

# BOSTON COLLEGE

2012–2013



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

**BOSTON COLLEGE BULLETIN 2012–2013**  
**Carroll School of Management, Graduate Programs**  
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The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations, and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

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

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

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

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

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## INTRODUCTION

### The University

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

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

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

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

### The Mission of Boston College

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

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

its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

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

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

### Brief History of Boston College

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

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

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

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

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

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

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

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

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

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

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

## **Accreditation of the University**

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

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

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of School and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of this information, please contact the Boston College Office of Institutional Research at 617-552-3111 or [oir@bc.edu](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; School of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

## **The Campus**

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

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

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

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

## ACADEMIC RESOURCES

### Art and Performance

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

### Campus Technology Resource Center (CTRC)

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

### The Help Center (2-HELP)

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

### The Hardware Repair Center

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

### Language Laboratory

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

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and

bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

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

### The Libraries

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

#### Digital Library Services

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

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

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

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

#### Digital Institutional Repository

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

## ***ABOUT BOSTON COLLEGE***

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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).

### **United States Government Publications**

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

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

### **Media Center**

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

### **Interlibrary Loan**

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

### **Boston Library Consortium**

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

### **Association of Research Libraries (ARL)**

ARL is a nonprofit organization of 124 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of its membership and the nature of the institutions represented. ARL member libraries make

up a large portion of the academic and research library marketplace, spending more than \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

The Libraries of Boston College include:

**Bapst Art Library**, a beautiful collegiate Gothic building that served as the main library for over 60 years, has been restored to its original splendor and houses the resources for library research in art, architecture, art history, and photography. A gallery which displays student artwork is located off the lobby, while the Graduate Study and Research Space is located in the mezzanine of the Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study 24 hours a day, five days a week when classes are in session. For more information, visit [www.bc.edu/bapst](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. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 250,000 volumes, some 16 million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, please see [www.bc.edu/burns](http://www.bc.edu/burns). Burns sponsors an active exhibit and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at: [www.bc.edu/libraries/collections/collinfo/digitalcollections.html](http://www.bc.edu/libraries/collections/collinfo/digitalcollections.html).

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

The **Educational Resource Center**, a state-of-the-art-center, serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and 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).

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

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

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

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

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

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

### Media Technology Services

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

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services is located in Campion Hall, Room 36. For more information, call 617-552-4500 or visit [www.bc.edu/offices/mts/home.html](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 multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration, but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

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

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

### Center for Corporate Citizenship

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

### Center for East Europe, Russia, and Asia

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

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

### Center for Human Rights and International Justice

The Center for Human Rights and International Justice, a collaborative effort of faculty from various departments and schools at Boston College, addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, applied research, and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit [www.bc.edu/humanrights](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 Rahner House, 96 College Road, or call 617-552-1777 or visit [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 the developing countries of the Third World.

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

For more information on the Center for International Higher Education, visit [www.bc.edu/cihe](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 learning and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

### Center for Retirement Research

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

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

## Center for Student Formation

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

## Center for the Study of Testing, Evaluation, and Educational Policy (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 with large-scale assessment surveys such as the National Assessment of Educational Progress and in the analyses of policies related to test-based educator accountability.

Further information on CSTEETP is available on its website at [www.bc.edu/research/csteetp](http://www.bc.edu/research/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 affect the lives and work environments of four million employees. As work-life issues continue to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center's values are:

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

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

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

For more information, visit [www.bc.edu/cwf](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 has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit [www.bc.edu/schools/cas/theology/graduate/special/med-phil.html](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, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

The ISPRC solicits, designs, and disseminates effective interventions with a proactive, pragmatic focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. An annual Summer Workshop focuses on teaching applied skills to mental health professionals, educators, and students in related fields. For more information, visit [www.bc.edu/isprc](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 1,000 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

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

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

### **Jesuit Institute**

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

### **Lonergan Center**

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

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

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

### **Weston Observatory of the Department of Earth and Environmental Sciences**

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

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and currently monitors earthquake activity in the northeast U.S., as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern scientific research equipment in a number of different areas of seismology research. For more information, visit [www.bc.edu/westonobservatory](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, graduate students may obtain advice and guidance regarding career goals, internships, and job search techniques. Students may also network with BC alumni through LinkedIn accounts. Professional assistance and advice on navigating a comprehensive, educational Career Center website is available.

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

### **Office of Campus Ministry**

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

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

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

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

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

Office of Campus Ministry is located in McElroy 233, 617-552-3475. For more information visit [www.bc.edu/ministry](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. Want to save money? Opening an optional Dining Bucks account saves you 10% on every purchase you make in a dining hall or outlet such as the Bean Counter or Hillside. Dining Bucks are also accepted in vending machines although with no discount. These accounts, which are fully refundable if you don't use them, may be opened online any time of the year through the Agora Portal.

### **Disability Services Office**

Services for graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to students who provide appropriate documentation are individualized and may include, but are not limited to, sign language interpreters, CART services, electronic textbooks, extended time on exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. Additionally, parking permits are granted for temporarily disabled students. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact Assistant Dean Paulette Durrett at 617-552-3470 or visit [www.bc.edu/disability](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), and the Graduate International Student Association (GISA). The GSA serves two primary purposes: providing programming to meet graduate students' needs, and providing advocacy within the greater Boston College community for issues of import to graduate students. Membership in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is led by an Executive Board consisting of a President, Vice-President, and Financial Director, and by a Senate consisting of one member each from the constituent schools, Grad AHANA, and GISA. The GSA is advised by the Office of Graduate Student Life. GSA offices are located in the Murray Graduate Student Center at 292 Hammond Street, across Beacon Street from Middle Campus. For more information, visit [www.bc.edu/gsa](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, including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and a free DVD lending library for all current graduate students. Spaces within the house can be reserved for events and group meetings. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

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

Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/Infirmity 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/Infirmity 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 College of Advancing Studies—Graduate	9
College of Arts and Sciences—Graduate	9
Lynch School of Education—Graduate	9
Law	12
Carroll School of Management—Graduate	9
Connell School of Nursing—Graduate	9
Graduate School of Social Work	9
School of Theology and Ministry	9

The College Immunization Law requires proof of the following immunizations:

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

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

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

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

**University Counseling Services (UCS)**

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

**Volunteer and Service Learning Center (VSLC)**

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

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

For more information, visit [www.bc.edu/service](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: [www.bc.edu/offices/evp/noticesanddisclosures.html](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 Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teach Grants, Federal Direct Loans (Stafford and PLUS), Federal Perkins Loans, and Federal Work-Study, as well as Nursing Loans.

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

For more complete information on financial aid at Boston College, visit the Student Services website at [www.bc.edu/finaid](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.



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

### NOTICE OF NON-DISCRIMINATION

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

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

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

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

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i)

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

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

### OFF-CAMPUS HOUSING

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

### TUITION AND FEES

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

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

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

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

#### Graduate Tuition

##### Graduate School of Arts and Sciences\*\*

Tuition per credit hour: .....1,292  
Auditor's fee\*\*\*—per credit hour:.....646

##### Lynch School of Education, Graduate Programs\*\*

Tuition per credit hour: .....1,166  
Auditor's fee\*\*\*—per credit hour:.....583

##### Carroll School of Management, Graduate Programs\*\*

Tuition per credit hour: .....1,372  
Auditor's fee\*\*\*—per credit hour:.....686

##### CConnell School of Nursing, Graduate Programs\*\*

Tuition per credit hour: .....1,120  
Auditor's fee\*\*\*—per credit hour:.....560

##### Graduate School of Social Work\*\*

Tuition per credit hour: .....992  
Auditor's fee\*\*\*—per credit hour:.....496

##### Law School\*\*

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

##### School of Theology and Ministry\*\*

Tuition per credit hour: .....882  
Auditor's fee\*\*\*—per credit hour:.....441

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

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

**Summer Session\*\***  
 Tuition per credit hour: .....686  
 Auditor's fee\*\*\*—per credit hour:.....343  
 \*\*Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.  
 \*\*\*Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

**Graduate General Fees\***

**Acceptance Deposit**  
 Lynch School of Education, Graduate Programs:.....275  
 Connell School of Nursing, Graduate Programs: .....400  
 Carroll School of Management,  
 Graduate Programs—part-time:.....200  
 Carroll School of Management,  
 Graduate Programs—full-time:.....1,500  
 Law School—J.D. Program\*\*\*:.....500  
 Law School—LL.M. Program:.....500  
 Graduate School of Social Work.....200  
 \*\*\*Initial deposit due by April 15 with an additional \$500 due by June 1.

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

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

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

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

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

**Interim Study:.....30**

**Laboratory Fee (Per Semester): ..... up to 930**

**Late Payment Fee:.....150**

**Massachusetts Medical Insurance (Per Year):.....2,108**  
 (966 fall semester; 1,142 spring semester)

**Microfilm and Binding**  
 Doctoral Dissertation: .....125  
 Master's Thesis:.....90

Copyright Fee (Optional): .....45  
**Student Identification Card: .....30**  
 (mandatory for all new students)

\*All fees are proposed and subject to change.

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

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

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

**Massachusetts Medical Insurance**

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

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

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

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

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at [portal.bc.edu](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 14, 2012, for the fall semester and by January 25, 2013, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

**Returned Checks**

Returned checks will be fined in the following manner:

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

**Withdrawals and Refunds**

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

### *Graduate Refund Schedule (Excluding Law)*

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

#### **First Semester**

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

#### **Second Semester**

- by Jan. 23, 2013: 100% of tuition charged is cancelled
  - by Jan. 25, 2013: 80% of tuition charged is cancelled
  - by Feb. 1, 2013: 60% of tuition charged is cancelled
  - by Feb. 8, 2013: 40% of tuition charged is cancelled
  - by Feb. 15, 2013: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

### *Law Refund Schedule*

Law students are subject to the refund schedule outlined below.

#### **First Semester**

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

#### **Second Semester**

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

### *Summer Sessions Refund Schedule: All Schools*

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

### *Federal Regulations Governing Refunds*

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

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

overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

### **National Student Clearinghouse**

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

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

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

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at [www.studentclearinghouse.org](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., M.A.T.

Geology: M.S., M.S.T.

Geophysics: M.S., M.S.T.

Greek: M.A.

Hispanic Studies: M.A.

History: M.A., M.A.T., Ph.D.

Irish Literature and Culture: English, M.A.

Italian: M.A., M.A.T.

Latin: M.A.

Latin and Classical Humanities: M.A.T.

Linguistics: M.A., M.A.T.

Mathematics: M.A., M.S.T., Ph.D.

Philosophy: M.A., Ph.D.

Physics:\* M.S., M.S.T., Ph.D.

Political Science: M.A., Ph.D.

Psychology: M.A., Ph.D.

Russian: M.A., M.A.T.

Slavic Studies: M.A., M.A.T.

Sociology: M.A., Ph.D.

Spanish: M.A.T.

Theology: Ph.D.

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

#### **Fifth Year Programs—Graduate School of Arts and Sciences**

Linguistics: B.A./M.A.

Philosophy: B.A./M.A.

Psychology: B.A./M.A.

Psychology/Social Work: B.A./M.S.W.

(B.A. Psychology majors only)

Russian: B.A./M.A.

Slavic Studies: B.A./M.A.

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

**Dual Degree Programs—Graduate School of Arts and Sciences**

Biology/Management: M.S./M.B.A.  
French/Management: M.A./M.B.A.  
Geology/Management: M.S./M.B.A.  
Geophysics/Management: M.S./M.B.A.  
Hispanic Studies/Management: M.A./M.B.A.  
Italian/Management: M.A./M.B.A.  
Linguistics/Management: M.A./M.B.A.  
Mathematics/Management: M.A./M.B.A.  
Philosophy: M.A./J.D., Ph.D./J.D.  
Political Science/Management: M.A./M.B.A.  
Russian/Management: M.A./M.B.A.  
Slavic and Eastern Languages and Literatures: M.A./J.D.  
Slavic Studies/Management: M.B.A./M.A.  
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

**School of Theology and Ministry**

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

**Fifth Year Programs—School of Theology and Ministry**

Theology: B.A./M.T.S.  
Theology and Ministry: B.A./M.A.

**Dual Degree Programs—School of Theology and Ministry**

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

**Joint Degree Programs—School of Theology and Ministry**

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

**Lynch School of Education, Graduate Programs**

Applied Developmental and Educational Psychology: M.A.,  
Ph.D.  
Educational Leadership: M.Ed., C.A.E.S., Ed.D.  
Counseling Psychology: M.A., Ph.D.  
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.  
Early Childhood Education: M.Ed.  
Educational Research, Measurement and Evaluation: M.Ed.,  
Ph.D.  
Elementary Education: M.Ed.

Higher Education: M.A., Ph.D.  
Professional Licensure in English, History, Earth Science  
Biology, Mathematics, Elementary Education, and Reading:  
M.A.T., M.S.T.  
Reading/Literacy Teaching: M.Ed., C.A.E.S.  
Secondary Education: M.Ed., M.A.T., M.S.T.  
Special Education (Moderate Special Needs, Grades Pre-K-9 and  
Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed.,  
C.A.E.S.

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

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

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

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

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

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

**Law School**

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

**Dual Degree Programs—Law School**

Law/Education: J.D./M.Ed., J.D./M.A.  
Law/Management: J.D./M.B.A.  
Law/Philosophy: J.D./M.A., J.D./Ph.D.  
Law/Social Work: J.D./M.S.W.

**Carroll School of Management, Graduate Programs**

Accounting: M.S.  
Business Administration: M.B.A.  
Finance: M.S., Ph.D.  
Management and Organization: Ph.D.

**Dual Degree Programs—Carroll School of Management,  
Graduate Programs**

Accounting: M.B.A./M.S.  
Finance: M.B.A./M.S.  
Management/French: M.B.A./M.A.  
Management/Geology and Geophysics: M.B.A./M.S.

## ***ABOUT BOSTON COLLEGE***

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

### **Connell School of Nursing, Graduate Programs**

Nursing: B.S./M.S., M.S., Ph.D.

### **Dual Degree Programs—Connell School of Nursing, Graduate Programs**

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

### **Graduate School of Social Work**

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

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

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

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

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

### **Woods Graduate College of Advancing Studies**

Administrative Studies: M.S.

## ACADEMIC INTEGRITY

### Policy and Procedures

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

### Standards

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

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

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

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Other breaches of academic integrity include:**

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;

- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

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

### Promoting Academic Integrity: Roles of Community Members

#### *Student Roles in Maintaining Academic Integrity*

Graduate and professional 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

## ***POLICIES AND PROCEDURES***

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academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate.

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

### **Academic Deans**

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

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

### **Procedures**

Graduate and professional students should refer to their department or school for procedures for adjudicating alleged violations of academic integrity. Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation 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.

### **CORE VALUES**

Students in the Carroll Graduate School of Management are expected to adhere to the highest standards of professional conduct as outlined in the Core Values. Any student who violates these Core Values is subject to consequences ranging from a reprimand to dismissal from the University. Faculty members, staff members or students who detect any form of violation have the responsibility to take appropriate action. Individuals detecting violations of the Core Values should bring the violation to a faculty member's attention, to the attention of the appropriate director or to the attention of the Associate Dean for Graduate Programs.

Faculty members and directors have the responsibility to report all incidents to the Associate Dean for Graduate Programs in writing. If the incident is deemed to be of a minor nature, the faculty member

or director may handle the matter themselves and communicate the repercussions appropriate to the violation. If the incident is deemed to be serious, the Committee on Professional Standards will be convened. The Committee on Professional Standards will investigate and adjudicate the matter and make recommendations to the Associate Dean for Graduate Programs, who may accept the recommendations or reduce the punishment, but not increase the punishment. The report of the Committee on Professional Standards remains in the offending student's file for up to five years beyond the date of his/her graduation.

Professional conduct is a very important issue in the graduate programs. Any questions with respect to these standards should be discussed with a professor or appropriate administrator.

### **Committee on Professional Standards Procedures**

The Committee on Professional Standards will be responsible for hearing all complaints. The committee will meet monthly or more frequently if needed. If a student is alleged to have violated the Core Values the student may prepare a statement, collect any documents and other supporting material, enlist the help of an adviser to be present at the hearing, and to ask other members of the community to serve as character witnesses. The Committee will adjudicate the case. A majority of the Committee members must conclude that the evidence presented constitutes a clear violation of the Core Values. If that is the Committee's finding, a determination of the appropriate sanction is then made. Any student sanctioned by the Committee may appeal to the Dean of the Carroll School of Management.

### **Standing in the Community**

A student who accepts and adheres to the Core Values of the Carroll Graduate School of Management will remain in good standing. If a student fails to adhere to these Core Values, she/he may be sanctioned by the Committee on Professional Standards. Any sanction must bear a reasonable relationship to the severity of the breach involved. Possible sanctions include: reduction in grade for an assignment or course, letter of reprimand, probation, reduction or revocation of a scholarship award, suspension, or expulsion; in addition, the Committee on Professional Standards may recommend exclusion from specified extracurricular activities and services.

### **Committee on Professional Standards Composition**

The Committee on Professional Standards will be comprised of three individuals on a permanent basis—the Associate Dean for Graduate Programs, the Assistant Dean for Graduate Programs, and the Core Faculty Chair. In addition, this group will be supplemented each year by two faculty members and two graduate students chosen jointly by the Associate Dean for Graduate Programs and the President of the Graduate Management Association.

### **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/dam/files/schools/csom\\_sites/graduate/2012-13GSMhandbook.pdf](http://www.bc.edu/content/dam/files/schools/csom_sites/graduate/2012-13GSMhandbook.pdf)

**Connell School of Nursing, Graduate Programs**

[www.bc.edu/content/dam/files/schools/son/pdf2/gradhandbook\\_12-13.pdf](http://www.bc.edu/content/dam/files/schools/son/pdf2/gradhandbook_12-13.pdf)

**Graduate School of Social Work**

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

**Law School**

[http://www.bc.edu/content/dam/files/schools/law/pdf/academics/academic\\_policies\\_procedures2012-13.pdf](http://www.bc.edu/content/dam/files/schools/law/pdf/academics/academic_policies_procedures2012-13.pdf)

**School of Theology and Ministry**

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

**Woods College of Advancing Studies**

[www.bc.edu/content/bc/schools/advstudies/master/policies.html](http://www.bc.edu/content/bc/schools/advstudies/master/policies.html)

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

**Academic Grievances**

Students have the right to know the components of a course on which a final grade will be based, to be graded fairly in relation to the other students in the course, and to understand why a particular grade was given. The instructor has the right to determine which course components will be graded and the weight that will be given to each, the right to determine the grading scale to be employed, and the responsibility to grade students consistently on that scale. The professor is also expected to provide a syllabus for each course, specifying dates for assignments and examinations, and the weight given to each course component determining the final grade.

A student should resolve problems in the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question, the student should first refer the matter in an informal manner to the chairperson or director of the appropriate department or program. A formal appeal of a course grade, which ought not be undertaken lightly by the student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal, a student files a written statement with the department chairperson or program director and thereafter the appeal is handled by the Academic Review Board.

**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**

Students in the Carroll School of Management must consult the Graduate Associate Dean's Office before they can audit a course. After the drop/add period, graduate students who wish to change a course from credit to audit or audit to credit must go to the Graduate Associate Dean's Office and complete a Graduate Course Exception form. Students in the Carroll School of Management may change a course from credit to audit but not audit to credit.

**Comprehensive Examination: Doctoral Students**

Doctoral students are required to complete comprehensive examinations. Students should consult with their department or school about the nature of this examination and the time of administration. The following grade scale is used: pass with distinction (PwD), pass (P), and fail (F). Students must be enrolled in at least one course in the semester in which they take the comprehensive examination or orally defend a publishable paper. Students should consult with the department or school about required coursework during this semester.

**Comprehensive Examination: Master's Students**

Masters' students should consult with their respective departments or schools to learn about the time and nature of the comprehensive



## ***POLICIES AND PROCEDURES***

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examination as well as the registration and fee requirements during the semester in which they are taking the examination. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F).

### **Continuation: Doctoral Candidacy**

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 (999) during each semester of their candidacy or its equivalent.

### **The Consortium**

M.B.A. students are eligible to cross register for one course per semester during the academic year (not including summer sessions) at Boston University and Tufts University. Cross registration materials are available in the University's Office of Student Services, Lyons Hall 103. Cross registration is not permitted for M.S. in Accounting or M.S. in Finance students.

### **Cross Registration**

After consulting with the Graduate Programs Office, students may take elective courses at the Boston College Law School, the Graduate School of Social Work, the Graduate School of Nursing, the Graduate School of Education or the Graduate School of Arts and Sciences. With the exception of dual-degree candidates, students are limited to two cross-registration courses.

### **Enrollment Status**

#### ***Graduate Student Full-Time Enrollment Status***

Graduate full-time enrollment is as follows:

Carroll School of Management—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 Carroll School of Management are full-time. Master's candidates may be given exceptions to the school minimum credit standard for full-time status by their academic dean in exceptional situations.

### **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**

Students in the Carroll School of Management may not take courses counting toward the degree pass/fail.

## Good Standing

In the Carroll School of Management, M.B.A., M.S. in Finance, and M.S. in Accounting students must maintain a cumulative average of 2.67 or higher in their course work to be eligible to graduate. M.B.A. students who receive grades of C or less in five courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.B.A. students who receive three or more F's are automatically dropped from degree candidacy. M.S. in Finance and M.S. in Accounting students who receive grades of C or less in three courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.S. in Finance and M.S. in Accounting students who receive two or more F's are automatically dropped from degree candidacy.

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

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

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

### *Involuntary Leave of Absence*

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

## Readmission

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

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

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

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

### **Summer Courses**

In graduate programs, summer courses may be an integral part of the curriculum. Students should consult with the Dean's office for further information.

### **Time-to-Degree**

Unless a program specifies otherwise, the maximum time-to-degree for master's students is five years and the maximum time-to-degree for doctoral students is eight years. A student who has not completed the degree requirements within the maximum time limit is not allowed to continue in the program without an approved extension from the Dean's office.

### **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 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.

### **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.

## Carroll School of Management

### GRADUATE PROGRAMS

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 chance to strengthen their foundation of essential skills in the core M.B.A. courses—the Management Practice modules—while furthering their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy. 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
- Marketing Informatics
- 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 56 credits.

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 eleven 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 18 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 [www.bc.edu/schools/csom/courses](http://www.bc.edu/schools/csom/courses).

## M.B.A. Curriculum

### *Full-Time Program (Total 56 credits)*

#### Management Practice Courses

- MM 720 Management Practice I: Managers Laboratory (1 credit)
- MM 730 Management Practice II: Acting in Organizations (4 credits)
- MM 740 Management Practice III: Entrepreneurship & Business Planning (3 credits)

#### Core Courses

- MF 701 Economics (2 credits)
- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MB 725 Global Strategy (1 credit)
- MB 730 Strategic Analysis (1 credit)
- MB 750 Managing in a Changing World (2 credits)
- MF 722 Financial Management (2 credits)
- MI 720 Information Technology for Management (2 credits)
- MK 721 Marketing (2 credits)

#### Electives

- Three Electives (2 credits each)
- Seven Electives (3 credits each)

### *Part-Time Program (Total 56 credits)*

#### Management Practice Courses

- MM 703 Business Development Workshop (2 credits)
- MB 710 Strategic Management (3 credits)
- MB 711 Managing Business in Society (3 credits)

#### Core Courses

- MD 700 Economics (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MA 701 Accounting (3 credits)
- MI 703 Information Technology for Management (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)
- MB 702 Leadership Workshop (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MB 708 Managing in the Global Environment (3 credits)

#### Electives

- Six 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 Arts in Sociology (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 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, Europe, and Latin America. 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 "M.B.A. Field Studies Project" offers U.S.-based consulting experience on behalf of a multinational corporation or new venture focused on international market penetration.

### **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 will generally begin the Program in September of each year. The Program consists of two academic semesters (fall and spring) and one summer session.

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 or two summers 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 four 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.

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**

- MA 824 Financial Statement Analysis (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)
- MA 826 Taxes and Management Decisions (3 credits)
- MA 827 Strategic Cost and Profitability Analysis (3 credits)

#### **Electives**

Students must take six electives (18 credits), at least two (6 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**

- MA 601 Financial Accounting Standards & Theory III (3 credits)
- MA 615 Advanced Federal Taxation (3 credits)
- MA 634 Ethics & Professionalism (3 credits)
- MA 835 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**

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

##### **Spring**

- MF 881 Corporate Finance Theory
- At least two of the following three courses: MF 860, MF 803, MF 880
- One elective

##### **Summer**

- MF 808 Financial Policy
- One elective

#### **M.S. in Finance Curriculum, Self-Paced**

##### **Year 1/Semester 1**

- MF 801 Investments
- MF 807 Corporate Finance

##### **Year 1/Semester 2**

- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

##### **Year 1/Summer 1**

- MF 860 or MF 803 or MF 880

##### **Year 1/Summer 2**

- One elective

##### **Year 2/Semester 1**

- MF 881 Corporate Finance Theory
- MF 860 or MF 803 or MF 880

##### **Year 2/Semester 2**

- MF 808 Financial Policy
- One elective

#### **M.S. in Finance Curriculum, Quantitative Track**

##### **Fall 1/Year 1**

- EC 720 Math for Economists
- EC 770 Statistics
- MF 801 Investments
- MF 807 Corporate Finance

##### **Spring 1/Year 1**

- EC 772 Econometric Methods
- MF 890 Capital Markets
- MF 860 Derivatives & Risk Management
- MF 880 Fixed Income Analysis

##### **Fall 2/Year 2**

- MF 863 Empirical Asset Pricing
- MF 803 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 at the end of the student's first summer 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 participates in teaching workshops and acquires experience in the classroom.

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. When a student enters the program he or she will be assigned an advisor. Together with the advisor the student will design a program of study to be completed prior to the comprehensive examination.

Ph.D. candidates in finance must complete three doctoral courses in quantitative methods, two in economics, four in finance, and several electives. These requirements are typically satisfied by taking 16 courses 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; however, each student must complete a minimum of 12 courses while in the program.

### 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 full-time thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of finance, economics, and quantitative methods.

The examination is taken within three months of the completion of the second year of the program. A student will have completed most course work, satisfied the breadth requirements and submitted a satisfactory research paper prior to taking the comprehensive examination.

### 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 a maximum of four years. In return for this support, the student acts as a research assistant for approximately fifteen hours per week for the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years 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 emphasizes 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. In addition, most students enter the program with at least two years of relevant full-time work experience. 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). 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. 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.

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

their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

### 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](http://www.bc.edu/carroll).

### Graduate Management Practice/International

#### Graduate 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).

#### MM 703 Business Development Workshop (Fall/Spring: 2)

Offered biennially

The goal of MPI is to create a learning experience for students that provides exposure to and experience in using teams to identify and communicate new business ideas to interested parties such as venture capitalists, bosses and other business partners. Each team of students is asked to produce a two-part deliverable. The first is a business plan including funding or external resources required and the organizational resources and functions needed to implement the idea. The second is a 15-minute presentation of the new business idea to a panel of experts and participating teams.

*Peter DiCarlo*

#### MM 720 Management Practice I: Leading Organizations (Fall: 1)

In this course, student teams learn and apply the methods of design thinking to real-world corporate citizenship programs. Each team works with a major corporation to use tools of creative thinking to design a social or environmental program that the corporate wishes to pursue.

*The Department*

#### MM 730 Management Practice II: Acting in Organizations (Spring: 4)

Module 1: The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. Module 2: The Consulting

Project (continued). The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

*The Department*

#### MM 804 Advanced Topics: Entrepreneurial Finance (Spring: 3)

Regardless of which career path you choose, a comprehensive understanding of finance is an essential ingredient in the "recipe" for business success. No longer can the assumptions underlying financial projections be treated as "black boxes." In many cases, the answer is less important than the analytical process used to calculate it. This course is designed for students who may at some point be interested in pursuing managerial careers in the entrepreneurial sector, and covers the development of financial and business skills to identify, evaluate, start and manage new ventures. This is primarily a case study based course and each year I develop new content (i.e., cases and readings) exclusively for use in the class. Based on a successful pilot program several years ago, this class now features dual enrollment each year by students from BC's Law School. Their contributions to the discussion bring an interesting perspective and dynamic to the course.

*Gregory Stoller*

#### MM 810 Communication Skills for Managers (Fall/Spring: 3)

Cross listed with MA 810

This course will focus on specific practical applications of business communication in both oral and written presentations required of M.B.A. students and future managers. Speaking assignments include informational and persuasive speaking, panel presentations, small group presentations, and business problem solving, planning, and policy review. Writing assignments include memos, analytic reports, policy definition, proposals, and formal business plans.

*Penny Harrington*

#### MM 811 Advanced Topics: International Consulting Project, Asia (Fall: 3)

*The Department*

#### MM 816 Advanced Topics: International Consulting Project, Latin America (Spring: 3)

*The Department*

#### MM 817 Boards & CEO's: Governing America's Businesses (Spring: 3)

This course focuses on the top of the organizational structure and unlocks the mysteries of the governance process. The class is run as a seminar, which means that we will informally discuss the day's topic and readings together as a group. We will also cover current governance topics found in the WSJ and articles from a number of different sources, which will be available on Blackboard Vista. In addition there will be brief lectures, case analysis, and ten guest executives and directors over the course of the semester. Guest executives and directors will normally be full participants in each class, will have read the same materials and will share their insights and analysis.

*The Department*

#### MM 818: Managing Hidden Communication Drivers in Business (Spring 3)

Why does the comic strip *Dilbert* make us laugh? Below the surface of every operational area in a twenty-first century enterprise are communication-dependent drivers. Managing these hidden, embedded activities efficiently is key to achieving successful outcomes for their "host" function—from manufacturing and R&D to sales and strategic planning. When embedded communications are mishandled or overlooked,

organizations risk becoming fodder for a comic strip that draws humor from the vague objectives, dysfunctional corporate culture and misguided projects that ensue. In this course, students develop analytical and decision-making skills to identify embedded communication processes. Case histories show when managerial intervention is warranted and how to guide its execution.

*The Department*

MM 820 IME—Asia (Spring 3)

*The Department*

MM 821 IME—Europe (Spring 3)

*The Department*

MM 841 Advanced Topics: Management of Professional Services (Spring: 3)

*The Department*

MM 842 Advanced Topics: Management/Biotechnology and Medical Devices Industries (Spring: 3)

The objective of this course is to introduce M.B.A. and/or graduate students in the biological sciences to the biotechnology and medical device industries. There are at least 8500 biotechnology or medical device companies distributed globally and their influence on the world economy has grown significantly over the past ten years. The evolution of this industry has been technology driven to some extent, but other types of factors including regulatory, legal and financial drivers have played a critical role in shaping the overall market. In this course, we will explore the historical evolution of the industry and provide students with an understanding of the basic scientific principles utilized in advancing technology in biotechnology and medical device companies. In addition, we will discuss commercialization strategies that these companies use to maximize their market penetration. This will include sessions that cover how the market is segmented, the major competitors in the market, as well as the ways in which these companies position their products and target their customers. Finally, this course will cover how the industry is structured and regulated, as well as ways in which individual companies measure their financial success within the market.

*The Department*

MM 846 Advanced Topics: Strategic Decision Making (Fall: 3)

This course gives students a perspective on the strategic decisions a company is faced with as they work through the merger and acquisition process. They will learn how mergers and acquisitions have changed the landscape of corporate America, and the process companies go through as they evaluate potential acquisition targets. This course will focus valuation methodologies, deal structure, accounting issues and corporate governance. Finally, students will learn about the communication and integration activities which take place post acquisition.

*The Department*

MM 880 Directed Practicum (Fall: 3)

*The Department*

MM 888 Interim Study (Fall/Spring: 3)

*The Department*

MM 891-892 Thesis I and II (Fall: 3)

*The Department*

MM 897 Directed Readings (Fall/Spring: 3)

*The Department*

MM 898 Directed Research I (Fall/Spring: 3)

*The Department*

## 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 Lodz, Poland; M.S., University of Illinois; Ph.D., Northwestern University

**Elizabeth Bagnani**, *Adjunct 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](http://www.bc.edu/accounting)

### Undergraduate and Graduate 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).

**MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)**

*Prerequisites:* MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

*John Glynn*

### MA 610 International Financial Reporting Standards (Spring: 3)

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.

*Gil J. Manzoni*

*G. Peter Wilson*

### MA 615 Advanced Federal Taxation (Spring/Summer: 3)

*Prerequisite:* MA 405

The course aims to cover federal income tax law 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.

*The Department*

### MA 618 Accounting Information Systems (Fall/Spring/Summer: 3)

*Prerequisites:* MA 021, MC 021

**Cross listed with MI 618**

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.

*Jeffrey Allen*

*Michael McLaughlin*

*Francis Nemias*

*Francis Odlum*

### MA 634 Ethics and Professionalism in Accounting (Fall/Spring/Summer: 3)

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*

### Graduate Course Offerings

#### MA 701 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 B. Schwartz*

*Susan Z. Shu*

#### MA 713 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.

*G. Peter Wilson*

#### MA 801 Contemporary Topics/Corporate Reporting (Spring: 2)

*Prerequisite:* MA 701 or MA 713

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, pensions and other post-retirement benefits. The course stresses technical and critical analyses of financial reporting numbers.

*Billy Soo*

#### MA 810 Communications Skills for Managers (Fall/Summer: 3)

**Cross listed with MM 810**

**During the summer, the course is offered in a blended fashion; the class meets in-person twice per week and students work online the remaining time.**

This course will focus on specific practical applications of business communication in both written and oral presentations required of M.S. in Accounting students and future managers. Writing assignments include memos, analytic reports, proposals, and a variety of business correspondence. Students also write collaboratively and present as part of a panel.

*Rita Owens*

#### MA 812 Accounting Tools for Managers (Spring: 2)

*Prerequisite:* MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

*Ryan Brenneman*

*Peter DiCarlo*

#### MA 813 Financial Accounting Practice I (Fall/Summer: 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.

*Louis Corsini*

#### MA 814 Financial Accounting Practice II (Fall/Summer: 3)

*Prerequisite:* MA 813

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 with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Gil J. Manzoni*

**MA 815 Financial Auditing (Fall: 3)**

*Prerequisite:* MA 813

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.

*Michael O'Hara*

**MA 816 Federal Taxation (Fall: 3)**

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, Jr.*

**MA 817 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 emphasized.

*Jeffrey R. Cohen*

**MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)**

*Prerequisite:* MA 701 or MA 713

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.

*Elizabeth Bagnani*

*Mark Bradshaw*

*Amy Hutton*

*Thomas Porter*

*Billy Soo*

**MA 825 Assurance and Consulting Services (Spring/Summer: 3)**

*Prerequisite:* MA 701 or MA 713

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.

*Amy LaCombe*

*Larry Davis*

**MA 826 Taxes and Management Decisions (Fall/Spring/Summer: 3)**

*Prerequisite:* MA 701 or MA 713

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 J. Manzon*

**MA 827 Strategic Cost and Profitability Analysis (Spring/Summer: 3)**

*Prerequisite:* MA 701 or MA 713

Evaluates traditional cost accounting tools and demonstrates how these tools can be modified to meet the economic challenges of the new millennium. Issues of management control and corporate governance are given special consideration. In addition we will integrate behavioral, ethical, and international issues into the course. For example, when discussing performance evaluation, traditional financial measures may lead to earnings management. A case approach will be extensively used.

*Jeffrey R. Cohen*

**MA 835 Forensic Accounting (Spring/Summer: 3)**

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*

**MA 852 Advanced Topics: Finance, Accounting, and Controls in High-Tech Growth (Fall: 3)**

*Prerequisite:* MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth, and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

*Peter Minihane*

*George Neble*

**MA 897 Directed Readings in Accounting (Spring: 3)**

*Prerequisite:* Departmental permission required

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

*Billy Soo*

**MA 898 Directed Research (Fall/Spring/Summer: 3)**

*Prerequisite:* Departmental permission required

*Billy Soo*

**MA 899 Directed Readings and Research (Fall: 3)**

*Prerequisite:* Departmental permission required

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; M.Th., Louvain University

**Christine N. O'Brien**, *Professor*; Chairperson of the Department; B.A., J.D., Boston College

**David P. Twomey**, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

**Stephanie M. Greene**, *Associate Professor*; B.A., Princeton University; M.A., J.D., Boston College

**Richard E. Powers**, *Senior Lecturer*; B.A., M.Ed., J.D., Boston College

**Thomas Wesner**, *Lecturer*; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College

### Contacts

- Department Secretary: Kathy Kyrtzoglou, 617-552-0410, kathleen.kyrtzoglou.1@bc.edu
- www.bc.edu/businesslaw

### Undergraduate and Graduate 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).

#### MJ 603 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*

#### MJ 631 African Business (Spring: 3)

Introduction to the exciting, current state of business, politics and social interactions in Africa. For the first time since wide-spread African political independence more than one half century ago, economic independence is beginning to assert itself on the continent. The purpose of this course will be to trace the progress being made throughout Africa for it to take its place among world-wide, self sufficient economies with sophisticated infrastructure, innovative industries, stable political systems and a developing export sector.

*Frank J. Parker, S.J.*

#### MJ 647 The Environment and Sustainability (Spring: 3)

*Prerequisite:* MJ 156 or equivalent

There is wide spread 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.*

#### MJ 651 Nonprofits and Their Real Estate (Spring: 3)

*Prerequisite:* MJ 022 or equivalent

This course will examine the astonishing multiplication of non-profit corporations throughout the American economy. Attention also will be paid to the similar rise in governmental entities: federal, state, and local. 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. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies. Attendance is mandatory unless absence is excused in advance.

*Frank J. Parker, S.J.*

#### MJ 674 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 K. Zola*

### Graduate Course Offerings

#### MJ 803 Topics: Law for CPAs (Spring/Summer: 3)

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. 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*

#### MJ 805 Managing the Legal Environment of Business (Spring: 2)

This course provides students with a broad and detailed understanding of how the legal environment affects business. Substantive areas of the law such as torts, contracts, regulation of employment, securities, and intellectual property are presented through case analysis. Special emphasis is placed on the interrelationship between business law and ethics and the impact that each has on corporate governance, integrity, and regulation in order to focus on the distinction between making ethical decisions strictly in compliance with the law, and those made beyond the applicable legal requirements.

*Richard E. Powers*

#### MJ 856 Legal Aspects of Real Estate I (Fall: 3)

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance,

commercial construction, residential mortgages, federal housing, and the Big Dig. Provides the business manager with the necessary background to make informed judgments and seek proper assistance in all business decisions related to property.

*Frank J. Parker, S.J.*

### **MJ 857 Legal Aspects of Real Estate II (Spring: 3)**

*Prerequisite:* MJ 856 recommended

**Not open to undergraduates. Term paper required.**

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

**Hassell McClellan**, *Associate Professor*; B.S., Fisk University; M.B.A., University of Chicago; Ph.D., Harvard Business School

**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

**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 Neuchatel; 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

**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: Luis Berdeja, 617-552-4647, berdeja@bc.edu
- [www.bc.edu/finance](http://www.bc.edu/finance)

### *Undergraduate and Graduate Course Offerings*

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#### **MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)**

*Prerequisites:* MF 127 (undergraduate), MF 807 or MF 127 (graduate)

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered. The material is taught through case studies, text, and in-class discussions led by participants in certain cases.

#### *The Department*

#### **MF 604 Money and Capital Markets (Fall/Spring: 3)**

*Prerequisites:* MF 127 or MF 151 (undergraduate), MF 704 or higher (graduate)

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*

#### **MF 612 The Mutual Fund Industry (Fall: 3)**

*Prerequisites:* MF 127 (undergraduate), MF 704 or higher (graduate)

The study of mutual funds involves an understanding of the investment process and also of many other aspects of business. The mutual fund industry has developed innovative marketing and pricing strategies. It has been a leader in applying technology to transaction processing and customer service and has expanded globally on both the investment and sales fronts. Mutual funds can influence several aspects of a person's life. Investors interested in the stock or bond market will



## MANAGEMENT

most likely consider investing in mutual funds. This course will both focus on both a detailed study of the mutual fund industry and case studies.

*The Department*

### MF 617 Hedge Funds (Spring: 3)

*Prerequisite:* MF 151

The objective of this course is to broaden the students 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*

### MF 619 M.S. in Finance Seminar: Economic Crises (Fall/Spring: 3)

*Prerequisite:* MF 127/MF 807

**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. Professor Syron has enjoyed extraordinary praise for his insight into our nation's economic crises.**

This course examines the current economic situation and potential policy lessons. The course is in three modules. The first is a brief history of financial panics. The course then focuses on the origins of the current situation with specific attention to changes in the housing markets including the development of securitization and accompanying financial innovations. It concludes with an analysis of some of the recent policy responses and their impact on the macro economy. There will be a number of guest lectures by experts either currently or recently involved in developing policy approaches for the financial crises.

*Richard Syron*

### MF 631 International Financial Management (Fall: 3)

*Prerequisite:* MF 127

This is a graduate (advanced undergraduate) level (elective) course containing three parts: (1) important issues for corporate sectors and financial markets around the globe, including ownership structure, corporate governance, financing channels and decisions, risk management, capital flows and financial crises; (2) financial system and corporate sectors in a few specific emerging markets; and (3) a few cases related to topics covered in the course and a term (case) project.

*The Department*

### MF 665 Fundamental Analysis (Fall: 3)

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students would be exposed to the appropriate tools of financial analysis, theoretical concepts, and practical valuation issues, enabling the students to provide a basis for making reasonable valuation estimates of the firm in question. In addition, the students will have developed a keen understanding of the challenges investors face in determining the earnings power of a company.

*The Department*

### Graduate Course Offerings

#### MF 704 Financial Management (Fall/Spring/Summer: 3)

*Prerequisite:* Introduction to Accounting

Offered triennially

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*

### MF 801 Investments (Fall/Spring: 3)

*Prerequisite:* MF 704 or MF 722

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*

### MF 803 Portfolio Theory (Fall/Spring/Summer: 3)

*Prerequisites:* MF 801, MF 852

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*

### MF 807 Corporate Finance (Fall/Spring/Summer: 3)

*Prerequisite:* MF 704 or MF 722

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*

### MF 808 Financial Policy (Fall/Spring/Summer: 3)

*Prerequisites:* MF 801 (Investments) and MF 807 (Corporate Finance)

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*

### MF 820 Management of Financial Institutions (Fall/Spring/Summer: 3)

*Prerequisite:* MF 704 or MF 722

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*

### MF 821 Corporate Valuation and Restructure (Fall: 3)

This course exposes students to a broad range of financial restructuring techniques that can be applied to improve business performance. Case discussion and visitors are used to illustrate how various corporate restructuring approaches can be used to increase firm value and to

highlight characteristics of potential candidates for different restructuring techniques. The case analysis provides opportunity to practice the application of standard corporate valuation methods.

*Edith Hotchkiss*

**MF 852 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*

**MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 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*

**MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)**

**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*

**MF 880 Fixed Income Analysis (Fall/Spring: 3)**

*Prerequisite:* MF 801

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*

**MF 881 Corporate Finance Theory (Fall/Spring: 3)**

*Prerequisite:* MF 807

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*

**MF 897 Directed Readings (Fall/Spring/Summer: 3)**

By arrangement.

*The Department*

**MF 898 Directed Research (Fall/Spring/Summer: 3)**

By arrangement.

*The Department*

**MF 899 Directed Study (Fall/Spring/Summer: 3)**

*Prerequisite:* Upper-level M.S. in Finance status, and consent of the faculty member and the Department Chairperson

**Maximum of one directed study allowed**

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

*The Department*

**MF 999 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 and 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**, *Assistant Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

**William Griffith**, *Lecturer*; B.S., St. Joseph's University; M.A., Antioch University; M.A., Ph.D., Boston College; Ph.D., University of Massachusetts, Amherst

**Contacts**

- Department Secretary: Ashley Lo Bue, 617-552-2331, ashley.lobue@bc.edu
- [www.bc.edu/is](http://www.bc.edu/is)

**Undergraduate and Graduate Course Offerings**

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**MI 618 Accounting Information Systems (Fall/Spring: 3)**

*Prerequisites:* MA 021, MI 021

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. This course is open to undergraduates and graduate students.

*Frank Nemia*

**MI 620 Marketing Information Analytics (Spring: 3)**

*Prerequisites:* MK 021, MK 705, MK 721

**Cross listed with MK 620**

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler

or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

*Lynne Harrold*

### **MI 621 Special Topics: Social Media & Web 2.0 for Managers (Fall/Spring: 3)**

*Prerequisite:* MI 021, MI 703, or MI 720

**Cross listed with MK 621**

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*

### **MI 635 New Media Industries (Spring: 3)**

**Cross listed with MK 635**

This course is designed to introduce the changing business models of new media (video game, 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*

### **Graduate Course Offerings**

#### **MI 703 Information Technology for Management (Fall/Spring/Summer: 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 they can promote novel 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.

*Mary Cronin*

#### **MI 805 TechTrek West—Graduate (Spring: 3)**

*Prerequisite:* Permission of instructor

**Enrollment is limited, admission is competitive, and participation requires the additional cost of travel**

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly 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 Gallagher*

#### **MI 811 Customer Relationship Management (Spring: 3)**

*Prerequisite:* MK 705 or MK 721

**Cross listed with MK 811**

This course focuses on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers—particularly via the Web and new wireless technologies (e.g., PDAs and mobile phones). In this course, we will focus on understanding the underlying strategies necessary to integrate these new technologies with traditional non-electronic marketing in today's fast-paced business environment.

*Katherine N. Lemon*

#### **MI 815 Management of Technology and Innovation (Spring: 3)**

**Cross Listed with MD 815**

This course explores the strategic role of technology and innovation in the survival and success of firms. The object of the course is to introduce students to tools and concepts they will need to: (1) Assess the prospects and managerial implications of emerging technologies; (2) Identify and evaluate opportunities to gain competitive advantage through innovation; (3) Develop a strategy for deploying new technologies; (4) Understand how to appropriate the value of the technologies being deployed; (5) Nurture the innovative capabilities of the firm. The course has a strong emphasis on high technology industries in the selection of case examples.

*Robert Fichman*

#### **MI 824 Data Mining (Fall: 3)**

Most organizations possess increasing amounts of data on many aspects of their business. Data mining is the process of identifying patterns and relationships that are not part of the original design of the data. Data mining is used to support efforts in marketing, sales, finance, scheduling, and quality management, among many areas. This course will focus on both the management of data mining projects and the actual techniques and tools used in data mining. Much of the coursework will revolve around a “live” data mining project that we will conduct over the course of the semester.

*John Spang*

#### **MI 853 E-Commerce (Fall/Spring: 2 or)**

**Cross listed with MD 853, MK 853**

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*

#### **MI 897 Directed Readings (Fall/Spring: 3)**

*Prerequisite:* Permission of the Department Chairperson

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*The Department*

**MI 898 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*

**MI 899 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*

**Marketing****Faculty**

**Katherine N. Lemon**, *Professor*; 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

**Victoria L. Crittenden**, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard 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

**Ashutosh Patil**, *Assistant Professor*; B.S., University of Pune, India; M.B.A., University of California, Berkeley; Ph.D., Georgia Institute of Technology

**Edward Gonsalves**, *Lecturer*; B.S., M.S., Worcester Polytechnic Institute

**Maria Sannella**, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

**Audrey Azoulay**, *Visiting Assistant Professor*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

**Contacts**

- Department Secretary: Marilyn Tompkins, 617-552-0420, marilyn.tompkins@bc.edu
- Department Fax Number: 617-552-6677
- www.bc.edu/marketing

**Undergraduate and Graduate Course Offerings**

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**MK 610 Special Topics: Sports Marketing (Fall: 3)**

*Prerequisite:* MK 021 or MK 705 or MK 721

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*

**MK 620 Marketing Information Analytics (Spring: 3)**

*Prerequisite:* MK 021, MK 705, MK 721

**Cross listed with MK 620**

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

*Lin*

**MK 621 Special Topics: Social Media & Web 2.0 for Managers (Fall/Spring: 3)**

*Prerequisite:* MI021, MI703, or MI720

**Cross Listed with MI 621**

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*

**MK 630 Special Topics: Tourism and Hospitality Management (Spring: 3)**

*Prerequisite:* MK 021 or MK 705 or MK 721

This course provides students with a basic understanding of the various decisions, processes, metrics, and outcomes relating to managing tourism and hospitality services and enterprises. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in tourism and hospitality management.

*Arch Woodside*

**MK 635 New Media Industries (Spring: 3)**

*Prerequisite:* MK 021 or MK 705 or MK 721

**Cross listed with MI 635**

This course is designed to introduce the changing business models of new media (video game, 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*

### *Graduate Course Offerings*

#### **MK 705 Marketing (Fall/Spring: 3)**

This is the core marketing course offered in the evening M.B.A. program. It combines elements of MK 721 and MK 719 into a semester-long overview of both basic and advanced marketing concepts. As such, it should not be taken in addition to either of these two courses. Student teams will be involved in the analysis of case studies as well as in a computerized marketing simulation game.

*Arch Woodside*

*Frank Bifulco*

#### **MK 721 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 market place. 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 E. Smith*

#### **MK 801 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis, and the applications of research to the task of managing the marketing effort. Case projects developed.

*Paul Berger*

*S. Adam Brasel*

#### **MK 803 Product Planning and Strategy (Spring: 3)**

*Prerequisites:* MK 705 or MK 721, and at least one other marketing elective

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*

#### **MK 804 Consumer Behavior (Spring: 3)**

*Prerequisites:* MK 705 or MK 721. MK 801 is also recommended.

Emphasizes the need for managers to understand how and which consumers make buying decisions in order to enhance the effectiveness of marketing strategies. Analyzes psychological variables such as perception, motivation, learning, attitudes and personality and sociological variables such as culture, the family, social class, and reference group. It assesses their importance to the marketing of products and services.

*Sandra Bravo*

#### **MK 805 Marketing Strategy (Spring/Summer: 3)**

*Prerequisite:* MK 705 or MK 721, 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.

*Aurdey Azoulay*

#### **MK 807 International Marketing Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their inter-relationships. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

*Gergana Y. Nenkov*

#### **MK 808 Communication and Promotion (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

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.

*S. Adam Brasel*

#### **MK 810 Business to Business Marketing (Summer: 3)**

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*

#### **MK 811 Customer Relationship Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

**Cross listed with MD 811**

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.

*Katherine N. Lemon*

**MK 813 Services Marketing (Spring: 3)**

*Prerequisites:* MK 705 or MK 721. MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service and through assessing the firm’s effectiveness in terms of customer attraction and loyalty. This course will focus on marketing tools, techniques, and strategies necessary for managing service institutions, as well as the strategic use of market information.

*Linda C. Salisbury*

**MK 814 Pricing Policy/Strategy (Fall/Spring: 3)**

*Prerequisites:* MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting

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*

**MK 815 Strategic Brand Management (Fall/Spring: 2)**

*Prerequisite:* MK 705 or MK 721

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, 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*

**MK 853 Electronic Commerce (Spring: 3)**

Cross listed with MI 853

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*

**MK 897 Directed Readings (Fall/Spring/Summer: 3)**

*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 and Associate Dean*; 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

**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*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

**Pieter Vanderwerf**, *Adjunct Assistant Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

**David R. McKenna**, *Lecturer*; B.S., M.B.A., Boston College

**Contacts**

- Department Secretary: Joyce O’Connor, 617-552-0460, joyce.oconnor@bc.edu
- www.bc.edu/osm

**Undergraduate and Graduate 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).

**MD 604 Management Science (Fall: 3)**

*Prerequisite:* MD 021, MD 707, or MD 723

**Strongly recommended for students interested in operations management**

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.

*David R. McKenna*

**MD 605 Simulation Methods (Fall: 3)**

*Prerequisite:* A degree of mathematical literacy including statistics

**Offered periodically**

This course is an introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for

simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

*David R. McKenna*

### **MD 606 Economic & Financial Forecasting Techniques (Fall: 3)**

*Prerequisites:* Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. The underlying theory is presented through real cases.

*Richard McGowan, S.J.*

### **MD 609 Advanced Topics: The Business of Sports (Fall: 3)**

This course examines the business side of sports. 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 K. Zola*

### **MD 610 Sports Analytics (Fall: 3)**

*Prerequisite:* A passion for sports and numbers, working knowledge of basic probability and statistics, and above average Microsoft 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.

*David R. McKenna*

## **Graduate Course Offerings**

### **MD 700 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, the 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.

*The Department*

### **MD 705 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*

### **MD 707 Operations Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations, and usefulness of management science approaches.

*The Department*

### **MD 714 Statistics (Fall: 2)**

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 which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

*Samuel B. Graves*

### **MD 716 Modeling and Decision Analysis (Spring: 1)**

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

*Jeffrey L. Ringuest*

### **MD 723 Operations Management (Spring: 2)**

*Prerequisite:* MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions, and business examples.

*M. Hossein Safizadeh*

### **MD 831 Managing Projects (Spring: 3)**

*Prerequisite:* MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the

functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

*Larry Meile*

**MD 832 Advanced Topics: Supply Chain Management (Spring: 2)**

This course will present the student with a detailed overview of the fundamental management issues that confront those who are responsible for or are impacted by an organization's supply chain. This course will have a slant towards international business and the ethical, environmental and social issues that are related to working with suppliers in other countries. The course will be taught through lecture related to the text and class discussions related to assigned cases and articles.

*William Driscoll*

**MD 835 Advanced Topics: New Product Development (Fall: 3)**

*Prerequisite:* Permission of instructor

Student teams take an existing product for which a viable business plan has already been developed and perform the activities necessary to bring the product to market. This involves identifying target markets, determining effective product design, identifying and costing required productive resources, identifying marketing channels, locating and garnering capital resources. The course is augmented by studying business cases and hearing from guest speakers who focus on issues that are inherent to the new product roll-out process. The deliverable will be a detailed business case for the product which will be ready for production funding and roll-out.

*Larry Meile*

**MD 844 Advanced Topics: 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 L. Stoller*

**MD 854 Management of Service Operations (Fall/Spring: 3)**

*Prerequisite:* MD 707 or MD 723

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.

*M. Hossein Safizadeh*

**MD 897 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*

**MD 898 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*

**MD 899 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*

## 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 and Director CSOM Ethics Program*; 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

**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, gordonj@bc.edu
- www.bc.edu/orgstudies



## Graduate 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).

### **MB 702 Management Practice II: Leadership Workshop (Fall/Spring: 3)**

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership.

*The Department*

### **MB 708 Managing in a Global Environment (Fall/Spring: 3)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*Vivek Marya*

*Mohan Subramaniam*

### **MB 709 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.

*The Department*

### **MB 710 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*

### **MB 711 Managing Business in Society (Fall/Spring: 3)**

*Prerequisites:* Management Practice I, II, and III, and M.B.A. Core

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

*Robert Morris*

*Sandra Waddock*

### **MB 712 Managing People and Organizations (Fall: 3)**

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*

### **MB 725 Global Strategy (Spring: 1)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*Mohan Subramaniam*

### **MB 750 Management Practice IV: Managing in a Changing World (Spring: 3)**

*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.

*Hassell McClellan*

### **MB 803 Leadership (Fall: 3)**

*Prerequisite:* MB 709, MB 712, 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*

### **MB 804 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, or that have particularly distinct considerations for nonprofit managers, including distinctive funding methods, governance, and staffing structures. The course aims to provide future nonprofit managers, volunteers, board members, donors, or supporters with a more nuanced understanding of critical issues in management as they apply to the nonprofit sector and of important

trends and issues in the sector. This is an overview designed to provide students with breadth, rather than depth, of knowledge about the nonprofit sector.

*Nathan Pelsma*

**MB 806 Strategic Planning and Implementation (Spring: 3)**

*Prerequisite:* MD 710 or MD 740, 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.

*Darwin Gillett*

**MB 807 Industry & Competitive Analysis (Spring 3)**

Industry and Competitive Analysis (ICA) is an elective course in business-level and competitive strategy. The course examines how firms obtain and sustain superior returns through the development and implementation of competitive strategies. The objective of ICA is to go beyond those basic, more static tools, and to focus on how to make strategic decisions in a complex and dynamic competitive environment.

*The Department*

**MB 810 Small Business Management Strategy (Fall: 3)**

*Prerequisite:* MB 710 or MD 740

**Offered periodically**

The objective of the course is to provide the student with an understanding of and the ability to utilize the various concepts, analytical techniques and practical applications essential to starting up and/or successfully operating a small business enterprise. Class sessions will consist of discussions led by the instructor or students on particular small business concepts and practices, preceded or followed by discussion of case assignments relevant to the particular subject matter.

*William Driscoll*

**MB 812 Negotiating (Spring: 3)**

*Prerequisite:* MB 709, MB 712, 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 Marshall*

**MB 815 Women and Leadership (Spring: 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*

**MB 837 Advanced Topics: Strategic Deal-Making for Results (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*

**MB 841 Advanced Topics: Green Innovation and Eco-Efficiency Strategies for Business (Spring: 3)**

**Offered periodically**

This course focuses on the critical factors for building competitive environmental strategies for business in the areas of green innovation and eco-efficiency. It examines the drivers behind the "green wave," the factors for developing successful environmental initiatives, and how to integrate environmental thinking into the business strategy. Key topics will include green design, product life-cycle assessment, greening the supply chain, eco-branding, and dematerialization. The course is based on case studies, in-class discussions, presentations by business representatives, and a final project based on solving a specific environmental problem for a local company.

*Vesela Veleva*

**MB 850 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*

**MB 858 Special Topics: Leadership (Spring: 3)**

**Offered periodically**

This Ph.D. seminar explores theoretical and empirical approaches to leadership in organization studies with an emphasis on the connection between theories and empirics. The course examines leadership at the micro, meso, and macro levels by examining work that addresses leadership styles, attributes, and orientations; leadership-in-situ (situational, organizational, and contingent views of leadership), and leadership in broader contexts of history, culture, and time. The course emphasizes a social-psychological approach, looking at leadership in terms of the context in which it occurs, rather than the individual leader. Students are required to complete a major paper on leadership for the course.

*Mary Ann Glynn*

**MB 871 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*

## ***MANAGEMENT***

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### **MB 877 Research in the Community (Spring: 3)**

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 Management and Organization 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*

### **MB 999 Doctoral Continuation (Fall/Spring: 1)**

*The Department*

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**FALL SEMESTER 2012**

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

**SPRING SEMESTER 2013**

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



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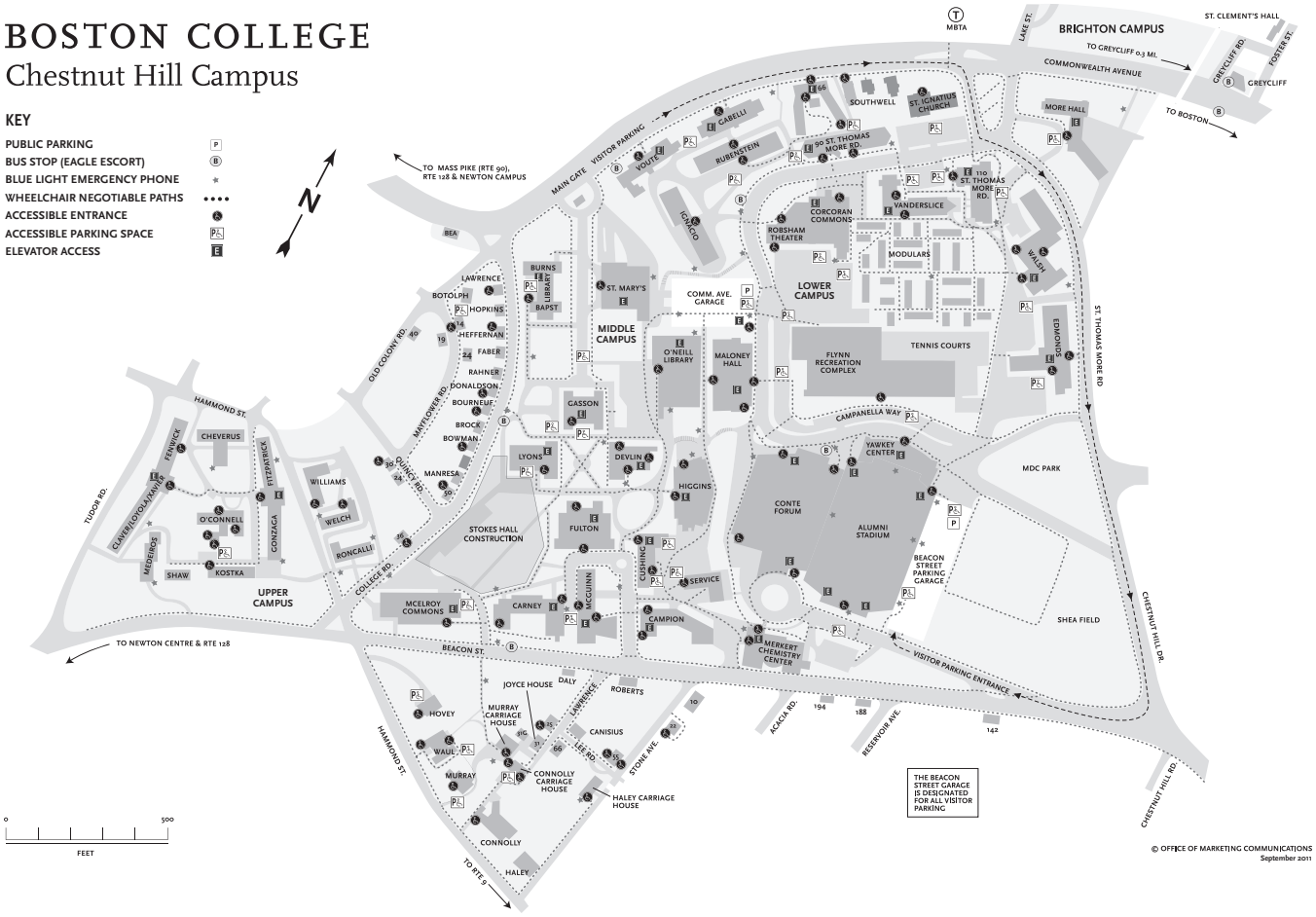
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## Chestnut Hill Campus

**KEY**

- PUBLIC PARKING
- BUS STOP (EAGLE ESCORT)
- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR NEGOTIABLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

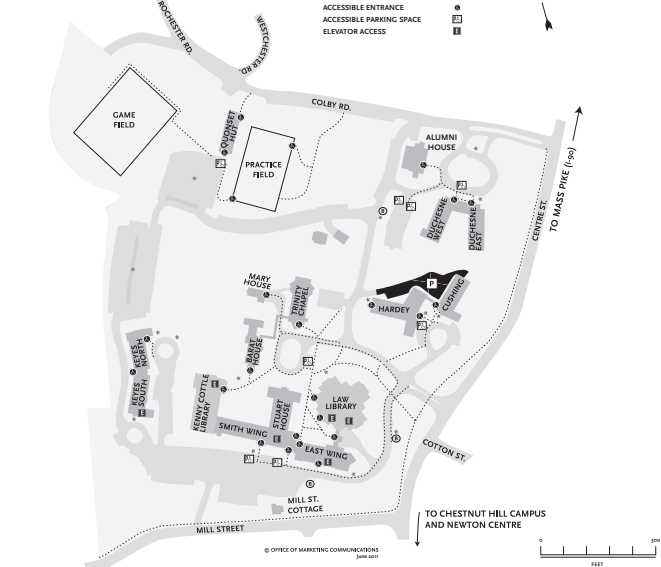


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## Newton Campus

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  - ACCESSIBLE ENTRANCE
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  - ELEVATOR ACCESS

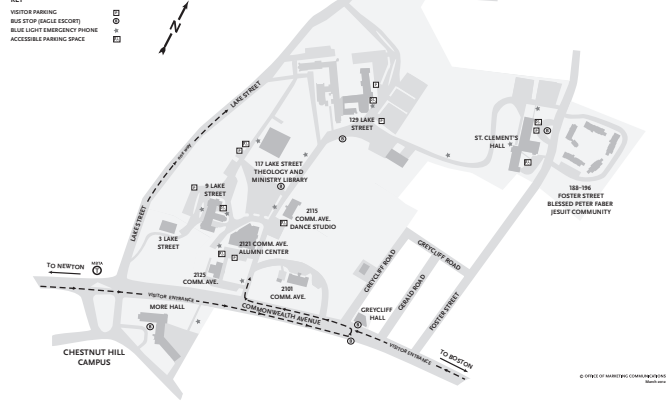


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- KEY**
- VISITOR PARKING
  - BUS STOP (EAGLE ESCORT)
  - BLUE LIGHT EMERGENCY PHONE
  - ACCESSIBLE PARKING SPACE



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