged to take the seminar in the fall term immediately following their completion of the spring Research Methods course (SOCY7710). The writing seminar employs a supportive structure and a collaborative learning environment to help students to carry out their own independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

*Sarah Babb*

**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

**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**, *The Joseph McCarthy Professor of Catholic 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

**Boyd Taylor Coolman**, *Associate Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

**John A. Darr**, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

**Yonder Gillihan**, *Associate Professor*; B.A., M.A., Ball State University; Ph.D., University of Chicago

**Kenneth R. Himes, O.F.M.**, *Associate Professor*; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

**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 Vanderhooft**, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

**Jeffrey L. Cooley**, *Assistant Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

**Douglas Finn**, *Assistant Professor*; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

**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**, *Adjunct Assistant Professor*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

**Matthew Petillo**, *Adjunct Assistant Professor*; B.A., Saint Anselm College; M.A., Ph.D., Boston College

**Meghan Sweeney**, *Adjunct Assistant Professor*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

**Matthew Mullane**, *Adjunct 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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- [www.bc.edu/theology](http://www.bc.edu/theology)

### 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
- 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).

**Historical Theology/History of Christianity** examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

Students in this area can study such diverse fields as history of exegesis and institutional church history, or focus on individual authors or movements from any period in church history, the current faculty in this area have a strong common interest in early Christian and medieval theological and ecclesiastical developments. The faculty emphasizes the cultivation of a keen awareness of historical method and contemporary historiographical studies.

Students in this area will ordinarily focus on one subfield—such as the early church, the medieval church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history.

**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](http://www.bc.edu/courses).

**THEO5351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

**Cross listed with TMST3351**

Religious differences often appear to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts, such as revelation; election; and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts and will ask to what extent employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

*Raymond Helmick, S.J.*

**THEO5352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**

**Cross listed with TMST3352**

**Satisfies Cultural Diversity Core requirement**

In 1993 the parties in the Middle Eastern Conflict came to a watershed agreement, which had eluded them earlier, to recognize one

another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw and has figured massively into the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

*Raymond Helmick, S.J.*

**THEO5372 New Testament Greek (Fall: 3)****Offered periodically**

This course will teach you to read the New Testament in Greek in one semester. The Greek of the New Testament is readily learnable by American students and will enrich their English vocabulary. Students will begin immediately to translate verses from the New Testament. To read the New Testament in Greek is to more fully understand the Good News of the Gospel.

*Margaret Schatkin*

**THEO5378 Jesus in Story and History (Spring: 3)**

*Prerequisites:* Biblical Heritage II or equivalent New Testament introductory course

An extensive literary-critical analysis of diverse portrayals of Jesus in the canonical Gospels, followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus within and behind the various early Christian depictions of him.

*John Darr*

**THEO5387 Mahayana Buddhism in East Asia (Spring: 3)**

**Cross listed with PHIL5387 and TMST7097**

**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*

**THEO5425 Patristic Seminar: Intermediate Greek and English (Fall: 3)**

*Prerequisite:* Introduction to Ancient Greek

**Offered periodically**

Readings in intermediate Greek and English of John Chrysostom, *Treatise on Providence*.

*Margaret Schatkin*

**THEO5426 Fathers of the Church (Fall: 3)**

**This course counts as an elective towards the interdisciplinary Minor in Ancient Civilization.**

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

*Margaret A. Schatkin*

**THEO5438 Career and Calling (Spring: 3)**

**Cross listed with TMPS7105**

**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*

**THEO5441 Ibn Arabi and Islamic Humanities: Islamic Philosophy and Theology (Spring: 3)****Offered periodically**

The spread of Islam as a world religion after the thirteenth century involved an explosion of spiritual, social, and cultural creativity in vernacular languages and cultures across all regions of Asia and SE Europe. Everywhere this transformation reflected the manifold influences of Ibn 'Arabi (d. 1240/638) and the “Akbari” tradition of his philosophic, theological, artistic and poetic interpreters. This course moves from an introductory overview of his key writings to representative interpreters in Iran, Central Asia, India, China, and the Ottoman world, with an overview of his global contemporary influences in psychology, literature, philosophy, and religious thought.

*James Morris*

**THEO5449 Jewish Liturgy: History and Theology (Fall: 3)**

**Cross listed with TMST8532**

**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*

**THEO5471 Bread Broken for a New World (Spring: 3)****Offered periodically**

The Eucharist is primarily about the future. God has laid hold of human history and has begun to transform it from within. The Eucharist has the power to shape the community that celebrates it to be a source of life in a broken and fragile world. This course examines the biblical roots of the Eucharist in the meal traditions of the Jewish people, in the table fellowship of Jesus and in his death on the Cross.

*Liam Bergin*

**THEO5498 HIV/AIDS and Ethics (Fall: 3)**

This course looks at how we can understand a bit better the ethics of public health through the lens of HIV/AIDS. There besides studying the virus itself, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.

*James Keenan, S.J.*

**THEO5500 Women and Gender in Islam (Spring: 3)**

Cross listed with ICSP3310

Offered periodically

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and womens issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

*Natana DeLong-Bas***THEO5501 Politics, Religion and Power in Antiquity (Fall: 3)***Prerequisites:* Biblical Heritage I and II

Offered periodically

*Gillihan***THEO5519 The Crisis of Confidence in the Catholic Church (Spring: 3)**

Cross listed with TMST7114

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.***THEO5544 Prophetic Tradition and Inspiration: Exploring the Hadith (Fall: 3)**

Cross listed with TMST5554

Supplemental Arabic reading session available

Using English translations, this seminar surveys the ways the corpus of Prophetic hadith has inspired every area of Islamic life, including spiritual devotions and practices; theology, cosmology, and eschatology; family, social, and economic life; models of proper behavior; the interpretation of the Qur'an and sacred history; and later disciplines of Arabic learning. Seminar focuses on acquiring familiarity with the structure, contents, and uses of major Sunni hadith collections (but including representative Shiite sources) as well as later influential short collections (Nawawi, Ibn Arabi).

*James Morris***THEO5545 New Testament Sacraments and Rituals (Spring: 3)***Prerequisite:* Theology Core

Offered periodically

This course studies the New Testament evidence for sacraments and rituals in early Christianity. Students are introduced to ritual theory and the rituals of religious associations in the ancient world which provided the templates for early Christian rites: baptism, eucharist, and anointing. The major New Testament texts on baptism and eucharist will be studied in detail. The final section of the course introduces

other important witnesses to early Christian rituals: Didache, Justin Martyr, 1st Apology, and the alternative sacramental theology constructed by second century Valentinian gnostics (Gospel of Philip).

*Pheme Perkins***THEO5563 Ethics, Religion, and International Politics (Fall/Spring: 3)***Prerequisite:* Department permission required*Corequisites:* INTL660500–660502

Cross listed with PHIL5563 and INTL5563

See **Theology or International Studies Department for registration approval. Preference to Theology and International Studies majors and minors.**

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

*Aspen Brinton**David Hollenbach**Erik Owens***THEO5564 Studies in Luke-Acts (Fall: 3)***Prerequisites:* Biblical Heritage II or similar Introductory New Testament course

Offered periodically

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure, and rhetorical patterns in this most literary of all New Testament narratives.

*John Darr***THEO5565 Root, Rite and Reason: Understanding the Sacraments of the Church (Fall: 3)**

Cross listed with TMST7035

Following an introductory section on the catholic principle of sacramentality, this course considers, in turn, each of the seven sacraments in an attempt to appreciate the role that these Spirit-filled actions play in the Church's saving mission to witness to Jesus Christ and to proclaim the Kingdom of his God and Father until he comes again. Participants in the course will be introduced to the texts of significant authors on sacramental theology, particularly from the period following the Second Vatican Council.

*Liam Bergin***THEO5572 Intermediate Biblical Hebrew I (Fall: 3)***Prerequisites:* Introductory Biblical Hebrew I and II

Offered periodically

The course begins with a refresher of the basic grammar learned in Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

*David Vanderhoofi*

## ARTS AND SCIENCES

### THEO5582 Introduction to Biblical Hebrew I (Fall: 3)

Cross listed with NELC1251

No previous knowledge of Hebrew is assumed.

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

*Jeffrey Cooley*

### THEO5583 Introduction to Biblical Hebrew II (Spring: 3)

*Prerequisites:* THEO5582 or instructor's permission

Cross listed with NELC1252

Offered periodically

No previous knowledge of Hebrew is assumed.

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

*Jeffrey Cooley*

### THEO5583 Biblical Hebrew II (Spring: 3)

Cross listed with NELC1252

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year. No previous knowledge of Hebrew is assumed.

*Jeffrey I. Cooley*

### THEO5585 Introduction to the Dead Sea Scrolls (Spring: 3)

The discovery of nearly 800 manuscripts stashed in 11 caves near the Dead Sea and a ruined settlement and large cemetery nearby is one of the greatest archaeological finds of the twentieth century. This course will explore the relation between the texts, settlement, and cemetery, and introduce students to the basic problems in interpreting these artifacts. Our primary focus, however, will be on the texts, many of which are contemporaneous with those of early Christian literature and shed light upon ideas in the New Testament about the Messiah, law, and God's actions in history on behalf of the righteous.

*Yonder Gillihan*

### THEO5592 Conflict Resolution Film (Fall: 3)

Cross listed with FILM3386

The films will be screened during the course, and discussed as documentary cinema and as illustration of peace-making methods and as instruments of peace.

The two professors have over the years brought together their experiences, Michalczyk in making documentary films, Helmick in mediation in several major conflicts, cooperating to produce a series of films on the making of peace, in Northern Ireland, in the Balkan countries, in South Africa, in the Middle East, in Mafia-ridden Sicily, in post-Soviet Russia. These have since been used in those and other conflict areas as tools of peace-making and of understanding the processes of reconciliation.

*Raymond Helmick*

*John Michalczyk*

### THEO6578 Daosim (Spring: 3)

Offered periodically

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental

consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

*David Mozina*

### THEO6662 Grace, from Lombard to Luther (Fall: 3)

Offered periodically

This course studies the primary texts (in English) of authors who stood in the background of Luther's treatment of grace. His sources begin with Lombard, who, for Luther, identified grace with the presence of the Holy Spirit in the soul. Luther criticizes later scholastic authors who consider sanctifying grace as a created quality existing in the soul. This criticism begins with Thomas Aquinas and moves to John Duns Scotus, Peter Aureoli, and Gregory of Rimini, who all deal with sanctifying grace but within different views of God's acceptance of man's graced acts as meritorious of the blessed life of heaven.

*Stephen F. Brown*

### THEO7001 1–2 Maccabees (Fall: 3)

*Prerequisite:* Intermediate Greek

Offered periodically

*Gillihan*

### 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

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 Vanderhoft*

### 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*

**THEO7101 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* The professor's written consent, on a form obtained from the department, must be secured prior to registration

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*The Department*

**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 (Fall/Summer: 3)**

**Cross listed with APSY7461, UNAS7461, EDUC7461 and LAWS7461**

The seminar will be taught and organized by Directors of the Center for Human Rights and International Justice (see [www.bc.edu/humanrights](http://www.bc.edu/humanrights)). It will develop an interdisciplinary understanding of and responses to the compelling human rights challenges of our times.

*The Department*

**THEO7461 Human Rights Interdisciplinary Seminar (Spring: 3)**

*Prerequisite:* Admission by instructor permission only

**Cross listed with LAWS7461 and UNAS7461**

This interdisciplinary seminar is sponsored by the Center for Human Rights and International Justice (CHRIJ). The course examines some of the most compelling human rights challenges of our times, including torture, genocide, human trafficking, gender issues, and refugee 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; international law that creates and protects human rights; the institutions that monitor and enforce human rights law; the relationship between human rights law and humanitarian law of war, the prosecution of international war crimes, and U.S. law with particular focus on drones, and Guantanamo. Students will write a research paper (20 pages) or, possibly, a memorandum in conjunction with a human rights organization. Students must attend at least two CHRIJ sponsored events.

*The Department*

**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 students 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 authority in the church. Our explorations will lean toward the ecclesiological rather than to philosophical and/or social scientific treatments of authority and will focus on issues within the Roman Catholic



tradition. Special attention will be given to (1) the relationship between a doctrinal teaching authority and moral theology, (2) the growing appreciation of the authority of all believers reflected in the understanding of the and ecclesial reception, (3) the relationships that ought to obtain between bishops, theologians and the Christian faithful.

*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-à-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. students; 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](http://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. The STM, along with four other BC graduate schools, are launching a new online application program called Embark. Access to the online application can be found through the STM website at [www.bc.edu/stm](http://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.P.M. 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., M.A., and M.Ed. 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.
  - **Statement of intent (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, current JVC members, and current BC students are exempt from this fee. E-mail the admissions office at [stmadmissions@bc.edu](mailto: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 270, Randolph, MA 02368-0270.

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 and return the STM Financial Aid 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, Director of 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](http://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.

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 score is 550 on the paper-based exam or 79 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](http://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 550 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](http://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 Pastoral Ministry (M.A.)

The M.A. in Pastoral Ministry 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.

The M.A. in Pastoral Ministry is a 35-credit, summer degree program offered through the STM Summer Institute. This summers-only degree is designed especially for those already working in ministry or teaching. Over the course of up to five summers, students study at Boston College for six weeks each summer. The STM Summer Institute offers a vibrant community, joyful liturgy, and opportunities to explore Boston.

Students wishing to do so may choose to pursue a Hispanic Ministry track within the degree.

In collaboration with other BC professional schools, the M.A. in Pastoral Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

#### **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.

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.

#### **Pastoral Ministry Certificate**

The Pastoral 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**

A joint offering of the STM and the Jesuit Collaborative based in Watertown, MA, 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 Institute**

The Summer Institute brings together leading U.S. and international theologians to provide a rich array of learning opportunities in conversation with liturgies, seminars, and off-campus activities. In addition to individual courses for credit or audit, the M.A. in Pastoral Ministry is offered through the STM Summer Institute.

### **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](http://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, 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 are 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 with 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 with 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) directly involved as soon as possible after the action being grieved, but by 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. Ordinarily, any grievance initiated will be responded to within thirty days of being initiated. If communication results in a resolution acceptable to all parties involved, 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 involved 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) involved, 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 achieve a resolution of the grievance. 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 be unsuccessful at achieving 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 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 grievance. 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 do not count toward degree programs (but may count 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 of \$100 per audit for Ministers-in-the-Vicinity. Please contact the Admissions Office for more information. This rate is limited to one course per semester or summer.

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 TMST 8528 S.T.D. Specialized Research. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail (see the University Policies and Procedures section of this Catalog).

##### **Course Numbers: What They Tell You**

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

#### 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 (see the University Policies and Procedures section of this Catalog).

#### M.Div. Students: Synthesis Exams

Students entering fall 2012 have a choice between the established M.Div. curriculum or the curriculum that was revised and approved in spring 2012. For students choosing the revised curriculum, 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 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 can 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.

#### 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 the one listed on 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 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 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 students in the School of Theology and Ministry are full time if enrolled in TMST8101, TMST8528, TMST8529, TMST8530, TMST8543, 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:

- the student's cumulative grade point average (GPA) falls below 3.0;
- the student receives a grade of "incomplete" for one-half or more of the courses taken in a single semester;
- the student does not pass a formational requirement in a ministerial degree program, e.g., Spiritual Formation for Ministry or supervised ministry/contextual education;
- 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
- 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 Admissions Office 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 TMST 8053 M.T.S. Thesis.

### **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 and/or faculty program directors 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 Admissions Office.

- M.A., M.Ed., and C.A.E.S. students may take two 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 degree or certificate program. This is a one-credit seminar that will utilize the writing a student is doing in other courses to explore various types of theological writing such as reflection papers, research papers, and more.

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 academic-year 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. and M.Ed. 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 year
- 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. These decisions will be based on the criteria spelled out in the University Policies and Procedures section of this Catalog.

### 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 Admissions Office an S.T.L. Thesis Defense form. This form comes with instructions on S.T.L. thesis submission.

### Summer Courses

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:

- 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.
- The student submits to the professor a written paper on the additional required reading of at least ten pages (double spaced).
- 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.
- 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. 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](mailto: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.

### *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*

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog. 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 department

chair 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**

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 course work;
- 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
- course work 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.

In order to transfer credits into your STM degree program, you will need to submit the following to the Admissions Office:

1. Transcript containing the courses you wish to transfer.
2. Syllabi of the courses you wish to transfer.
3. 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.
4. A completed Transfer of Credits form.

### **Please follow these steps:**

1. Check to see if you have an up-to-date program of study/course tracking sheet. If you know that you've recently filled one out with a faculty advisor or program director, obtain a copy from that person.
  - a. If you have an updated program of study/course tracking sheet, bring it with you and continue with steps 2, 3, 5, and 6 below (skip step 4).
  - b. If you don't have an updated program of study/course tracking sheet, follow all steps below.
2. Stop by Admissions to print out the transcript containing the courses you want to transfer in. If they don't have the transcript on file, then contact the institution at which you took those courses and ask them to send you an official transcript.
3. Once you have the transcript, ask Admissions for a Transfer of Credit form.
4. If you don't have an up-to-date program of study/course tracking sheet, ask Admissions for a blank one and fill it out using the transcript you have in hand as well as your Boston College course history, which can be accessed through one of the computers in the front of the Service Center.

5. Fill out the Transfer of Credit form.
6. Hand all three forms plus the syllabi to the person at the front desk.

Admissions will circulate the form and attachments 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 Associate Dean for Academic Affairs.

### **Weekend Courses**

In consultation with their faculty advisors, students may take these as their program permits, up to the maximum of six credits.

### **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**

**Khaled E. Anatolios**, *Professor of Historical Theology*; B.A., M.A., Ph.D. (Boston College)

**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.**, *Visiting Professor 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)

**Nicholas King, S.J.**, *Visiting Professor of New Testament*; M.A., B.D., M.Phil. (Oxford)

**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)

**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)

## THEOLOGY AND MINISTRY

**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 Latino/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.**, *Visiting 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)

**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: 617-552-6535
- 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](http://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. *Bryan Massingale*

**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 Critical Contemporary 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 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.

*Jennifer Bader*

**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 Theology** (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 current social justice realities. 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 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 the poor 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)**

*Prerequisites:* 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](http://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)**

**Students need not have taken TMHC7026 or any other course in church history.**

**Level 1 course**

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)

*Prerequisites:* Course in early church history or in systematic theology/ecclésiology

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.

*Francine Cardman*

### TMHC8035 Women in Ministry (Spring: 3)

**Offered periodically**

This course aims to help women develop their understanding of the practice and theology of ministry by taking experiences of ministry with and by women as a starting point for reflection. Developing feminist process is also a goal of the course. Part of the syllabus will be determined on the basis of participants' interests and goals; there will be opportunities to share leadership of class sessions. Resources from feminist theology, spirituality, theory, and ethics will inform the work of the course, along with church documents and sources from the social sciences.

*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.

*Francine Cardman*

## New Testament

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### TMNT7023 Introduction to the New Testament (Fall/Spring: 3)

This course will be offered taught by PHEME PERKINS in Fall 2014 and by CHRISTOPHER MATTHEWS in Spring 2015.

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 exegesis paper

*Christopher Matthews*

*PHEME PERKINS*

### 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)

*The Department*

### TMNT8005 Great Themes of the Bible (Fall: 3)

*Prerequisites:* Introductions to Old Testament and New Testament (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.

*Thomas Stegman, S.J.*

## Old Testament

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### TMOT7014 The Core Narrative of the Old Testament: Genesis to Kings (Fall: 3)

This course will meet on Friday from 9-12 plus a one hour section, time to be determined.

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.

*Michael Simone, S.J.*

#### TMOT7021 Wisdom Literature (Fall: 3)

*Prerequisites:* Successful completion of Introduction to Old Testament or Core Narrative course at the undergraduate 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 (Fall: 3)

*Prerequisite:* Some prior study of the core narrative of the Old Testament would be helpful, but it is not required.

**There are no prerequisites, though a prior course in Old and New Testaments are desirable.**

A survey of the Old Testament prophets, including their ancient Near Eastern antecedents and influence in Early Judaism and the New Testament. The course will concentrate on the “writing prophets” from the eighth to the sixth century. The method will be lecture, group discussion, and analysis of key texts. Some attention will be given to the contemporary meaning of the prophets and their relevance to Christian preaching.

*Richard J. Clifford, S.J.*

#### TMOT7067 Introduction to the Old Testament (Spring/Summer: 2 or 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.

*Richard Clifford, S.J.*

*Michael Simone, S.J.*

#### TMOT8525 Biblical Aramaic (Spring: 3)

*Prerequisite:* One and a half 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](http://www.bc.edu/courses).

#### TMPS7017 Liturgical Preaching I (Spring: 3)

**Offered periodically**

**There will be sections with a limit of six students per section.**

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: 2)

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 Sharing Faith in Religious Education and Pastoral Ministry (Fall/Summer: 3 or 2)

School of Theology and Ministry course

**This course will be offered Summer 2014 for 2-credits and Fall 2014 for 3-credits.**

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Such foundations include the theological anthropology, ecclesiology, soteriology and eschatology that should undergird religious education and ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of “sharing faith.”

*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. in Pastoral Ministry and Master of Education 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 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.

*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)

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.

*Hoffman Ospino*

### TMPS7093 Introduction to Pastoral Care and Counseling: A

Narrative Approach (Fall/Summer/Spring: 3 or 2)

Offered periodically

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*

### TMPS7096 Professional Ethics for Ministry II (Spring: 0)

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. Students register for one of the following dates: March 21 and April 11. It meets from 12:00–4:00 p.m.

*Melissa Kelley*

### TMPS7101 Directed Research in Pastoral Ministry (Fall/Spring/ Summer: 3)

*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, 1-credit, Summer Weekend course. This course meets Saturday from 2–5 p.m. and 6–9 p.m., and Sunday 9–12 p.m. and 1–4 p.m.

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. This course meets July 14–18, 2014 from 6–9 p.m.**

Christ said "I have come so that you may have life, and have it abundantly." In this course, Timothy Radcliffe OP 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**

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. This course meets July 7–11, 2014 from 6–9 p.m.**

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 (Fall: 3)**

*Prerequisites:* One graduate course in fundamental moral theology and one course in canon law (preferably 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: 3)**

**Contextual Education is offered in the summer for 2-credits for MAPM students, and the academic year for 5-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)**

**WJ Req: Word and Worship: Liturgical Practice**

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.

*Thomas Kane, C.S.P.*

**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.

*The Department*

### TMPS8024 CPE Reflection Experience (Fall/Spring: 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.

*The Department*

### 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. Assigned readings, verbatims, and two term papers are part of the course.

*Ellen Keane*

### TMPS8046 Identity: From Discovery to Integration (Spring: 3)

*Prerequisite:* 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)

**School of Theology and Ministry course**

The seminar, enrollment in which is required for all M.Div.-1 students, is a 3-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.

*The Department*

### 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.

*The Department*

## Religious Education

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://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 (Fall: 3)**

Cross listed with EDUC7700

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

*Jane Regan*

## Systematic and Historical Theology

### Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**TMST2004 Introduction to Latin I (Fall/Summer: 3)**

School of Theology and Ministry course. This course will be offered in Summer 2014 with Maria Kakavas and Fall 2014 with James Conn, S.J.

This elementary course in Latin presumes no prior study of the language. Basic principles of Latin phonology, morphology and syntax will be treated in classes and reinforced by regular homework exercises and their review in class. Emphasis will be placed on the vocabulary that is proper to the various theological disciplines. This course is highly intensive and requires significant weekly work and a fair measure of independent learning.

*James Conn, S.J.*

*Maria Kakavas*

**TMST2005 Introduction to Latin II (Spring: 3)**

*Prerequisite:* Intro to Latin I or equivalent

**Fulfills the Latin requirement for the S.T.L. degree**

This is the second part of the Introduction to Latin course offered in the STM. Its objective is to enable the students to read theological, liturgical, biblical (Vulgate), and canonical texts with the help of a lexicon. It begins with unit 20 of *A Primer of Ecclesiastical Latin* by John F. Collins and completes the study of the textbook. The course presumes some previous study of Latin.

*James Conn, S.J.*

**TMST3351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

Cross listed with THEO5351

Religious differences often appear to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts, such as revelation; election; and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts and will ask to what extent employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

*Raymond Helmick, S.J.*

**TMST5554 Prophetic Tradition and Inspiration: Exploring the Hadith (Fall: 3)**

Cross listed with THEO5544

**Supplemental Arabic reading session available**

Using English translations, this seminar surveys the ways the corpus of Prophetic hadith has inspired every area of Islamic life, including spiritual devotions and practices; theology, cosmology, and eschatology; family, social, and economic life; models of proper behavior; the interpretation of the Qur'an and sacred history; and later disciplines of Arabic learning. Seminar focuses on acquiring familiarity with the structure, contents, and uses of major Sunni hadith collections (but including representative Shiite sources) as well as later influential short collections (Nawawi, Ibn Arabi).

*James Morris*

**TMST7009 Fundamental Theology (Fall/Spring: 3)**

School of Theology and Ministry course

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.

*Dominic Doyle*

*Richard Lennan*

### 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 2014 for 2-credits, fall 2014 and spring 2015 for 3-credits.

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 Lenman*

### TMST7024 Christology (Fall/Summer: 3 or 2)

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?

*M. Shawn Copeland*

*Nancy Pineda-Madrid*

### 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 1, James Nickoloff will explore the socio-historical context in which the contemporary spirituality of liberation has arisen. In Week 2, 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.

*John R. Sachs, S.J.*

### TMST7057 Theological Foundations in Practical Perspective (Summer/Fall: 3 or 2)

School of Theology and Ministry course

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.

*Richard Gaillardetz*

*Colleen Griffith*

**TMST7058 Sacraments in the Life of the Church (Fall/Summer: 3 or 2)**

**Offered biennially**

**School of Theology and Ministry course. This course will be offered Summer 2014 for 2-credits and Fall 2014 for 3-credits.**

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.

*Barbara Radtke*

**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 Overtton*

**TMST7082 Theology and Liberation (Fall: 3)**

**School of Theology and Ministry WJ Req: Systematics**

Latin American liberation theology traces its origins to the grassroots 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)**

**WJ Req: Systematics or Word and Worship**

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 Path of Bodhisattva: Mahayana Buddhism/East (Fall: 3)**

*The Department*

**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 (Spring: 3)

Cross listed with THEO3003

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)

*The Department*

### TMST8017 Ecclesial Ministry (Spring: 3)

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.

*Margaret Guider, O.S.F.*

### 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 "anamnesic 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.

*James T. Bretzke, S.J.*

*James J. Conn, 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)**

*Prerequisites:* Intro to Theology and Intro to Christology in some cases  
**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)**

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)**

*Prerequisite:* 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)**

*Dominic Doyle*

**TMST8054 Th.M. Thesis (Fall/Spring: 6)**

*The Department*

**TMST8057 Contemporary Issues in Christology (Fall: 3)**

*The Department*

**TMST8058 Discipleship and Mission: Unfolding Futures in Ministry (Summer/Fall: 2 or 3)**

**Offered periodically**

This course will be offered Summer 2014 for 2-credits and Fall 2014 for 3-credits.

This capstone course is intended for degree candidates completing the M.A. in Pastoral Ministry or in a dual degree program. It is designed to engage participants in processes of integrative reflection on vocational identity and ministerial praxis within the Church and in society. Selected models of discipleship, mission, and faith based service, along with their

underlying theologies and experiential narratives, will be used as points of reference for critically assessing the adequacy and appropriateness of the intentions and actions of ministers serving in diverse contexts.

*Margaret Guider, O.S.F.*

**TMST8101 Masters Interim Study (Fall/Spring: 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)**

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 MTS 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 PhD-STL Colloquium (Fall/Spring: 0)**

*Thomas Stegman, S.J.*

**TMST8528 S.T.D. Specialized Research (Fall/Spring: 6)**

*John R. Sachs, 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 U.S. Pragmatism and Theology (Fall: 3)

*The Department*

TMST8543 STD Pro-Seminar (Fall: 1)

Pass/fail course

The STD 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 STD 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 offers graduate programs in education and psychology. The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

### GRADUATE PROGRAMS

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

#### Admission

Information about admission is available on the Lynch School website at [www.bc.edu/lynchschool](http://www.bc.edu/lynchschool). You may also write to the Office of Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail [gsoe@bc.edu](mailto: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/lynchschool](http://www.bc.edu/lynchschool). 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](mailto: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/lynchschool](http://www.bc.edu/lynchschool). Prospective students may also write to the Office for Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail [gsoe@bc.edu](mailto: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](http://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.

A formal Non-Degree Student application is available online on the Lynch School admissions web page and 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

## EDUCATION

of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, 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.

Certain restrictions apply to courses available to Non-Degree Students. 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. Additionally, non-degree students are not eligible for University sponsored sources of financial aid or any financial aid that requires matriculation in a degree program.

### 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/lynchschooll](http://www.bc.edu/lynchschooll)) 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.

### Alumni Award

The Alumni Award, established through the generosity of Lynch School alumni, is an assistantship comprised of a stipend and a significant tuition scholarship for a student who shows promise of leadership in the fields of education and applied psychology. By nomination of the faculty at the time of admission

### Bank of America Leaders in Urban Education Fellowship

The Bank of America Charitable Foundation has given the Lynch School a generous grant to provide financial support to highly talented graduate students who have demonstrated commitment to urban education. The scholarship is comprised of a \$20,000 stipend. One-half of the stipend is an outright grant. The remaining \$10,000 is a forgivable loan. Graduates will be required to teach in an urban school that serves

economically disadvantaged children. Loan forgiveness will be "earned" by graduation and by teaching service rendered in an urban school for the three years following graduation. By nomination of the faculty at the time of admission.

### Barry Fellowship

Steven M. and Tammy J. Barry established this fund to support graduate students with financial need. The award provides tuition remission scholarships, with a preference to students focusing on learning among multi-disabled children. This award is determined at the time of admission.

### Bradley Fellowship

The Bradley Endowed Fellowship is a tuition scholarship that supports students in our Fifth Year Program pursuing a specialization in moderate special needs. The award gives preference to students seeking experience in urban schools. An updated personal statement and resume are required from interested applicants during their senior undergraduate year. The award is determined by special committee.

### Catholic Educator Award

The Lynch School Catholic Educator Award provides partial tuition assistance to students who are currently working in Catholic schools. The Catholic Educator Award requires an additional application.

### Donovan Urban Teaching Scholarship

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.

### Dean's Scholarship

*For incoming students:* Tuition remission scholarships are awarded to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity. These awards are determined at the time of admission.

*For continuing students:* In an effort to support master's students whose programs continue beyond one year, the Lynch School has reserved a limited number of merit-based tuition scholarships for students who qualify both academically and financially. There is an application for these scholarships.

### Dreyer Scholarship

The Herman J. Dreyer Fund provides tuition scholarship assistance to graduate students enrolled in the Lynch School. The Dreyer Scholarship recognizes students who have displayed previous academic excellence and who have demonstrated financial need. This award is determined at the time of admission.

### Duvnjak Fellowship

The Barbara Benz Duvnjak and Karlo Duvnjak Fund supports students with tuition remission scholarships who have displayed previous academic excellence and who have demonstrated financial need. This award is determined at the time of admission.

### Flaherty and Masella Fellowship

The Mary Jane Flaherty and William Masella Fellowship Fund supports Lynch School graduate students with demonstrated financial

need by providing tuition remission scholarships. This award is presented to students from New York or New Jersey. This award is determined at the time of admission.

### ***Fruscione Fellowship***

The Immaculate A. Fruscione Fellowship is a tuition scholarship that supports students in the school counseling program who have a commitment to working in urban schools upon completion of their degree. This award is determined at the time of admission.

### ***Hearst Fellowship***

The William Randolph Hearst Endowed Fund supports master's degree students in our teacher education programs. This award is determined at the time of admission.

### ***Kaneb Fellowship***

The Kaneb Catholic Leadership Fellowship Fund supports students in Catholic leadership in our master's programs. The fellowship offers tuition scholarships to students. This award is determined at the time of admission.

### ***Keough Memorial Fellowship***

The William F. Keough Memorial Fellowship Fund provides scholarship assistance for both undergraduate and graduate students pursuing studies in international education. This award is determined at the time of admission.

### ***Lam Family Fellowship***

In accord with the intent of the donors, William and Mary Lam, this award is presented to a Chinese student who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and a tuition scholarship. By nomination of faculty at the time of admission.

### ***Martin Memorial Fellowship***

The Christine Martin Memorial Scholarship Fund supports a Lynch School undergraduate student continuing in one of our graduate programs. The award is a tuition scholarship. A preference is given to students engaged in volunteer service, especially serving children with disabilities. Determined by special committee.

### ***Urban Catholic Teacher Corps (UCTC)***

Each year, six students are admitted to UCTC, a two-year program 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 are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

## **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, 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, 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.

## EDUCATION

- Practice: Preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and non-academic 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/lynchschool](http://www.bc.edu/lynchschool).

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](http://www.bc.edu/schools/lsoe/academics/Graduate/phd.html).

### *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 the Office for Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College at 617-552-4214 or [gsoe@bc.edu](mailto:gsoe@bc.edu).

### *Master's Degree Programs*

Candidates for the master's degree must be graduates of an accredited college or university. 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.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, and English.

Programs are described under the section 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, 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

These programs are described in each departmental section.

#### **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.

#### **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](http://www.bc.edu/schools/lsoe/academics/pos.html). These forms must be approved and filed with the Associate Dean of Students.

#### **Fifth Year/Early Admit Programs**

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in an accelerated amount of time. Please contact the Office of Graduate Admission, Financial Aid, and Student Services for further information about the Fifth Year/Early Admit Programs.

## 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.

### 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) Certificate in their program of studies. This program prepares mainstream educators to be "highly qualified" to teach English language learners in their classrooms. Those interested in this program should let their advisors know when planning the program of studies.

### Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the 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. Carpooling is encouraged. All graduates in Teacher Education are eligible to participate in the 2-Day New Teacher Academy (NTA) offered every August, to prepare them for their first classroom experiences. More information on the NTA is available at [www.bc.edu/schools/lsoe/nta](http://www.bc.edu/schools/lsoe/nta).

### 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), 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 normal and moderately disabled children in regular settings, pre-K–2. Students can enter the program without teaching licensure. Prerequisite for either program is a college degree with an Arts and Sciences major or the 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 is designed for students who wish to teach 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 the 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 (9–12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), 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 the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

#### **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 with at least one year of teaching 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 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–9 and Grades 5–12**

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally disabled. 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 mental retardation 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: EDUC3308 Bilingualism in Schools and Communities for undergraduates or 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. Brisk, brisk@bc.edu or Dr. Paez, paezma@bc.edu or Dr. Homza, anne.homza@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 the Office of Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

### **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: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, 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.

#### ***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 the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### **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 2015.

Applicants must be currently practicing in their administrative area. More information is available from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### **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 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**

During their first year, all matriculated students should work with the Associate Director of Student Services in the Office of Graduate Admission, Financial Aid, and Student Services and/or their academic advisors to complete a program of studies. Master's and doctoral students must file their program of studies with Office of Graduate Admission, Financial Aid, and Student Services.

#### **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.

#### **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. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. Persons selecting the Mental Health Counselor sequence are 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, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock

hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the master of arts 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.

The 60 semester-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 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.

The School Counselor 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.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, 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.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website under Programs of Study.

#### **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 Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum and Instruction descriptions for the licensure in Early Childhood Teacher Education program.

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 semester-hours and satisfactory performance on a comprehensive examination are required for the M.Ed. 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, Special Education, Computer Science and Management, Educational Leadership, or other areas.

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 the Office of Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. 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—Management and Higher Education (M.B.A./M.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 and the Carroll School of Management.

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 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, 617-552-6501.

#### *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](http://www.bc.edu/centers/humanrights/academics.html).

## EDUCATION

### 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, history, earth science 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.

#### 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.  
Educational Leadership/Pastoral Ministry: M.Ed./M.A.  
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  
**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  
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**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  
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**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

**Laura M. O'Dwyer**, *Associate Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College

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**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

**Lisa Patel Stevens**, *Associate Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

**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

**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

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**Paul Poteat**, *Assistant Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign

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**Pratyusha Tummala-Narra**, *Assistant Professor*; B.A., University of Michigan-Ann Arbor; M.A., Ph.D., Michigan State University

**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

**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

**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](http://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](http://www.bc.edu/courses).

#### APSY6348 Culture, Community and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.

*A.J. Franklin*

#### APSY6397 Social Issues and Social Policy (Spring: 3)

##### Offered biennially

This seminar provides participants with a foundation of knowledge concerning current social policy issues involving children and families in the U.S., with a particular focus on issues related to poverty and disadvantage. Considers how research, politics, and advocacy play a role in the initiation, implementation, and evaluation of policy, and



## EDUCATION

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how social policies impact children and families. Seeks to help students explore scientific evidence and social perceptions, and think critically about central social issues and social policies.

*Rebekah Levine Coley*

### **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)****Not for Counseling Majors**

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 (Fall/Summer: 3)****Cross listed with EDUC7461, UNAS7461, THEO7461 and LAWS7461**

The seminar will be taught and organized by Directors of the Center for Human Rights and International Justice (see [www.bc.edu/humanrights](http://www.bc.edu/humanrights)). It will develop an interdisciplinary understanding of and responses to the compelling human rights challenges of our times. In the spring of 2015, the seminar's focus will be on the ethical, political, legal, and psychosocial issues confronting those whose human rights are affected by forced movements and migration, violations of human rights due to gender, racial, and ethnic injustices.

*The Department*

**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 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*

## EDUCATION

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### **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 Psychology**

**(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)**

**Limited to 25 students.**

**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.**

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, 1 credit in the Fall, 2 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 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 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***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*

## EDUCATION

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### 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)

*Prerequisites:* 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 must get instructor approval.**

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, 1 credit in the Fall, 2 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 Poteat*

**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, 1 cr in the Fall, 2 cr 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*

## EDUCATION

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### **APSY9846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 2)**

*Prerequisites:* Advanced Pre-Internship Counseling Practicum. Master's-level counseling practicum.

**This is a year-long course, 1 cr in the Fall, 2 cr 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., APSY 7660, 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: 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. 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, 1 cr in the Fall, 2 cr 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](http://www.bc.edu/courses).

### **EDUC6300 Secondary/Middle School Science Methods (Fall: 3)**

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

*G. Michael Barnett*

### **EDUC6301 Secondary and Middle School History Methods (Fall: 3)**

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

*Patrick McQuillan*

### **EDUC6302 Secondary and Middle School English Methods (Fall: 3)**

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help

students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

*Audrey Friedman*

**EDUC6304 Secondary and Middle School Mathematics Methods (Fall: 3)**

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

*Lillie Albert*

**EDUC6316 Teaching Process and Content in Early Education (Spring: 3)**

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains (language/literacy, mathematics, science and technology, social studies, health, and the arts) while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized, and strategies will be shared to help teacher candidates document student learning.

*Mariela Paez*

**EDUC6346 Teaching Bilingual Students (Fall/Spring/Summer: 3)**  
**Summer course: Section .01 for Elementary Education majors;**  
**Section .02 for Secondary Ed majors**

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

*Anne Homza*

*Patrick Proctor*

**EDUC6347 Teaching Bilingual Students in Secondary Education (Fall: 3)**

*The Department*

**EDUC6363 Survey of Children's Literature (Fall/Spring: 3)**

This course explores the influences, appeal, and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

*The Department*

**EDUC6373 Classroom Management (Spring: 3)**

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers to analyze behavior in the context of a

regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

*The Department*

**EDUC6374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)**

Focuses discussion, reading and research on the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

*Alec Peck*

**EDUC6384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)**

**Pre-practicum required (25 hours)**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

*Susan Bruce*

**EDUC6389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)**

**Pre-practicum required (25 hours).**

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

*Susan Bruce*

**EDUC6398 Working with Families and Human Service Agencies (Fall: 3)**

**Pre-practicum required (25 hours)**

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

*Alec Peck*

**EDUC6493 Language Acquisition Module (Fall: 1)**

*Corequisite: EDUC6593*

See course description for EDUC6593.

*The Department*



## EDUCATION

### EDUC6495 Human Development and Disabilities (Fall/

Summer: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

*Susan Bruce*

### EDUC6540 Ed Implications/Sensory, Motor and Health Impairments (Spring: 3)

This course addresses the impact of physical disabilities on learning. Emphasis is placed on the educational needs of children with cerebral palsy, visual impairment, or hearing loss in combination with intellectual disability. Basic anatomy of the eye and ear are covered along with the common causes of vision and hearing loss. This course prepares teachers to perform functional vision and hearing evaluations and to translate those findings into appropriate classroom accommodations and adaptations. Many children with disabilities have unmet sensory integration needs that influence their behavior and subsequent readiness to learn.

*Thomas Miller*

### EDUC6588 Teaching and Learning Strategies (Spring: 3)

*Prerequisite:* EDUC7579

**Not open to non-degree students. EDUC6588.01 is intended for general educators and EDUC6588.02 is required for special educators.**

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilized an IEP to guide instruction, develop accommodations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

*David Scanlon*

### EDUC6592 Foundations of Language and Literacy Development (Spring: 3)

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

*Curt Dudley-Marling*

### EDUC6593 Introduction to Speech and Language Disorders (Fall: 3)

*Corequisite:* EDUC6493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with

normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department*

### EDUC6595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)

*Prerequisite:* EDUC7542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K–12). Focus is on the needs of students from varied populations.

*The Department*

### EDUC6674 Teaching Mathematical Problem Solving in Grades 4–12 (Spring: 3)

**Offered biennially**

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

*Lillie R. Albert*

### EDUC6675 Consultation and Collaboration in Special Education (Spring: 3)

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.

*Alec Peck*

### EDUC6686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Susan Bruce*

### 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 and 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 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., MAT, MST 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*

## EDUCATION

### 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 pre-school years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and 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.

*Curt Dudley-Marling*

*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 Lofius*

*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 Develop Disabilities: Eval, Assessment, Families and Sys (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*

**EDUC7666 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 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*

**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 Urban Catholic Teacher Corps' website ([www.bc.edu/content/bc/schools/lsoe/cce/uctc.html](http://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*

**EDUC8830 Directed Research in Religious Education (Fall/**

**Spring: 3)**

**Cross listed with TMRE7102**

*The Department*

**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 and Instruction**

Introduces Ph.D. students in Curriculum and 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 and Instruction:**

**Early Childhood/Elementary Education Theory, Research and**

**Policy (Summer: 3)**

**Cross listed with SOCY7737**

**This topic will be offered summer 2014. 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)**

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. Recommended for doctoral students.

*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 Curriculum and Instruction Doctoral Comprehensive Exam: Publishable Paper (Fall/Spring/Summer: 1)**

The Curriculum and Instruction doctoral program comprehensive exam will now take the form of a publishable paper.

*Elizabeth Sparks*

**EDUC9911 Doctoral Continuation (Fall: 1)**

*The Department*

**EDUC9951 Dissertation Seminar in Curriculum and 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](http://www.bc.edu/courses).

**ELHE6349 Sociology of Education (Fall: 3)**

**Cross listed with SOCY5568**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

*Ted Youn*

**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 department permission 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***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 Experience: 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 Rowan-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 Education 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](http://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 Education (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: <http://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 Contemporary Issues: Global Citizenship and Higher Education (Fall/Summer: 3)**

*Prerequisite:* EDUC7404

This course is intended to present a broad exploration and generate greater understanding of contemporary issues influencing higher education that will involve discussion, written and oral reports, and integration of knowledge across the spectrum of issues relating to higher education. While the course will explore most facets of higher education, a particular emphasis will be placed upon the field of student affairs.

*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.

*Susan Marine*

*Ana M. Martínez Alemán*

**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 Advanced 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 300-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 Martinez*

### 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: 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. 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 9988. 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](http://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)**

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)**

*Prerequisites:* 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*

**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.

*Zhusban 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)**

**Offered biennially**

**Recommended:** ERME/APSY7462 and ERME/APSY7469

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)**

**Recommended:** ERME/APSY7462 and ERME/APSY7468

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*

## EDUCATION

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### 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: 1)

*The Department*

### ERME9911 Doctoral Continuation (Fall: 1)

*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.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.

### 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>.

### 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.

### 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](http://www.bc.edu/llm) or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our email address is [bcllm@bc.edu](mailto: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 emailing the office at [bcclawadm@bc.edu](mailto:bcclawadm@bc.edu).

Course descriptions and scheduling information are also available on the BCLS website at [www.bc.edu/law](http://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*; 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

**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 Interim Dean, College and Graduate School 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

**Richard Albert**, *Assistant Professor*; B.A., J.D., Yale University; B.C.L., Oxford University; LL.M., Harvard University

**Paulo Barrozo**, *Assistant 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

**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

**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](http://www.bc.edu/courses).

#### LAWS6601 Catholic Social Thought and the Law (Spring: 2)

This seminar aims to explore the Catholic vision of the person, the relationship between the person and society, the Catholic vision of what a good or just society looks like, and the role played by law as an institution in structuring the good or just society. This vision includes a distinctive jurisprudential tradition of thinking about the nature and purpose of law and the relationship between law and morality. This seminar provides an opportunity to think in a sustained way about justice: what do we mean when talk about justice, and what is the relationship between legal justice and social justice, as well as between biblical, theological, philosophical, and legal understandings of justice? In fulfillment of the Perspectives on Justice and the Law requirement, our conversations will strive to engage in systematic reflection examining the normative ideal of justice and the role by law and lawyers in promoting justice.

*The Department*

#### LAWS6602 London Program Extern Class (Fall: 2)

*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:* Criminal Procedure and Evidence or Trial Practice

*Corequisites:* LAWS4424, LAWS6605

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)**

*Prerequisites:* There are no prerequisites, though some placements may require Human Rights or Immigration Law

*The Department*

**LAWS6608 SIP: International Human Rights Seminar (Spring: 10)**

*Prerequisites:* There are no prerequisites, 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*

**LAWS6617 Board of Student Advisors (Spring: 2)**

*The Department*

**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 the law of remedies as applied to injuries to natural resources, particularly from oil spills and hazardous substance releases, areas which have generated significantly increased legal activity. We will examine the legal and technical issues involved in developing, proving up, and defending natural resource damages claims, with particular attention to the interplay of science and law which is a hallmark of this area of practice, exploring the interplay between actual practice and policy goals. Invited lecturers, including attorneys representing government and/or private interests, together with presentations by technical experts, will provide a practical foundation to role playing exercises.

*The Department*

**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*

**LAWS6635 National Security Law (Fall: 2)**

This course will cover basic issues in National Security Law, particularly those relating to counter-terrorism. Particular topics include the following: the basic criminal framework; surveillance issues; problems in trying terrorism suspects, sentencing issues, habeas corpus; and, damages suits by terrorist victims and suspects. Grade will be based on a 20 page paper for two credits. Students can take this course for three credits by writing a paper of 35 pages.

*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*

**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*

**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 Viet Nam (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/Spring: 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). Requirements: participation; final examination.

*The Department*

**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*

**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*

**LAWS6689 Life and Death Decisions (Fall: 3)**

*The Department*

**LAWS6691 Frederick Douglas Moot Court (Fall: 3)**

*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*

**LAWS6697 Complex Litigation (Fall: 2)**

This seminar will explore the procedures used for complex multi-party litigation focusing primarily on mass torts cases, e.g. asbestos litigation, and public interest injunctive litigation, e.g. employment discrimination, prison reform cases. The course will begin with a comparison of “ordinary litigation” and complex cases. Our goal will be to determine whether complex cases are cases whose only significant difference is that they are larger than other cases or whether complex cases

are different in other significant ways. We will then consider issues such as joinder of claims and parties, and consolidation of multi-party cases. A primary focus of the course will be class actions. Although the course will be of use to the litigator, it will also emphasize evaluating the adequacy of current procedural mechanisms to handle complex litigation

*Mark Spiegel*

**LAWS7461 Human Rights Interdisciplinary Seminar (Spring: 3)**

*Prerequisite:* Admission by instructor permission only

**Cross listed with THEO7461 and UNAS7461**

This interdisciplinary seminar is sponsored by the Center for Human Rights and International Justice (CHRJI). The course examines some of the most compelling human rights challenges of our times, including torture, genocide, human trafficking, gender issues, and refugee 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; international law that creates and protects human rights; the institutions that monitor and enforce human rights law; the relationship between human rights law and humanitarian law of war, the prosecution of international war crimes, and U.S. law with particular focus on drones, and Guantanamo. Students will write a research paper (20 pages) or, possibly, a memorandum in conjunction with a human rights organization. Students must attend at least two CHRJI sponsored events.

*The Department*

**LAWS7703 Education Law and Public Policy (Fall/Spring: 3)**

**Cross listed with ELHE7103**

**Registration by Department permission 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*

**LAWS7706 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 ELHE7607**

**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*

**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 Acquisition Agreements: Registration and Disclosure (Fall: 3)**

*The Department*

**LAWS7726 Labor and Employment Arbitration (Spring: 2)**

**Enrollment is limited to 15 students**

This course will examine arbitration as a dispute-resolution mechanism for disputes arising in the workplace (unionized and non-unionized). First, the course will examine the widely accepted use of arbitration to resolve disputes under public and private sector collective bargaining agreements (Labor Arbitration). Later, it will address the legal principles governing arbitration to resolve disputes arising under employment regulation statutes like Title VII of the Civil Rights Act of 1964. In addition, we'll look at disputes that arise out of individual contracts of employment in the non-unionized workplace (Employment Arbitration). The course will both study the substantive law, and, use simulations to teach the practical skills necessary to represent clients in both labor and employment cases and in arbitration generally. These practical skills include case preparation, opening and closing statements, and direct- and cross-examination of witnesses.

*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.

*Wirth*

**LAWS7732 Church and State (Fall: 3)**

This seminar will explore the constitutional issues arising out of the relationships among religion, government, and public life in the United States. The first part of the semester will be devoted to studying many of the major cases decided under the religion clause of the First Amendment. The second half of the semester will be devoted to discussing drafts of students' seminar papers. To facilitate a productive discussion of student drafts, each member of the seminar will be required to submit to the other participants in the seminar brief written comments on seven draft papers. Given that the seminar will proceed by discussion, I will expect attendance at each seminar session, conscientious preparation, and regular participation. The grade for the course

will be based on the final version of the seminar paper, with the quality of participation in the work of the seminar throughout the semester also being taken into account.

*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. The final grade for this course is based on an in-class final exam and one or two out-of-class writing assignments to be announced on the first day of class.

*The Department*

**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. There will be a self-scheduled final examination.

*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. Due to the technical nature of the material

in this course all students will be required to have previously completed Estate and Gift Tax. The course grade will be based on drafting assignments and a take-home exam.

*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 (Spring: 3)**

This basic course covers both substantive and procedural laws of informal and formal marriage and marriage-type relationships, pre-marital contracts, contract cohabitation, the procedural and substantive laws regulating divorce including jurisdiction and marital property. Special attention is given to the role of women in marriage and their rights in divorce. This course should be taken no later than a student's second year if the student is interested in concentrating in Family Law. Grading will be based on class participation and a 3 hour closed book examination.

*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)****A pre- or co-requisite for the Immigration Clinic**

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 3 credit course requires class attendance, participation, and a final exam. More detailed information will be available in the first class.

*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. There will be a final examination.

*The Department*

**LAWS7751 Mutual Fund Regulation (Fall: 2)**

*Prerequisite:* Corporations

The course will cover the regulation of mutual funds and other investment companies under the Investment Company Act of 1940. Emphasis will be placed on practical issues encountered by lawyers representing mutual funds, their investment managers, fund boards, and investors. Topics will include what constitutes a mutual fund, different types of investment companies, fiduciary duties owed to funds and their investors, issues arising from the sale and marketing of mutual funds, and the governance role of boards of directors of mutual funds. We will explore the similarities and differences between mutual funds and conventional corporations.

*The Department*

**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: 3/4)**

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.

*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*

#### **LAWS7761 Philosophy of Law: Freedom and Authority/Criminal Law (Fall: 3)**

One phenomenon is universally implicated in social order: organized violence. Of all forms of organized violence, none is more routinely deployed than punishment for criminal offenses. From time immemorial, societies have sought in the distribution of punishment a mechanism to promote their most cherished values and avert their greatest fears. This has become true of the global society as well. Criminal law is the arena where the social or biological misfortunes of individuals, the blameworthy deficiencies of their will and intention, and the power of social orders all face off. This 3-credit (4-credit optional) course interrogates the conditions under which punitive violence may transmute into legal authority consistent with freedom, equality, and dignity. Students will be graded on a question requiring a dissertative answer. They may elect to take the course for 4 credits, additionally writing a 20-pages paper.

*The Department*

#### **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 text for the course will be Rosenbaum, Frederick, Law, and Rosenblatt, *Law and the American Health Care System* (2d ed., 2012.) and supplementary materials prepared by the Instructor. Course grade will be based upon a combination of class participation and a take-home final exam.

*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 basic Corporations course is highly recommended as a prerequisite or corequisite. There will be a final examination.

*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." A casebook and the Code/Reg Selected Sections volume will be used in the course. There is a final exam.

*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

*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.

*The Department*

**LAWS7787 Legal Interviewing and Counseling (Spring: 3)**

*The Department*

**LAWS7789 Entertainment Law (Fall: 3)**

This course examines that area of law known as “Entertainment Law,” which most entertainment law practitioners agree has no set definition, but includes a hybrid of distinct areas of the law, including but not limited to, copyright law, trademark law, contracts, wills and estate planning, real estate, bankruptcy law and intellectual property. The goal of the course is to focus on the protection of Intellectual Property and the contractual relationships between various parties in the Entertainment and Music Industry. A major focus of the course will be analysis of the Copyright Act of 1976, as amended, the Digital Millennium Copyright Act, and the protection of Intellectual Property 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. In addition, this course will cover representation of artists and music labels and the problems they encounter.

*The Department*

**LAWS7791 Food and Drug Law (Fall: 2)**

*The Department*

**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: 4)**

*Prerequisite:* Immigration Law (LAWS7749)

*The Department*

**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*

**LAWS8805 Sexuality and the Law (Fall: 2)**

*Prerequisite:* Constitutional Law

This course focuses on the constitutional and practical aspects of the law of sexuality. It addresses the origins of the right to privacy and traces the development of related principles through modern cases. In addition to the right to privacy, the course will address due process, equal protection, separation of powers, and related constitutional principles in the context of cases involving issues of sexuality and sexual orientation. The course will cover cases involving bodily integrity, same-sex intimacy, gay marriage and family, employment issues, and LGBT identity. Where possible, primary materials such as pleadings and briefs will be used, and practical litigation strategy will be discussed. The course grade is based upon performance in class and written work; there is no final exam.

*The Department*

**LAWS8825 Seminar on Law and Politics (Fall: 3)**

*The Department*

**LAWS8834 Judicial Process: Appeals (Fall: 3)**

*The Department*

**LAWS8838 Judicial Process (Fall: 1)**

*The Department*

**LAWS8840 Patent Law (Spring: 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. Students will be graded on their performance of the skills components and based on an examination.

*The Department*

**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)**

*Corequisite:* Students register for two components at a time—LAWS8856 and LAWS8858 in the fall and the same again in the spring

*Thomas Barnico*

**LAWS8858 Attorney General Clinical Program Seminar (Fall/Spring: 3)**

*Prerequisite:* Must have taken or be enrolled in Evidence or Trial Practice

*Corequisite:* Attorney General Clinical Program

**Satisfies both ABA Writing requirement and Professional Responsibility requirement**

*Thomas Barnico*

**LAWS8871 Wrongful Convictions (Spring: 2)**

*Prerequisite:* 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. Evaluation will be by examination.

*The Department*

**LAWS8887 BC Innocence Project Externship (Spring: 4)**

*Prerequisite:* 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*

**LAWS9909 Civil Discovery Practice (Fall: 3)**

*The Department*

**LAWS9910 Media Law (Fall: 2)**

*Prerequisites:* Students should have taken Constitutional Law II or a course in First Amendment Law or be taking it concurrently

*The Department*

**LAWS9922 American Legal History (Spring: 3)**

This course surveys major developments of American legal culture, legal institutions, and the Constitution: (1) the seventeenth-century and British colonization (founding ideas of law and legal institutions; regulation of the family; the witchcraft trials; indentured servitude and slavery; property law; and legal practice and education); (2) the founding period (the legal formation of the United States); (3) the early nineteenth-century and Civil War (antebellum legal culture; the corporation; the Cherokees cases; antislavery and the Fugitive Slave Law; the Civil War and emancipation); (4) Reconstruction to the twenty-first century (women's suffrage; race relations; labor, property, and the corporation; legal education and the legal profession; the rising importance of rights; Reagan conservatism). The course has a lecture/discussion format.

*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 skills training portion of the course includes an all day Saturday session early in the semester. Several practical writing assignments including analyzing a case for mediator selection and writing a settlement agreement plus a final research paper are required.

*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. Final Exam.

*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*

**LAWS9940 Antitrust Law (Spring: 3)**

Antitrust law issues abound in many areas of law, including corporate work, litigation, and even tax law. This course covers basic U.S. antitrust law, as codified in the major federal antitrust statutes, and the body of case law interpreting these statutes. Specific topics to be covered include agreements in restraint of trade, monopolization, vertical and horizontal mergers, price discrimination, and tying. No prior understanding of economics or trade regulation is required. Students will be instructed in the basic economics of competition and monopoly needed to analyze and practice antitrust law.

*The Department*

**LAWS9942 Family Law 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. There will be a final written examination.

*The Department*

**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*

**LAWS9951 Technology Transactions and Licensing (Spring: 2)**

*Prerequisites:* Either Intellectual Property Survey or both Patent Law and Copyright

This course will examine, from both the licensor's and the licensee's perspectives, the legal doctrines and related business concepts surrounding the licensing of patents, copyrights, trade secrets, trademarks and other proprietary rights in technology. Through a combination of case study, problems, simulated negotiations and drafting exercises, students will learn how and why participants in the information economy depend on licensing and related transactions as a vehicle for commercial exploitation of their technology assets and building enterprise value. The course will focus on developing basic, practical negotiating, drafting and analytical skills that students should find useful when advising technology-based clients. Although the course's emphasis on drafting and contract interpretation means it is, in many ways, an advanced contracts course, its reach is much broader and will touch on many other areas of the law.

*The Department*

**LAWS9953 Immigration Externship (Fall/Spring: 2)**

*Prerequisite:* Immigration Law (LAWS7749)

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). Students who participate in the fall externship program and practicum have the option of applying for the spring externship program or Immigration and Asylum Clinic without the requirement of attending the spring practicum. New students participating in the spring externship program must also enroll in the spring semester practicum.

*The Department*

**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*

**LAWS9960 Tax Law Research (Fall: 2)**

*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. Grade based on a field observation, several regulatory implementation exercises, and a short objective final exam, plus a choice of additional exam essays or preparation of an individual research paper.

*The Department*

**LAWS9975 Criminal Procedure (Adjudication) (Spring: 2)**

*Prerequisite:* Criminal Law

*Greg Massing*

**LAWS9978 Civil Litigation Clinic (Fall/Spring: 4)**

*Prerequisite:* Students must take or have taken Evidence

*The Department*

**LAWS9979 Civil Litigation Clinic Class (Fall/Spring: 3)**

*Prerequisite:* Students must take or have taken Evidence

*The Department*

**LAWS9981 Jessup International Law Moot Court (Fall: 3)**

*The Department*

**LAWS9982 National Moot Court (Fall: 3)**

*The Department*

**LAWS9983 U.C.C. Reporter Digest (Fall: 3)**

*The Department*

**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 course grade will be based on an exam and class participation.

*The Department*

**LAWS9994 First Amendment Moot Court (Fall: 3)**

*The Department*

**LAWS9995 Immigration Law Moot Court (Fall: 3)**

*The Department*

**LAWS9996 Evidence (Fall/Spring: 3)**

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 class will include lecture, discussion of cases, and in-class problems. Evaluation is by final examination.

*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. The Full-time M.B.A. Program at the Carroll School of Management offers students the opportunity to apply what they are learning through the Management Practice sequence. From their second semester of this two-year long program, full-time students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

This intense focus on specialization early in the educational process better prepares students to secure career relevant internships and increase placement opportunities post-graduation.

Primary areas of Specializations include:

- Product and Brand Management
- Business Analytics
- Marketing and Information Analytics
- Competitive Service Delivery
- Asset Management
- Corporate Finance
- Financial Reporting and Controls
- Global Management
- Entrepreneurial Management
- Leadership and Management
- "Tailored" Specialization\*

\*A student also has the opportunity to work with faculty to develop a personalized specialty if his/her course of study is not represented.

### **Full-Time M.B.A. Requirements and Schedule**

Each full-time M.B.A. class is comprised of approximately 100 individuals and students are assigned to cohorts of 50 classmates, with whom they take the modules and courses in the required curriculum.

Experiential learning projects are required in both the first and second years.

The completion of a specialization is required of all full-time M.B.A. students. Specializations are designed to allow students to develop depth and expertise in a functional or interdisciplinary business area. Specializations require a minimum of 6 elective courses.

The Full-Time M.B.A. requires the completion of 59 credits. In addition, the Manager's Studio at the Carroll School brings top executives to campus to share their personal and professional experiences with students. All Full-Time M.B.A. students must attend a minimum of four Manager's Studio sessions in order to be cleared for graduation.

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. The First-Year, Full-Time M.B.A. schedule is not available until Orientation.

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., and a few on Saturdays.

### **Evening M.B.A. Program Curriculum**

The Evening M.B.A. Program is designed to meet the needs of professionals who wish to continue in their careers while pursuing a graduate management degree. Students choose to complete the Evening M.B.A. through either the Self-Paced or Cohort Option. Students following the Self-Paced Option have the flexibility in the pacing of their courses. Alternatively students in the Cohort option will take the first eight core courses together.

The required core curriculum in the Evening program provides a strong foundation in managerial, analytical, and practical management skills.

The Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. Evening Program study is capped by two integrative courses, which look at competitive strategy and social issues from a management perspective. Students choose from a wide selection of electives for a total of 24 credits, which allows them to pursue individual interests and enhance their functional expertise.

### **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 56 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., and a few on Saturdays. 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 <http://www.bc.edu/schools/csom/courses>.

**M.B.A. Curriculum**

**Full-Time Program (Total 59 credits)**

**Management Practice Courses**

- MPRX7730 Management Practice: Acting in Organizations (3 credits)
- MPRX7740 Management Practice: Entrepreneurship & Business Planning (3 credits)

**Core Courses**

- MGMT7710 Strategic Management (2 credits)
- GSOM 8810 Communication Skills for Managers (2 credits)
- MFIN7701 Economics (2 credits)
- ACCT7713 Accounting (2 credits)
- MGMT7712 Managing People and Organizations (2 credits)
- OPER7725 Statistics (2 credits)
- OPER7716 Analytics for Managers (2 credits)
- OPER7720 Operations Management (2 credits)
- MGMT7730 Strategic Management (2 credits)
- MGMT7750 Global Capitalism, Culture and Ethics (2 credits)
- MFIN7722 Financial Management (2 credits)
- ISYS7720 Information Technology for Management (2 credits)
- MKTG7720 Marketing (2 credits)

**Electives**

- Three Electives (2 credits each)
- Seven Electives (3 credits each)

**Part-Time Program (Total 56 credits)**

**Management Practice Courses**

- MPRX7703 Business Development Workshop (2 credits)
- MGMT7710 Strategic Management (3 credits)
- MGMT7711 Managing Business in Society (3 credits)

**Core Courses**

- OPER7704 Economics (3 credits)
- MGMT7709 Managing People and Organizations (3 credits)\*
- ACCT7701 Accounting (3 credits)
- ISYS7700 Information Technology for Management (3 credits)
- MFIN7704 Financial Management (3 credits)
- MKTG7700 Marketing (3 credits)
- OPER7705 Statistics (3 credits)
- OPER7700 Operations Management (3 credits)

\*Students who have previously taken a course in organization behavior may substitute MGMT8103 Leadership, MGMT8115 Women & Leadership, or MGMT8121 Leadership Workshop for the MGMT7709 requirement.

**Electives**

- Eight Electives (3 credits each)

**Dual Degree Programs**

The Carroll School of Management, Graduate Programs collaborate with other outstanding graduate schools and programs at Boston College to offer over twenty highly regarded dual degree programs. Twenty percent of students combine their M.B.A. degree with other master’s degrees such as Juris Doctor (J.D.), Finance (M.S. in Finance), and Social Work, (M.S.W.), among many others. Students are generally able to complete the requirements of a dual degree program in significantly 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.

The following are the twenty dual degree programs:

- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Pastoral Ministry (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)
- M.B.A./Master of Arts in Urban & Environmental Policy & Planning (M.B.A./M.A.U.E.P.P.) (in conjunction with Tufts University)

**Other Study Options**

**Global Management Opportunities**

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management, Graduate Programs offers numerous opportunities for firsthand study of managerial decision-making in global organizations and environments.

**International Management Experience:** Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia and Europe. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and contexts are explored in-depth.

**International Consulting Project (ICP):** Students enrolled in the International Consulting Project (ICP) elective conduct and complete the research and analysis for their projects with faculty guidance over the course of the semester, and subsequently present the deliverables to the clients in their respective countries. The companies involved in the ICP are typically located in Asia or Latin America.

**Graduate TechTrek West (GTTW):** Offered annually during the spring semester, the GTTW is a three-credit field-study course to Silicon Valley and Seattle. Coursework and visits are managerial rather than “techie” focused. Students meet with venture capitalists, CEOs

and entrepreneurs, among other high-ranking executives from various well-known companies. Participants learn firsthand from industry leaders and make valuable contacts.

### *Special Study*

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

#### **Directed Study (Readings or Research)**

Directed Studies are exclusively for subjects considered to be of merit that are not addressed in conventional courses. They are intended to allow students to study material not included in courses in the Carroll School of Management, Graduate Programs as a complement to carefully designed programs of study. Directed Studies require a written proposal of study prepared by the students and signed by the faculty member.

The proposal is presented to the Department Chairperson and requires his/her written approval.

Any adjunct faculty member working with a student on an independent study requires the additional approval of the Associate Dean for Graduate Programs.

Additional information can be found at [www.bc.edu/schools/csom/graduate/courses/directedstudy.html](http://www.bc.edu/schools/csom/graduate/courses/directedstudy.html).

### **Master of Science in Accounting**

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*

#### **Accounting Undergraduate Majors**

Undergraduate accounting majors may begin the Program in either June or September. Students who start in June typically complete their studies over one summer and one fall semester, while students who begin in September complete the program over two academic semesters and one summer.

Matriculation options remain flexible for students who accept an offer with a firm prior to the start of the Program.

#### **Non-Accounting Undergraduate Majors**

Students without an undergraduate accounting degree must begin the Program in June. Depending on the required number of courses, students will matriculate through one summer and two academic semesters, typically completing between ten and fourteen courses.

### *Curriculum*

Students must complete a minimum of ten courses (30 credit-hours) to satisfy the degree requirements. Students must take a total of at least six Accounting classes which include the three core M.S. in accounting classes. Upon admission into the M.S. in Accounting Program, each student is provided with a personalized M.S. in Accounting course worksheet. This worksheet, determined by faculty review of the student's academic transcript, outlines the specific courses the student is required to take to fulfill their M.S. in Accounting degree requirements. Students who have yet to take an undergraduate level Financial Accounting course (or the equivalent thereof) must enroll in a 1-credit prerequisite Accounting Primer Workshop offered at the start of their course of study.

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.

#### **Curriculum for Undergraduate Accounting Majors Core Courses**

- ACCT8824 Financial Statement Analysis (3 credits)
- ACCT8825 Assurance and Consulting Services (3 credits)
- ACCT8826 Taxes and Management Decisions (3 credits)

#### **Electives**

Students must take seven electives (21 credits), at least three (9 credits) of which must be in accounting. The non-accounting electives can be fulfilled from the majority of Boston College's graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

#### **Curriculum for Undergraduate Non-Accounting Majors**

##### *Business Courses*

- Economics/Micro-Economics
- Financial Management
- Statistics
- Business Law (U.S. based)

##### *Accounting Courses*

- Financial Accounting Practice I
- Financial Accounting Practice II
- Financial Auditing (U.S. based)
- Federal Taxation (U.S. based)
- Internal Cost Management and Controls
- Accounting Information Systems

Students may reduce the total number of courses required if any of the above listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

##### *Sample Elective Courses*

- ACCT6601 Financial Accounting Standards & Theory III (3 credits)
- ACCT6615 Advanced Federal Taxation (3 credits)
- ACCT6634 Ethics & Professionalism (3 credits)
- ACCT8835 Forensic Accounting (3 credits)

### **Master of Science in Finance**

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 either Fixed Income Analysis or Portfolio Theory. Students exercise their aggregate knowledge and skills in the case-oriented Financial Policy course, which examines the impact of diverse strategic decisions on the value of the firm.

In addition to the traditional M.S. in Finance option above, the M.S. in Finance Quantitative Track option at Boston College

provides a thorough grounding in technical and analytical skills. The Quantitative Track consists of 11 courses, including five doctoral-level courses, and can be completed in three semesters.

### Requirements and Schedule

The traditional 30-credit M.S. in Finance Program comprises eight core courses and two electives. Learning is engineered to be cumulative and reinforcing. The Quantitative Track M.S. in Finance Program consists of 33 credits and is offered on a full-time basis only.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including accounting, business law, consulting, computer science and information technology, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management.

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

##### Fall

- MFIN8801 Investments
- MFIN8807 Corporate Finance
- MFIN8820 Management of Financial Institutions
- MFIN8852 Financial Econometrics

##### Spring

- MFIN8881 Corporate Finance Theory

- At least two of the following three courses: MFIN8860 Derivatives & Risk Management, MFIN8803 Portfolio Theory, MFIN8880 Fixed Income Analysis

- One elective

##### Summer

- MFIN8808 Financial Policy
- One elective

#### M.S. in Finance Curriculum, Self-Paced

##### Year 1/Semester 1

- MFIN8801 Investments
- MFIN8807 Corporate Finance

##### Year 1/Semester 2

- MFIN8820 Management of Financial Institutions
- MFIN8852 Financial Econometrics

##### Year 1/Summer 1

- MFIN8860 Derivatives & Risk Management or MFIN8803 Portfolio Theory or MFIN8880 Fixed Income Analysis

##### Year 1/Summer 2

- One elective

##### Year 2/Semester 1

- MFIN8881 Corporate Finance Theory
- MFIN8860 or MFIN8803 or MFIN8880

##### Year 2/Semester 2

- MFIN8808 Financial Policy
- One elective

#### M.S. in Finance Curriculum, Quantitative Track

##### Fall 1/Year 1

- ECON7720 Math for Economists
- ECON7770 Statistics
- MFIN8801 Investments
- MFIN8807 Corporate Finance

##### Spring 1/Year 1

- ECON7772 Econometric Methods
- MFIN8890 Capital Markets
- MFIN8860 Derivatives & Risk Management
- MFIN8880 Fixed Income Analysis

##### Fall 2/Year 2

- MFIN8863 Empirical Asset Pricing
- MFIN8803 Portfolio Theory
- One elective

### Ph.D. in Management with a Concentration in Finance

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience. The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due in the spring of the student's third year in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the third and fourth years, when the student acquires experience in the classroom acquires experience as a teaching assistant.

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](http://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

The Ph.D. Program in Organization Studies at Boston College is designed for those individuals who wish to pursue an academic career at a top-tier university. The intellectual theme of the program emphasize research that focuses on process—be it the process of self-definition, innovation, or transformation—at the individual, organizational and

institutional levels of analysis. Faculty expertise falls into centers of excellence that focus on identity and identification, creativity, meaning-making, institutions and institutional theory, social cognition, conflict and negotiation, careers, and culture.

To help provide the intellectual and analytical foundation needed to conduct high-quality research and teaching, the program emphasizes a strong grounding in organizational behavior and theory, research methods (both qualitative and quantitative), and statistics. In addition to core requirements, students also take a variety of special topics courses and electives. In their first and second years, students take a rigorous set of complementary courses in micro- and macro-organizational theory, quantitative and qualitative research methods, statistics, and teaching skills. At the end of the second year, students must pass a comprehensive qualifying examination. In the third year, students may take additional courses, must complete a major empirical research project, and teach their own course. During the fourth and fifth years, students conduct their dissertation research.

### Ph.D. in Management with a Concentration in Organization Studies Curriculum\*

\*Note: Students without prior management education will be required to take two M.B.A. courses in addition to the curriculum below.

#### Sample Schedule\*

##### First Year/Fall

- Micro-Organizational Theory
- Statistics
- Qualitative Research Methods
- Special Topics Course
- Research in the Community

##### First Year/Spring

- Statistics II
- Special Topics Course
- Elective

##### First Year/Summer

- Independent Research

##### Second Year/Fall

- Macro-Organizational Theory
- Quantitative Research
- Special Topics Course
- Elective

##### Second Year/Spring

- Research Seminar
- Teaching Seminar
- Special Topics Course
- Elective

##### Second Year/Summer

- Independent Research

##### Third Year/Fall

- Independent Research

##### Third Year/Spring

- Research Seminar

##### Third Year/Summer

- Independent Research

##### Fourth Year/Fall

- Dissertation Research

##### Fourth Year/Spring

- Dissertation Research

*Fourth Year/Summer*

- Dissertation Research

\*The semesters in which these courses are offered may vary.

## 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. 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 Associate Dean for Graduate Programs 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](http://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](http://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](http://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](http://www.bc.edu/content/bc/offices/stserv/financial/finaid/grad.html).

### **Career Strategies**

The Office of Graduate Management Career Strategies 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: Board of Career Assessment and Advising, Advisors Mentoring Program, recruiting program, corporate presentations and informational sessions; interview preparation, resume books, corporate outreach, Alumni Advisory Network, 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

**Kenneth B. Schwartz**, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

**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

**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**, *Clinical Associate Professor*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst

**Vincent O'Reilly**, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

**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.

#### ACCT6601 Financial Accounting Standards and Theory III (Fall/Spring/Summer: 3)

*Prerequisites:* ACCT3302 (undergraduate) or ACCT8814 (graduate)

This course extends the study of the relationship between accounting theory and practice as it applies to business combinations, and the accounting for government entities and not-for-profit organizations.

*Mark Crowley*

#### ACCT6610 International Financial Reporting Standards (Spring: 3)

*Prerequisites:* ACCT3302 (undergraduate) or ACCT8814 (graduate)

The goals of the IFRS course are to help students learn the differences between US GAAP and IFRS for events and circumstances where these differences and their financial statement consequences are particularly pronounced and to help students learn how to make informed judgments while preparing, auditing, or using IFRS financial statements. To this end, the course emphasizes researching, analyzing, and discussing standards, conceptual frameworks, and global financial statements related to revenue recognition, property plant and equipment, intangibles, provisions, leasing, taxes, and employee benefits.

*Peter Wilson*

#### ACCT6615 Advanced Federal Taxation (Fall/Spring/Summer: 3)

*Prerequisites:* ACCT4405 or ACCT8816

The course aims to cover federal income tax law as applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

*Edward Taylor*

#### ACCT6616 Personal Wealth Planning (Summer: 3)

*Prerequisites:* ACCT4405 or ACCT8816

This course is designed to help students develop a robust decision-making framework that they can use throughout their lifetimes to make thoughtful and analytically sound decisions affecting their financial and personal wealth and that of others. Important in developing this decision framework will be systematically building an understanding of the common features that enter many lives. Central to the analytical focus will be identifying personal goals and objectives, alternatives to meet them, trade-offs involved given limited resources, and tools to evaluate alternatives. Theory and empirical evidence that undergirds these decisions will be explored.

*Gil Manzon*



**ACCT6618 Accounting Information Systems (Fall/Spring/Summer: 3)**

*Prerequisites:* (ACCT1021 or ACCT1031) and (CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031)

**Cross listed with ISYS6618**

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

*The Department*

**ACCT6634 Ethics and Professionalism in Accounting (Fall/Spring/Summer: 3)**

*Prerequisites:* ACCT3309 or ACCT8815

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

*David Lemoine*

*Vincent O'Reilly*

*Gregory Trompeter*

**ACCT6635 Forensic Accounting (Fall/Spring/Summer: 3)**

*Prerequisites:* ACCT3301 (undergrad), or ACCT7701, or ACCT7713, or ACCT8813 (graduate)

Forensic Accounting is a growing area of practice in which the knowledge, skills and abilities of accounting are combined with investigative expertise and applied to legal problems. Forensic accountants are often asked to provide litigation support where they are called on to give expert testimony about financial data and accounting activities. In other more proactive engagements, they probe situations using special investigative accounting skills and techniques. Some even see forensic accounting as practiced by skilled accounting specialists becoming part and parcel of most financial audits—an extra quality control step in the auditing process that will help reduce financial statement fraud.

*Vincent O'Reilly*

*Timothy Pearson*

**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.

*David Lemoine*

*Kenneth 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.

*Peter Wilson*

**ACCT8801 Contemporary Topics/Corporate Reporting (Spring: 2)**

*Prerequisites:* 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's 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.

*Timothy 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.

*Edward Taylor*

**ACCT8817 Internal Cost Management and Control (Fall/Summer: 3)**

This course examines the technical and strategic tools used in managerial planning and control systems, 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* ACCT4405 (undergrad), 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 Systems Consulting (Summer: 3)**

*Prerequisites:* 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.

*Sugata 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*

**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

**Stephanie M. Greene, Associate Professor;** Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College

**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 Kyratzoglou, 617-552-0410, kathleen.kyratzoglou.1@bc.edu

**Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**BSLW6603 Cyberlaw for Business (Spring: 3)**

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing

agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

*Margo E. K. Reder*

**BSLW6647 The Environment and Sustainability (Spring: 3)**

There is widespread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air, and carbon sequestration.

*Frank J. Parker, S.J.*

**BSLW6651 Nonprofits and their Real Estate (Spring: 3)**

This course will examine nonprofit corporations and governmental entities: federal, state, and local throughout the American economy. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration from a policy perspective. Material covered will not duplicate that covered in any other BSLW real estate course. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies.

*Frank J. Parker, S.J.*

**BSLW6674 Sports Law (Spring: 3)**

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically, with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination and Title IX, and agency law.

*Frank J. Parker, S.J.*

*Warren Zola*

**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*

**BSLW8857 Real Estate Development II (Spring: 3)****Not open to undergraduates**

This team-taught course will emphasize current contested areas in real estate development practice. Subjects in commercial practice such as acquisition and disposition, restructuring, taxation, tax abatements, financing, marketing, zoning, sustainability, and the like will be discussed. Leading real estate practitioners will be invited to class to make presentations on their current construction projects. Attendance is mandatory unless absence is excused in advance.

*Frank Ferruggia*

*Frank J. Parker S.J.*

**Finance****Faculty**

**Pierluigi Balduzzi**, *Professor*; B.A., Università L. Bocconi; Ph.D., University of California

**Thomas Chemmanur**, *Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; 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**, *Mario J. Gabelli Endowed Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology  
**Alicia Munnell**, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University  
**Helen Frame Peters**, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School  
**Jeffrey Pontiff**, *Professor and James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester  
**Ronnie Sadka**, *Professor*; B.Sc. and M.Sc., Tel-Aviv University; Ph.D., Northwestern University  
**Philip Strahan**, *Professor and John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago  
**Robert A. Taggart, Jr.**, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology  
**Hassan Tehranian**, *Professor and Griffith Family Millennium Chair in Finance*; Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama  
**David Chapman**, *Associate Professor*; B.S., Swarthmore College; M.S., Ph.D., University of Rochester  
**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  
**Jun Qian**, *Associate Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania  
**Oguzhan Karakas**, *Assistant Professor*; B.Sc., Middle East Technical University; M.S.C., Princeton University; Ph.D., London Business School  
**Nadya Malenko**, *Assistant Professor*; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., Stanford University  
**Dmitriy Muravyev**, *Assistant Professor*; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., University of Illinois, Urbana-Champaign  
**Jonathan Reuter**, *Assistant Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology  
**Jerome Taillard**, *Assistant Professor*; B.Sc., M.Sc., University of Neuchâtel; Ph.D., The Ohio State University  
**Michael Barry**, *Adjunct Associate Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College  
**Robert James**, *Lecturer*; B.S., B.A., Northeastern University; M.S., Boston College  
**Richard McGowan, S.J.**, *Adjunct Associate Professor*; B.S., Widener University; M.S., University of Delaware; M.Div., Boston College; Th.M., Boston College; D.B.A., Boston University  
**Elliott Smith**, *Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College; C.P.A.  
**Michael Rush**, *Lecturer*; B.S., University of Notre Dame; M.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**

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**MFIN6602 Venture Capital and Investment Banking (Fall/Spring: 3)**

*Prerequisites:* MFIN1127 (undergraduate); MFIN7704 or higher (graduate)

**Undergraduate students seeking enrollment in a 6000-level course require department permission.**

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating.

*The Department*

**MFIN6604 Money and Capital Markets (Fall/Spring: 3)**

*Prerequisites:* MFIN1127 (undergraduate); MFIN7704 or higher (graduate)

**Undergraduate students seeking enrollment in a 6000-level course require department permission.**

This course is intended to facilitate how you learn and help you to concentrate on the important fundamentals of our vibrant financial system. As current events strongly influence the domestic and world business community, the course will include their impact on decision making within context of the lecture. Once we have an underpinning of the market components such as interest rates, bonds, equities et alia, we will move through how the various markets for these components interact, how the government sets policy and regulation and how financial institutions function as the main participants

*Michael Rush*

**MFIN6606 Economic and Financial Forecasting (Fall: 3)**

*Prerequisites:* ECON1151 or ECON1155 (undergraduate); OPER7725 (statistics/graduate)

**Cross listed with OPER6606 and ECON2229**

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specifics model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.  
*Richard McGowan, S.J.*

**MFIN6616 Investment Banking (Fall/Spring/Summer: 3)**

*Prerequisites:* MFIN1021, MFIN1151, and MFIN1127 (undergraduate); MFIN8801 is recommended (graduate)

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

*The Department*

**MFIN6617 Hedge Funds (Spring: 3)**

*Prerequisites:* MFIN1127, MFIN1151 (undergraduate); MFIN8801 (graduate)

Undergraduate students seeking enrollment in a 6000-level course require department permission.

The objective of this course is to broaden the student's understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

*The Department*

**MFIN6619 M.S. in Finance Seminar: Economic Crises (Fall/Spring: 3)**

*Prerequisites:* MFIN1127 (undergraduate); MFIN7704 or higher (graduate)

Undergraduate students seeking enrollment in a 6000-level course require department permission.

Presented by Professor Richard Syron, former President of Freddie Mac, this course examines the current financial and economic situation in light of previous financial panics and regulatory responses.

*Richard Syron*

**MFIN6622 Mergers and Acquisitions (Spring: 3)**

*Prerequisites:* MFIN1127, MFIN1151 (undergraduate); MFIN7704 (graduate)

Undergraduate students seeking enrollment in a 6000-level course require department permission.

Paul Marcus is a Managing Director in the Boston office of Duff & Phelps, and is part of the Dispute and Legal Management Consulting Practice. Paul has over 25 years of experience in advising clients in commercial disputes or litigation, corporate finance, mergers and acquisitions, security and business valuation, solvency analysis, investment decision making, performing independent fundamental research and due diligence, strategic planning and financial analysis, raising and providing capital, originating, structuring, and negotiating complex financial transactions.

This course will review the merger and acquisition process from the perspective of buyers and sellers of both private and public companies. Placing emphasis on the valuation of companies as well as the analysis of non-financial factors, the course will endeavor to provide the participants with a practical approach to analyzing and advising clients on the positive and negative aspects of an M&A transaction. Additional topics will include understanding the use of leverage, transaction structure, due diligence, and the concept of fairness. The class will be a combination of lectures and case studies presented in class by the participants.

*Paul Marcus*

**MFIN6665 Fundamental Analysis (Fall: 3)**

*Prerequisites:* MFIN1127 (undergraduate); MFIN7704 or higher (graduate)

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students will be exposed to general tools of financial analysis, theoretical concepts, and practical valuation issues. By the end of the course, students should develop a framework for evaluating an investment opportunity by using a firm's financial statements to draw an understanding of their

performance and provide a basis for making reasonable valuation estimates, as well as have an understanding of the challenges investor face in determining the earnings power of a company.

*Arvind Navaratnam*

**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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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:* 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

*Lou 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)**

*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*

### **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.S., Ph.D., Stanford University

**John Gallagher**, *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

**Burcu Bulgurcu**, *Assistant Professor*; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

**George Wyner**, *Adjunct Associate Professor*; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

### **Contacts**

- Department Secretary: Cate Jones, 617-552-2331, cate.jones@bc.edu
- www.bc.edu/is

### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### **ISYS6618 Accounting Information Systems (Fall/Spring/Summer: 3)**

*Prerequisites:* ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031

**Cross listed with ACCT6618**

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

*The Department*

### **ISYS6620 Marketing Information Analytics (Spring: 3)**

*Prerequisites:* MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

**Cross listed with MKTG6620**

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

*Michael Berry*

### **ISYS6621 Social Media and Web 2.0 for Managers (Fall/Spring: 3)**

**Cross listed with MKTG6621**

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools both present immense opportunities and pose considerable threats for businesses of all kinds companies. This course explores the major social media tools in-depth and the characteristics that are associated with their effective use. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

*Gerald Kane*

### **ISYS6635 New Media Industries (Spring: 3)**

**Cross listed with MKTG6635**

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*Paul-Jon McNealy*

**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. Gallaugher 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 Gallaugher*

**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*

**ISYS8024 Analytics and Business Intelligence (Fall: 3)**

Modern information systems now generate massive volumes of data. Organizations everywhere are struggling to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

*Sam Ransbotham*

**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 J. White**, *Dean Emeritus and Distinguished Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Harvard University

**William R. Torbert**, *Professor Emeritus*; B.A., Ph.D., Yale University

**Jean M. Bartunek**, *Professor and Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

**Mary Ann Glynn**, *Joseph F. Cotter Professor*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University



**Judith R. Gordon**, *Professor*; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Richard P. Nielsen**, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**Michael Pratt**, *O'Connor Family Professor*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

**Judith Clair**, *Associate Professor*; B.A., University of California at Los Angeles; Ph.D., University of Southern California

**Candace Jones**, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

**Richard A. Spinello**, *Associate Research Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**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; M.B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

**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., Northwestern University

**Spencer Harrison**, *Assistant Professor*; B.A., University of Utah;

M.B.A., Brigham Young University; Ph.D., Arizona State University

**Metin Sengul**, *Assistant Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

### Contacts

- Department Administrative Assistant, Michael Smith, 617-552-0450, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- [www.bc.edu/schools/csom/departments/mgtorg.html](http://www.bc.edu/schools/csom/departments/mgtorg.html)

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### 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 system-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 Managing in A Changing World (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)**

*Prerequisites:* MGMT 7709, MGMT 7712, 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)**

*Prerequisites:* MGMT 7710 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)**

*Prerequisites:* MGMT 7709, MGMT 7712, 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: U.S. health care system 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*

**MGMT8130 Career Management and Work-Life Planning (Fall: 3)**

*Prerequisites:* Completion of M.B.A. 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**

*Patrick Davenport*

**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**

*Zareen 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 Organization Studies 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 OS 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*; Chairperson of the Department; 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*; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

**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

**Henrik Hagtvedt**, *Assistant Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

**Alexander Bleier**, *Assistant Professor*; B.A., University of Paderborn, Germany; M.S., Goethe University, Germany; Ph.D., University of Cologne, Germany

**Hristina Dzhogleva**, *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

- Department Staff Assistant: Marilyn Tompkins, 617-552-0420, marilyn.tompkins@bc.edu
- Department Fax Number: 617-552-6677
- www.bc.edu/marketing

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### MKTG6610 Special Topics: Sports Marketing (Fall: 3)

*Prerequisites:* MKTG1021, MKTG1031, MKTG7700 or MKTG7720

The goal of this course is to provide an understanding of the business practices of the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed. Students will be expected to take the experience and apply it to creating specific campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length and expected to be incorporated into the final project.

*Lou Imbriano*

#### MKTG6620 Marketing Information Analytics (Spring: 3)

*Prerequisites:* MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

**Cross listed with ISYS6620**

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

*Michael Berry*

#### MKTG6635 New Media Industries (Spring: 3)

This course is designed to introduce the changing business models of new media (video games, music, movies, print, advertising, television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*Paul-Jon McNealy*

#### MKTG6635 New Media Industries (Spring: 3)

**Cross listed with ISYS6635**

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*Paul-Jon McNealy*

#### 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)

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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 Hagvedt*

**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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)***Prerequisites:* 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 Electronic Commerce (Spring: 2)**

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***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

**Jianer Zhou**, *Assistant Professor*; B.S., Fudan University; M.S., Ph.D., Simon School of Business, University of Rochester

**Linda Boardman Liu**, *Adjunct Assistant Professor*; Assistant Chairperson; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

**Stephanie Jernigan**, *Adjunct Assistant Professor*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

**John Neale**, *Adjunct Assistant Professor*; B.S., Stanford University; M.S.E., Ph.D., University of Michigan

**Pieter Vanderwerf**, *Adjunct Assistant Professor*; 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**

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**OPER6604 Management Science (Spring: 3)***Prerequisites:* OPER1021, OPER2235, OPER7700/OPER7720**Strongly recommended for students interested in operations management**

This course provides an overview of the modeling techniques used to analyze complex systems to help make better decisions. Topics will include linear and integer programming, network models, decision making under uncertainty, game theory, queueing models, forecasting techniques and simulation modeling. Students learn to analyze a business problem, identify the key components required in the decision making process, and apply the appropriate quantitative technique to reach an optimum solution.

*The Department***OPER6605 Risk Analysis and Simulation Methods (Fall: 3)***Prerequisite:* A degree of mathematical literacy including statistics**Offered periodically**

This class will use cases and readings to learn to evaluate operational risk, develop risk controls, monitor risk, and develop operational resilience in response to disasters. Readings and discussions focusing on industries as diverse as health care, manufacturing, banking, and insurance will serve as background and motivation for learning analytical and data analysis tools essential for modern managers such as Monte Carlo simulation, discrete event simulation, and flexible supply chain development. Competence in Excel and basic statistics will be valuable in this course.

*Stephanie Jernigan*

**OPER6606 Economic and Financial Forecasting (Fall: 3)**

*Prerequisites:* ECON1151 or ECON1155 (undergraduate); OPER7725 (statistics/graduate)

**Cross listed with MFIN6606 and ECON2229**

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specific model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.

*Richard McGowan, S.J.*

**OPER6609 The Business of Sports (Fall: 3)**

The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.

*Warren Zola*

**OPER6610 Sports Analytics (Fall: 3)**

*Prerequisites:* Students taking this course should possess a passion for sports and numbers, working knowledge of basic probability and statistics, strong Excel skills.

**Offered periodically**

The focus of the course will be the development and use of quantitative analysis, particularly mathematical and statistical models, that are widely used to assist in decision making at all levels in the management of professional sports organizations. Concentration will be on player, team, and organizational performance in baseball, basketball, and football for the purpose of tactical and strategic decisions. If time permits, applications in other sports (e.g., golf) will be discussed, as well as collegiate baseball.

*The Department*

**OPER7700 Operations Management (Fall/Spring/Summer: 3)**

*Prerequisite:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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 systems, 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*

**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 Directed Research I (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*

**OPER8499 Directed Research 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 three–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 practica, and dissertation development and advisement.

The program of study includes:

- NURS9701 Epistemology of 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
  - NURS9751 Advanced Qualitative Research Methods—3 credits
  - NURS9752 Advanced Quantitative Research Methods for Healthcare—3 credits
  - Statistics/Computer Application and Analysis of Data—3 credits
  - Advanced Qualitative/Quantitative Methods—3 credits
  - NURS9810–9813 Research Practicum I–IV—4 credits
  - Cognates—6 credits
  - Research Electives—6 credits
  - NURS9901 Doctoral Comprehensive Examination—1 credit
  - NURS9902 Dissertation Advisement—3 credits
  - NURS9903 Dissertation Advisement—3 credits
  - NURS9911 Doctoral Continuation—1 credit
- Credits are distributed in the following areas of study:
- Knowledge Development and Substance—12 credits
  - Required Research Courses—12 credits
  - Research Practicum I–IV—4 credits
  - Research Electives—6 credits
  - Cognates—6 credits
  - Dissertation Advisement—6 credits

**Total: 46 credits**

### Ph.D. Student Multidisciplinary Research Day

A multidisciplinary research symposium day is held each spring, sponsored by the Connell School of Nursing, the Graduate School of Social Work, and the Lynch School of Education. The event provides doctoral students with opportunities to showcase their work through paper presentation and research posters and to network with fellow doctoral students and faculty from nursing and other disciplines.

### Admission Requirements

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

Pre-application inquiries are welcomed. Applications are reviewed after all credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is January 15. Please visit [www.bc.edu/nursing](http://www.bc.edu/nursing) for additional information and application materials.

### Financial Aid

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

- University Fellowships are awarded to eligible full-time students each year on a competitive basis. Full tuition and a stipend are provided for up to three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Students are encouraged to apply for a competitive individual National Research Service Award to assist with tuition and 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 main objective of the Master of Science degree program is to prepare advanced practice nurses as nurse practitioners, nurse anesthetists, or clinical nurse specialists. Master's degree programs are offered in the following areas of clinical specialization: Nurse Anesthesia, Adult Gerontological Health, Family Health, Pediatrics, Women's Health, and Family Psychiatric-Mental Health Nursing. Specialty certificates are offered in the areas of Forensic Nursing and Palliative Care Nursing.

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

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 of science degree programs must be completed within five (5) years from the time of initial enrollment.

### Cooperating Health Agencies

The master's 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 on to pursue doctoral education in Ph.D. or D.N.P. programs.

### Areas of Clinical Specialization in Nursing

#### *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 not currently being accepted.

#### *Community Health Clinical Nurse Specialist*

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs of diverse patient populations (e.g., families, communities, special patient populations). Graduates serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification

(through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist (CNS). CNS applications are not currently being accepted.

### ***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.

### ***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.

### ***Family Psychiatric-Mental Health Nurse Practitioner***

A graduate of the Family Psychiatric Mental Health Nurse Practitioner Program is able to conduct psychotherapy with individuals, 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, and can apply for prescriptive authority in many states (including Massachusetts).

### ***Nurse Anesthesia***

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 of science 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 anesthesia 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 and graduates are eligible to sit for the National Certification Examination of the Council on Certification.

### ***Additional Interest Areas and Specialty Certificates***

#### ***Palliative Care Nursing***

Palliative Care is offered as a post-master's specialty certificate program, although graduate students who are enrolled in master's degree programs may take palliative care courses. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core courses deliver the needed 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.

#### ***Forensic Nursing***

Advanced practice nurses with training in forensic nursing work in a variety of areas including: emergency and acute care departments, sexual assault examination programs, correctional facilities, child/or adult protective service investigation units, psychiatric forensic treatment and evaluation units and death investigation teams. Students may study forensic nursing as an additional specialty certificate (for those nurses with master's degrees and certification in another area), or as elective courses or in combination with their primary nurse practitioner track (e.g., adult-gerontological, women's health, psychiatric-mental health, or pediatrics).

### ***Master's Program Entry Options***

#### ***Traditional Option for Students with B.S.N.***

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 one and half–two years of full-time study, depending on clinical availability 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 an available clinical semester and individualized programs of study are developed with the graduate office. Students are also assigned an advisor within their specialty.

#### ***Direct Master's Entry Option***

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 the following specialty areas: Adult Gerontological Health (Primary Care Nurse Practitioner or Clinical Nurse Specialist), Family Nurse Practitioner,

Pediatric Nurse Practitioner, Women's Health Nurse Practitioner, and Family Psychiatric-Mental Health Nurse Practitioner. Direct Master's Entry students are not eligible for the Nurse Anesthesia program.

The program is comprised of 72 credits. In addition, prerequisites for enrollment in the program are as follows: anatomy and physiology with laboratory (eight credits), and the following one-semester courses: organic chemistry or a comparable course, microbiology, statistics, and two social science courses. The Graduate Record Exam is also required. During the first year of intensive study, students complete all of 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 intensive 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 will be conferred. For further details, please visit [www.bc.edu/nursing](http://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 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 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 clinical specialty

areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric, and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to complete the dual degree program is less than that required if both degrees were completed separately.

#### ***M.S./Ph.D.***

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

### **Non-Degree Options**

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

- **Additional Specialty 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](http://www.bc.edu/schools/son/admissions.html).

### **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 deadlines to submit a completed application for the traditional Master's Options 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](http://www.bc.edu/nursing) for more information. Applications for the Master's Program in the School of Nursing can be accessed from [www.bc.edu/nursing](http://www.bc.edu/nursing). Materials required include:

- Master's Program application
- Application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B (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)
- Results of Graduate Record Examination (GRE) within five years (for Master's Entry and CRNA students only)

- Copy of current R.N. license (not required for Master's Entry Program applicants. Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification).
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL). (Refer to the website for more information.)
- International students must be licensed as an R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

### **Admission Requirements for Special Student (Non-Degree)**

- Special Student application and application fee
  - Baccalaureate degree from a nationally accredited program with a major in nursing
  - An undergraduate scholastic average of B (3.0) or better
- The Associate Dean of the Connell School of Nursing, Graduate Programs forwards the official announcement of acceptance or rejection.

### **Program of Study**

#### **Master of Science with a Major in Nursing**

- Electives: 3 to 6 credits (depending on specialty)
  - NURS7415 Conceptual Basis for Advanced Nursing Practice—3 credits
  - NURS7416 Ethical Reasoning and Issues in Advanced Nursing Practice—3 credits
  - NURS7417 Advanced Practice Nursing within Complex Health Care Systems—3 credits
  - NURS7420/7426 Pharmacology/Psychopharmacology—3 credits
  - NURS7430 Advanced Health Assessment Across the Life Span—3 credits
  - NURS7520 Research Methods for Evidence-Based Nursing Practice—3 credits
  - NURS7672 Pathophysiologic Processes—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: 3 credits\*, NURS7525 Integrative Review of Nursing Research: 3 credits\*, graduate-level course: 3 credits.

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

### **General Information**

#### **Accreditation**

The master of science degree program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, visit the CCNE website at [www.aacn.nche.edu](http://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](http://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**, *Dean and 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 Clarke**, *Professor and Associate Dean of 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 of 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

**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.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; M.S., Ph.D., Boston College

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

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

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

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

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

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

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

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

**Danny Willis**, *Associate Professor 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

**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

**Tam Nguyen**, *Assistant Professor*; B.S.N., University of Maryland, M.S.N./M.P.H., Ph.D., Johns Hopkins University

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

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

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

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

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

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

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

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

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

**Sandra Hannon-Engel**, *Clinical Assistant Professor*; B.S., University of Massachusetts, Boston; M.S., Rivier College; Ph.D., Boston College

**Luanne Nugent**, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College

**Nanci Haze Peters**, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University

**Amy Smith**, *Clinical Assistant Professor and Director, Learning Labs*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

**Sherri B. St. Pierre**, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell

**Pamela A. Ferreri**, *Clinical Assistant Professor*; B.S., Boston College; M.S.N., Boston University

**Denise B. Testa**, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S.N., Northeastern University; M.S., Rush University

**Laura White**, *Clinical Assistant Professor*; B.S., Boston College; M.S., Columbia University; Ph.D., Boston College

**Ellen Bishop**, *Clinical Instructor*; B.A., George Washington University; B.S., Regis College; M.S., Regis College

**Rosemary Frances Byrne**, *Clinical Instructor*; B.S., M.S., F.N.P.-B.C., Boston College

**Maureen Connolly**, *Clinical Instructor*; A.D., Laboure College; B.A., Worcester College; M.S., Simmons College

**Dorean Latecia Hurley**, *Clinical Instructor*; B.S.N., University of Pittsburgh; M.S.N., Drexel University

**Kathleen Mansfield**, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College

**Richard Edward Ross, S.J.**, *Clinical Instructor*; B.S.N., University of Michigan-Ann Arbor; M.Div., S.T.L., Boston College

**Jacqueline Sly**, *Clinical Instructor*; B.S.N., Boston College; M.S.N., Regis College

**Lori Solon**, *Clinical Instructor*; B.S., Boston University; M.S.N., Columbia University

**Jean Weyman**, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

#### Contacts

- Graduate Program Office, Cushing Hall, 617-552-4250
- [www.bc.edu/cson](http://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](http://www.bc.edu/courses).

#### **NURS6400 Nursing Practice and Public Health in Community**

(Fall: 2)

*Corequisites:* NURS6402–6403

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

*Donna Cullinan*

*Melissa Sutherland*

#### **NURS6402 Nursing Science I (Fall: 6)**

*Corequisites:* NURS2204, NURS6403, NURS6408

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

*The Department*

#### **NURS6403 Clinical Practice in Nursing I (Fall: 4)**

*Corequisites:* NURS2204, NURS6402, NURS6408

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

*The Department*

#### **NURS6406 Nursing Science II (Spring: 6)**

*Prerequisites:* NURS6402–6403

*Corequisites:* NURS2204, NURS6408, NURS7420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children.

Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

*The Department*

#### **NURS6407 Clinical Practice in Nursing II (Spring: 6)**

*Prerequisites:* NURS2204, NURS6402–6403, NURS6408

*Corequisites:* NURS6406, NURS7420

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

*The Department*

#### **NURS6408 Pathophysiology (Fall: 3)**

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

*The Department*

#### **NURS6411 Nursing Synthesis Practicum (Summer: 3)**

*Prerequisites:* NURS6406–6407

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

*The Department*

#### **NURS7101 Independent Study in Nursing (Fall/Spring: 3)**

*Prerequisites:* 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:* NURS7415–7416

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)**

*Prerequisites:* 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)**

*Prerequisites:* 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 lifespan. 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 lifespan.

*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:* NURS7490–7491

*Corequisites:* NURS7493–7494

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 and Accessory Drugs****(Summer: 3)***Prerequisites:* NURS7490–7491*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 NURS 7437 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 lifespan, 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 lifespan, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*The Department***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 lifespan, 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:* NURS7430, NURS7672 and NURS7420 or permission of instructor

*Corequisites:* NURS7415–7417, 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 NURS7473 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:* NURS 7490–7494, NURS 7415

*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*

**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 lifespan. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts

are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.

*The Department*

**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, NURS 7595

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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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 versus findings, constructing findings that are congruent with the research aims and specific qualitative approaches, and conclusion-drawing. The course

will provide students with experience in conducting data analysis from several qualitative approaches, as well as presentation and critique of in-class and homework data analysis activities.

*Danny Willis*

## **NURS9752 Advanced Quantitative Methods for Health Care Research (Spring: 3)**

*Prerequisites:* 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)**

*Prerequisites:* 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:* NURS9810–9811, NURS9752, NURS9712

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:* NURS9810–9812, NURS9752, NURS9712

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: 1)**

*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*

## *Graduate 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 Graduate School of Social Work (GSSW) in March 1936. The GSSW 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
- 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



## SOCIAL WORK

- 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 Graduate 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 GSSW; or an integrated program of study with courses taken in STM and the GSSW 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 Graduate 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 Graduate 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 Graduate 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, GSSW 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 Graduate School of Social Work Bulletin, which may be obtained by e-mailing [swadmit@bc.edu](mailto:swadmit@bc.edu) or by writing to the Director of Admissions, Boston College Graduate 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

**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](http://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.

#### SCWK6600 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PSYC2200 and SOCY5565

Available to undergraduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

#### SCWK7701 The Social Welfare System (Spring: 3)

Prerequisite for all other Policy courses. Required of all M.S.W. students.

A course designed to introduce students to social welfare policy and services. Beginning with an overview of policy analysis and the history of social welfare policy in the United States, major social welfare policies are reviewed within the context of poverty and income distribution.

*The Department*

#### SCWK7719 Independent Study: International Policy (Fall: 3)

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

*The Department*

#### SCWK7721 Human Behavior and the Social Environment (Fall: 3)

Cross listed with PSYC7721

See course description in the Psychology Department.

*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, ablist, 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*

**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. Required of all M.S.W. students.**

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*

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### **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

*Corequisites:* 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*Corequisites:* 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*Corequisites:* 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 SWPS 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: 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***SCWK8823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)***Prerequisites:* SCWK7762 and SCWK8800*Corequisites:* 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

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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 twenty 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 Veteran's Health and Mental Health (Fall: 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

*Corequisites:* 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:* SCWK7762**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***SCWK8859 Integrating Play in Therapeutic Settings (Spring: 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



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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: 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/Spring/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

*Corequisites:* 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/Spring/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

*Corequisites:* 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

*Corequisites:* 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 Time-Effective, 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/Spring/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*Corequisites:* 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 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*Corequisites:* 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

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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

*Corequisites:* 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

*Corequisites:* 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: 1)

*The Department*

### SCWK9911 Doctoral Continuation (Fall/Spring: 1)

*Prerequisites:* SCWK9995, SCWK9996

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: 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: 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: 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 Graduate 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 non-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 from widely differing backgrounds. In doing so the WCAS prepares students who wish to maximize their previous work and academic experiences allowing them to master the skills necessary to advance their careers.

The WCAS as part of Boston College 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.

### Graduate Programs

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 James A. Woods, S.J. College of Advancing Studies has experience helping students determine a realistic course schedule, one that is sensitive to full-time work responsibilities so as to help our students achieve their educational goals. Students receive personal attention while enjoying access to the many resources of Boston College.

### Master of Science Program

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 which prepares individuals to meet the challenge of a competitive marketplace in a variety of organizational settings. The format of the courses is varied and utilizes case studies, simulations, and technology as a means of encouraging innovative problem solving and integrated 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 at Woods College of Advancing Studies' Administrative Studies MS Program. Students may request 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 seek approval prior to taking any outside courses they wish to transfer to ensure the course(s) meet core or specialization areas. 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, 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.

### Revised Program Requirements (as of June 1, 2014)

The following make up the core of the revised program: the first two courses to be taken are normally Research Methods and Data Analysis (ADGR 7703) and Project Management (ADGR 7708). These two courses are followed by Accounting and Financial Analysis (ADGR 7704), Evolution of Successful Marketing Strategies in the

Digital Era (ADGR 7777), 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 week-end 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 one is admitted with a GPA below 3.0, they must take Research Methods and Data Analysis (ADGR 7703) and Project Management (ADGR 7708) and earn a B or better to remain in the program. This must be completed in the first semester of study.

NB: Only the course numbered ADGR 7703 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 one'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 (*the courses listed in bold are 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 (the courses listed in bold are 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 (the courses listed in bold are 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 (the courses listed in bold are 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 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. One 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, these must be completed before taking any graduate courses.

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 lists above. Though students that have entered prior to this date do not qualify for particular specialization, 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](http://www.bc.edu/advancingstudies).

Office of the Dean

The James A. Woods, S.J., College of Advancing Studies  
McGuinn Hall 100

**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 should obtain permission from their own dean at their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in McGuinn 100.



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## ACADEMIC CALENDAR 2014–2015

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### FALL SEMESTER 2014

September 1	Monday	Labor Day—No classes
September 2	Tuesday	Classes begin
September 10	Wednesday	Last date for graduate students to drop/add in UIS
September 10	Wednesday	Last date for all students who plan to graduate in December 2014 to verify their diploma names in the Agora Portal
September 11	Thursday	Mass of the Holy Spirit
September 26 to September 28	Friday to Sunday	Parents' Weekend
October 13	Monday	Columbus Day—No classes
November 13	Thursday	Graduate/CASU registration period for spring 2015 begins
November 26 to November 28	Wednesday to Friday	Thanksgiving Holidays
December 1	Monday	Last date for official withdrawal from a course or from the University
December 1	Monday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2014 graduation
December 13 to December 20	Saturday to Saturday	Term Examinations—Posted grades (non-Law) available online

### SPRING SEMESTER 2015

January 12	Monday	Classes begin
January 19	Monday	Martin Luther King, Jr. Day—No classes
January 21	Wednesday	Last date for graduate students to drop/add in UIS
January 21	Wednesday	Last date for all students who plan to graduate in May 2015 to verify their diploma names in the Agora Portal
March 2 to March 6	Monday to Friday	Spring Vacation
April 1	Wednesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2015 graduation
April 2 to April 6	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 8	Wednesday	Graduate/CASU registration period for fall and summer 2015 begins
April 14	Tuesday	Last date for official withdrawal from a course or from the University
April 20	Monday	Patriot's Day—No classes
May 1	Friday	Last date for all students who plan to graduate in August 2015 to verify their diploma names in the Agora Portal
May 5 to May 12	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 18	Monday	Commencement
May 22	Friday	Law School Commencement

<b>Academic Advising Center</b>	
Akua Sarr, Director.....	Stokes S140
<b>Accounting</b> .....	Fulton 520
<b>Admission</b>	
Graduate School of Arts and Sciences.....	Gasson 108
Carroll School of Management, Graduate Programs .....	Fulton 315
Connell School of Nursing, Graduate Programs .....	Cushing 202
Graduate School of Social Work .....	McGuinn 221
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 .....	McGuinn 100
<b>Advancing Studies</b>	
Fr. James P. Burns, I.V.D., Dean .....	McGuinn 100
<b>African and African Diaspora Studies</b> .....	Lyons 301
<b>Thea Bowman AHANA and Intercultural Center</b>	
Ines Maturana Sendoya, Director .....	Maloney, Fourth Floor
<b>American Studies</b> .....	Stokes S419
<b>Arts and Sciences</b>	
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Candace Hetzner, Associate Dean —Graduate Arts and Sciences .....	Gasson 108
<b>Athletics, Information, and Tickets</b> .....	Conte Forum 245
<b>Biology</b> .....	Higgins 355
<b>Bookstores</b>	
Chestnut Hill.....	McElroy Commons and Hillside Shops
Law School .....	Stuart House KCL119
<b>Business Law</b> .....	Fulton 420
<b>Campus Ministry</b>	
Fr. Tony Penna, Director.....	McElroy 233
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Eagle Transport.....	617-552-8888
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<b>Chemistry</b> .....	Merkert 125
<b>Classical Studies</b> .....	Stokes S260
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<b>Disabilities Services Office</b> .....	Maloney, Fourth Floor
<b>Earth and Environmental Sciences</b> .....	Devlin 213
<b>Economics</b> .....	Maloney, Third Floor
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James Mahalik, Associate Dean of Faculty and Academics .....	Campion 312
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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
<b>English</b> .....	Stokes S400
<b>Finance</b> .....	Fulton 330
<b>Graduate Student Association</b> .....	Murray Graduate Center, 292 Hammond Street
<b>History</b> .....	Stokes S300
<b>Information Systems</b> .....	Fulton 460
<b>Law School</b>	
Vincent D. Rougeau, Dean .....	Stuart M307
Office of Financial Aid.....	Stuart M301
<b>Learning Resources for Student Athletes</b>	
Dard Miller, Director.....	Yawkey Athletic Center 409
<b>Management, Carroll School of</b>	
Andrew Boynton, Dean .....	Fulton 510
Elizabeth Griffith, Graduate Associate Dean .....	Fulton 320
<b>Management and Organization</b> .....	Fulton 430
<b>Marketing</b> .....	Fulton 450
<b>Mathematics</b> .....	Carney 318
<b>Nursing, Connell School of</b>	
Susan Gennaro, Dean .....	Cushing 203
M. Katherine Hutchinson, Associate Dean, Graduate Programs .....	Cushing 202
<b>Operations Management</b> .....	Fulton 350
<b>Philosophy</b> .....	Stokes N310
<b>Physics</b> .....	Higgins 335
<b>Political Science</b> .....	McGuinn 201
<b>Psychology</b> .....	McGuinn 300
<b>Residential Life</b> .....	Maloney, Fourth Floor
<b>Romance Languages and Literatures</b> .....	Lyons 304
<b>Slavic and Eastern Languages and Literatures</b> .....	Lyons 210
<b>Sociology</b> .....	McGuinn 426
<b>Social Work, Graduate School of</b>	
Alberto Godenzi, Dean .....	McGuinn 132
<b>Student Involvement</b>	
Gustavo Burkett, Director.....	Carney 147
<b>Student Services</b>	
Louise Lonabocker, Executive Director .....	Lyons 101
<b>Summer Session</b>	
Fr. James P. Burns, I.V.D., Dean .....	McGuinn 100
<b>Theology</b> .....	Stokes N310
<b>Theology and Ministry, School of</b>	
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<b>University Librarian</b>	
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<b>Volunteer and Service Learning Center</b>	
Daniel Ponsetto, Director .....	McElroy Commons 114

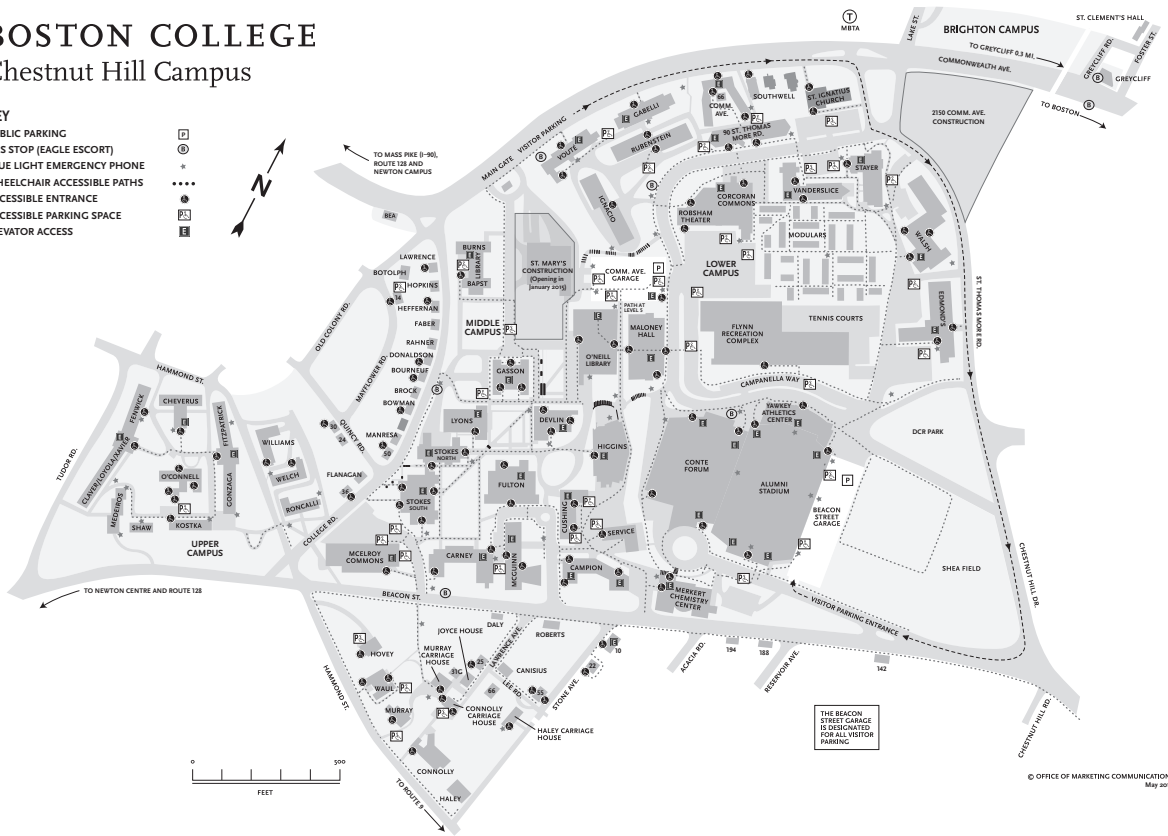


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- BUS STOP (EAGLE ESCORT)
- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR ACCESSIBLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

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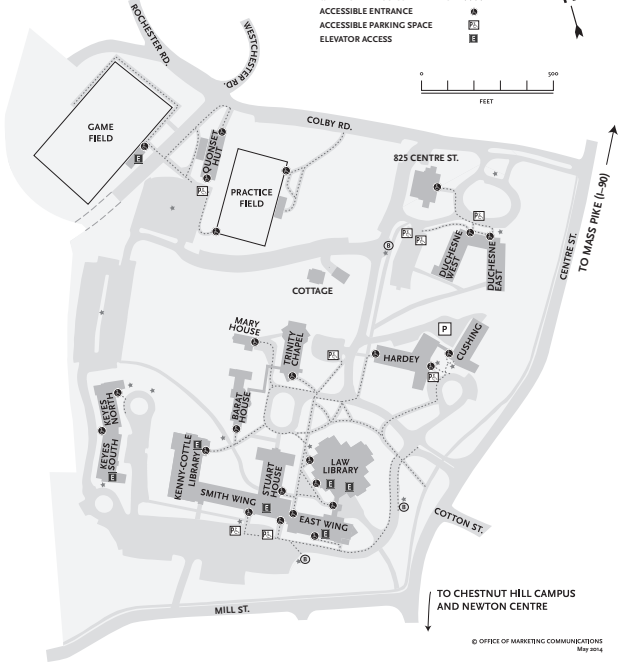
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# BOSTON COLLEGE Newton Campus

**KEY**

- PUBLIC PARKING
- BUS STOP (EAGLE ESCORT)
- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR ACCESSIBLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

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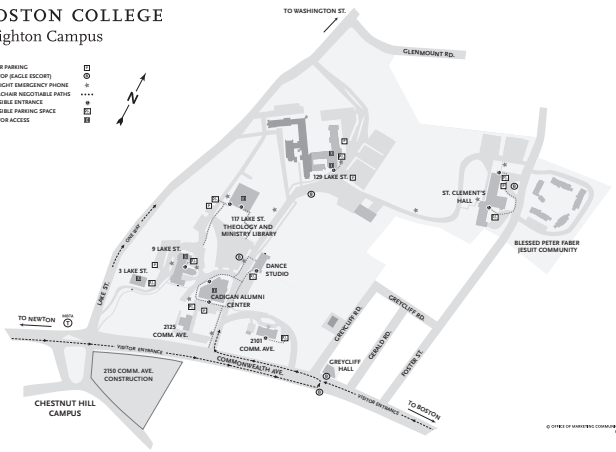
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# BOSTON COLLEGE Brighton Campus

**KEY**

- VISITOR PARKING
- BUS STOP (EAGLE ESCORT)
- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR ACCESSIBLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

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