

Boston College
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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 institu

ACADEMIC RESOURCES

Art and Performance

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

Campus Technology Resource Center (CTRC)

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

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email (help.center@bc.edu), and internet (www.bc.edu/help) to the BC community Monday-Friday between 8:30 a.m. and 7:00 p.m. Limited off-hours support is available via telephone 24 hours a day, seven days a week.

The Hardware Repair Center

The Hardware Repair Center is located in O'Neill 208 and provides warranty and non-warranty repair of Apple, Dell, HP, and Lenovo computers. For hours, rates, and contact information visit: <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/

Digital Library Services

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

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

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

Digital Institutional Repository

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

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

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

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 HOLMES, the library catalog. 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. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the Find It option that appears in many online databases.

United States Government Publications

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

The Libraries of Boston College:

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

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

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. Burns Library staff work with students and faculty to support learning and teaching at Boston College, offering access to unique primary sources through instruction sessions, exhibits, and programing. The Burns Library also serves the research needs of external scholars, hosting researchers from around the globe interested in using the collections. The Burns Library is home to more than 250,000 volumes, over 700 manuscript collections, and important holdings of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitica, Fine Printing; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. To learn more about specific holdings in Burns, see www.bc.edu/burns. Burns digital collections can be viewed at: www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

The Educational Resource Center serves the specialized resource needs of the Lynch School of Education students and faculty. The state-of-the-art facility includes children's books, fiction and non-fiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit www.bc.edu/erc.

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

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two staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit www.bc.edu/libraries/collections/socialwork.html.

The Theology and Ministry Library (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in biblical stud-

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

- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships: the Global Workforce Roundtable, the National Workforce Roundtable, and the New England Work and Family Association (NEWFA). Each membership group offers interactive events, access to informational resources, and a robust community dedicated to sharing leading practices.
- **Research:**
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Cultural and Educational Affairs, as well as through external business partnerships. For more information, visit our website at www.bc.edu/irishinstitute or contact Director, Dr. Robert Mauro at 617-552-4503.

Jesuit Institute

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

Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS & PIRLS International Study Center

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

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

Weston Observatory of the Department of Earth and Environmental Sciences

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research laboratory 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 news media, first responders, the general public, and other stakeholders.

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

STUDENT LIFE RESOURCES

Athletics Department

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

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

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

Career Center

The Boston College Career Center offers a comprehensive range of services to assist students with their career plans including an in-depth career website, in-person and virtual workshops as well as one-to-one career counseling. Eaglelink, the Career Center's career management system available through the Career Center's website, provides updates on career events, internship and job listings. Students are also encouraged to take advantage of the power of networking by connecting with BC alumni through LinkedIn.

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

Office of Campus Ministry

Boston College is firmly rooted in the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Campus Ministry serves

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24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

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

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, Sw 2 0 Tdmplai.mhe requirements of FEeves Educatlccuralllyr;0a605.EMC u:omplaints

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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

any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan
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Graduate Tuition

Graduate School of Arts and Sciences**	
Tuition per credit hour:.....	1,344
Auditor's fee***—per credit hour:	672
Lynch School of Education, Graduate Programs**	
Tuition per credit hour:.....	1,212
Auditor's fee***—per credit hour:	606
Carroll School of Management, Graduate Programs**	
Tuition per credit hour:.....	1,430
Full-time MBA:.....	21,000/semester
Auditor's fee***—per credit hour:	715
Connell School of Nursing, Graduate Programs**	
Tuition per credit hour:.....	1,154
Auditor's fee***—per credit hour:	577
Graduate School of Social Work**	
Tuition per credit hour:.....	1,012
Auditor's fee***—per credit hour:	506
Law School**	
Tuition per semester:	22,430
Tuition per credit hour (AY):	1,955
Tuition per credit hour (Summer):.....	1,725
School of Theology and Ministry**	
Tuition per credit hour:.....	910
Auditor's fee***—per credit hour:	455
Summer tuition per credit hour:.....	716
Summer auditor's fee***—per credit hour:	358
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:.....	250
Connell School of Nursing, Graduate Programs:	400
Carroll School of Management, Graduate Programs—part-time:	200
Carroll School of Management, Graduate Programs—full-time:	1,500
Law School—J.D. Program***:.....	500
Law School—LL.M. Program:.....	500
Graduate School of Social Work	200

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

Activity Fee—Per Semester***

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

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

Activity Fee—Per Semester

(CSOM, Graduate Programs)

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

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

Application Fee (Non-Refundable)

 Graduate School of Arts and Scie (if AITe2.g46nuysJ 0 -ar.....tc)

 Carroll School of Education, Graduate P2.....tc*hool)

 Connell School of Nursing, Graduate Programs:

Activity Fee—Per Semester

(CSOM, Graduate Programs)30

Activity Fee—Per/T1_82 0 Twj EMC (.....134ol of Social Work)Doctor2 -

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at the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at www.bc.edu/medinsurance.

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at portal.bc.edu. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 13, 2013, for the fall semester and by January 24, 2014, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

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

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

Graduate Refund Schedule (Excluding Law)

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

First Semester

- by Sept. 11, 2013: 100% of tuition charged is cancelled
- by Sept. 13, 2013: 80% of tuition charged is cancelled
- by Sept. 20, 2013: 60% of tuition charged is cancelled
- by Sept. 27, 2013: 40% of tuition charged is cancelled
- by Oct. 4, 2013: 20% of tuition charged is cancelled

Second Semester

- by Jan. 22, 2014: 100% of tuition charged is cancelled
 - by Jan. 24, 2014: 80% of tuition charged is cancelled
 - by Jan. 31, 2014: 60% of tuition charged is cancelled
 - by Feb. 7, 2014: 40% of tuition charged is cancelled
 - by Feb. 14, 2014: 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. 23, 2013: 100% of tuition charged is cancelled
- by Sept. 6, 2013: 80% of tuition charged is cancelled
- by Sept. 13, 2013: 60% of tuition charged is cancelled
- by Sept. 20, 2013: 40% of tuition charged is cancelled
- by Sept. 27, 2013: 20% of tuition charged is cancelled

Second Semester

- by Jan. 10, 2014: 100% of tuition charged is cancelled
- by Jan. 24, 2014: 80% of tuition charged is cancelled
- by Jan. 31, 2014: 60% of tuition charged is cancelled
- by Feb. 7, 2014: 40% of tuition charged is cancelled
- by Feb. 14, 2014: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

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

Federal Regulations Governing Refunds

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund through their Agora Portal account at portal.bc.edu. If a student has a credit balance as a result of or her a,ra Portal account at portal.bc.eduuntmp3eamstmsy-0ll,-0thin two 36 1s,Tw % u1.22ccount at portount at porged ic.eduo hou/equel

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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.
Slavic Studies: M.A.
Sociology: M.A., Ph.D.
Theology: Ph.D.

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

Fifth Year Programs—Graduate School of Arts and Sciences

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

Dual Degree Programs—Graduate School of Arts and Sciences

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

School of Theology and Ministry

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

Lynch School of Education, Graduate Programs

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

Fifth Year Programs—Lynch School of Education, Graduate Programs

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

Dual Degree Programs—Lynch School of Education, Graduate Programs

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

Early Admit Programs—Lynch School of Education, Graduate Programs

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

Law School

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

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 academic integrity and to set the tone and establish guidelines

arrangements for the student's return to the course should be made with the Graduate Associate Dean's Office as soon as the student's health and other circumstances permit.

Absences for Religious Reasons

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

Audits

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

Comprehensive Examination or Qualifying Papers: Doctoral Students

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

Comprehensive Examination: Master's Students

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

Continuation: Doctoral Candidacy

Graduate and professional students who have completed all required coursework and who have successfully completed the comprehensive examination or the oral defense of a publishable paper are admitted to doctoral candidacy. Doctoral candidates are required to register and pay for Doctoral Continuation (999) during each semester of their candidacy or its equivalent.

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

Cross Registration

Boston Theological Institute

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

- Andover Newton School of Theology
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

The Consortium

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

Graduate Consortium in Women's Studies

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

Enrollment Status

Full-Time Enrollment Status

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

Final Examinations

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

Foreign Language Requirement

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

Grading

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

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

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

Grading Scale

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

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA
- U No effect on GPA

Grade Changes

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

All I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer except for students in the Graduate School of Social Work and the Law School.

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

Pass/Fail Electives

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

Good Standing

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

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

Graduation

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the

degree as of the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online through their Agora Portal at portal.bc.edu 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/studentservices and submit it for their school's Associate Dean's approval.

Leave time for either a personal or medical leave of absence will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean.

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.

THE UNIVERSITY: POLICIES AND PROCEDURES

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

Involuntary Leave of Absence

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

Readmission

Graduate and professional students seeking readmission to the University should consult with the policies and procedures specified by their department or school. The decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

Summer Courses

In graduate programs, summer courses may be an integral part of the curriculum. Graduate and professional students should consult with their schools or departments for specific policies regarding summer courses.

Time-to-Degree

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

Transcripts

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

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

Transcript/Diploma Holds

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

Transfer of Credit

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

University Communication Policies and Student Responsibilities

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

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

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

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

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

Withdrawal from a Course

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

Withdrawal from Boston College

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

UNIVERSITY AWARDS AND HONORS

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

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

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

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

Residence

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

Interdisciplinary Doctoral Program

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

Traveling Scholar's Program

The Inter-Institutional Academic Collaborative (IAC) Traveling plucat an

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

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

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

Acceptance

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

Financial Aid

Academic Awards

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

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

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

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

Fellowships

University Fellowships

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

Teaching Fellowships

Junona F. Moroianu, Associate Professor; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University
Clare O'Connor, Associate Professor; B.S., Ph.D., Purdue University
William H. Petri, Associate Professor; A.B., Ph.D., University of California, Berkeley
Hugh P. Cam, Assistant Professor; B.S., University of Texas, Austin; Ph.D., Harvard University
Eric S. Folker, Assistant Professor; Ph.D., Notre Dame
Laura Anne Lowery, Assistant Professor; Ph.D., Massachusetts Institute of Technology
Michelle M. Meyer, Assistant Professor; B.S., Rice University; Ph.D., California Institute of Technology
Tim van Opijen, Assistant Professor; B.S., M.S., Ph.D., University of Amsterdam
Robert J. Wolff, Adjunct Associate Professor; B.A., Lafayette College; Ph.D., Tufts University
Joseph Burdo, Adjunct Assistant Professor; B.S., Western Michigan University; Ph.D., Pennsylvania State College of Medicine
Danielle Taghian, Adjunct Assistant Professor;

biology and to determine if a particular lab environment is suitable for their thesis research. Students are expected to have joined a permanent lab by the end of this year, with permission of the lab's P.I.

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

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

Undergraduate and Graduate Course Offerings

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

BI 506 Recombinant DNA Technology (Spring: 3)

Prerequisites: BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440) or genetics (BI 315, BI 319, or BI 417) or instructor permission

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-Tj00 -1.222 vari, or34,

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will examine experiments regarding environmental endocrine disruptors and consider how this work is important in the development of regulatory policy.

Laura Hake

BI 517 Human Parasitology (Fall: 3)

Prerequisite: BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440)

Satisfies the advanced experience requirement for the Biology major

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

Marc Jan Gubbels

BI 523 Immunity and Infectious Disease (Spring: 3)

Prerequisite: BI 457 or BI 414 or instructor permission

Satisfies the advanced experience requirement for the Biology major

This course will focus on immune cells, the immune system's response to viral and bacterial infection and the pathogenesis resulting from these responses. Topics will include questions of self and non-self in immune responses, the role of mucosal immunity and gut flora in immune responses and pathogenesis, AIDS pathogenesis, vaccines, and cutting edge technological approaches to immune therapy. Reading materials will consist of a basic immunology text, classical primary papers, and research reports.

Kenneth Williams

BI 533 Virus Infections and Cellular Transport (Fall: 3)

Prerequisite: BI 304 or BI 414 or permission of the instructor

Satisfies the advanced experience requirement for the Biology major

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

Junona Moroianu

BI 536 Viruses, Genes, and Evolution (Spring: 3)

Prerequisite: BI 204, a genetics course (BI 315, BI 319, or BI 417), and a course in molecular or cell biology (such as BI 304, BI 440, or BI 414), or instructor permission

Satisfies the advanced experience requirement for the Biology major

By definition, viruses are absolutely dependent on host infection for their existence. As a consequence, most viruses are exquisitely well-adapted to their respective hosts. Hosts, in turn, have evolved numerous countermeasures to prevent viral infection. This course will focus on the molecular interplay between viruses and their hosts, and how

BI 888 Interim Study (Fall/Spring: 0)

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

The Department

BI 998 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

BI 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Chemistry

Faculty

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

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

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

Evan R. Kantrowitz, Professor; A.B., Boston University; A.M., Ph.D., Harvard University

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

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

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

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

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

James P. Morken, Professor; B.S., University of California at Santa Barbara

David T. O'Connell, Professor; B.S., University of California at Berkeley; Ph.D., Massachusetts Institute of Technology

David T. O'Connell, Professor; B.S., University of California at Berkeley; Ph.D., Massachusetts Institute of Technology

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David T. O'Connell, Professor; B.S., University of California at Berkeley; Ph.D., Massachusetts Institute of Technology

David T. O'Connell, Professor; B.S., University of California at Berkeley; Ph.D., Massachusetts Institute of Technology

Chia-Kuang (Frank) Tsung, Assistant Professor; B.S., National Sun Yat-sen University; Ph. D., University of California at Santa Barbara
Eranthie Weerapana, Assistant Professor; B.S., Yale University; Ph.D., Massachusetts Institute of Technology
Kenneth Metz, Adjunct Professor; B.S., Emporia State University; Ph.D., University of Arkansas
Lynne O' Connell, Adjunct Associate Professor; B.S., McGill University; Ph.D., Massachusetts Institute of Technology

Contacts

- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Terri Wallace, wallactb@bc.edu, 617-552-3605
- www.bc.edu/chemistry

Graduate Program Description

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

Ph.D. Degree Requirements

There is no total credit requirement for the Ph.D. degree. All entering graduate students are required to take the core graduate courses that are designed to provide a reasonable and broad level of proficiency in the various chemistry disciplines, in addition to at least two advanced courses in the student's chosen focus of research. Core courses may include Mechanistic Organic Chemistry, CH 537; Principles of Chemical Biology, CH 560; and Physical Chemistry: Principles and Applications, CH 676. Every student is expected to attain a GPA of at least 3.0 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

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

Advanced course selection will depend on the student's research areas and are chosen in consultation with their research advisor. Ph.D. candidates must pass eight cumulative exams in their area from 20 possible. These exams test the students' development in their major field of interest and critical awareness and understanding of the current literature. Students are encouraged to start taking cumulative examinations in their first year, but must start taking them in the beginning of their second year.

The M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring

4-6 years) will begin usually during the second semester of study. An oral defense of the dissertation before a faculty thesis committee and a public presentation complete the degree requirements.

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

M.S.T. Degree

The Master of Science in Teaching degree program is administered through the Lynch School of Education in cooperation with the Department of Chemistry and requires admission to graduate programs in both the Lynch School of Education and the Department of Chemistry. Although course requirements may vary depending

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

Undergraduate and Graduate Course Offerings

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

CH 523 Organometallic Chemistry (Spring: 3) Offered periodically

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

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

Shin-Yuan Liu

CH 531 Modern Methods in Organic Synthesis I (Fall: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

James Morken

CH 537 Mechanistic Organic Chemistry (Fall: 3)

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

Jeffery Byers

CH 799 Readings and Research I (Fall/Spring: 3)

Lab fee required

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

The Department

CH 800 Readings and Research II (Fall/Spring: 3)

Lab fee required

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

The Department

CH 801 Thesis Seminar0 Readings and Research II (Fall/Spring: 3)

CH 998 Doctoral Cumulative Examinations (Fall/Spring: 1)

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

The Department

CH 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Classical Studies

Faculty

Dia M.L. Philippides, Professor; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

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

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

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

Contacts

- Secretary: Susan Leonard, 617-552-3661, susan.leonard@bc.edu
- www.bc.edu/classics

Graduate Program Description

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

Requirements for the M.A. Degree

Candidates must complete 30 credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature and of a thesis (if offered in partial fulfillment of the requirements).

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

CL 242 Roman Religion (Fall: 3)

In this class we will explore the theory and practice of religion in the ancient Roman world, as reflected in ancient literary texts as well as in epigraphic and archaeological evidence. Themes will include the nature of Roman worship, from state cult to magic and mysteries, the interplay between religion and politics, and the development of Christianity in its pagan context.

Kendra Eshleman

CL 254 The Culture of Athenian Democracy (Spring: 3)

minimum course requirement. All students are required to maintain at least a 3.0 average in their graduate courses, as well as in all undergraduate courses in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. A research thesis approved by three faculty members is also required of all M.S. students.

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

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

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within

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M.S.T. Degree Requirements

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

Cooperative Program

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

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928–1949), is part of the Department of Earth and Environmental Sciences at Boston College. Located ten miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a sixteen-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit the Weston Observatory website at <http://www.bc.edu/westonobservatory>.

Undergraduate and Graduate Course Offerings

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

GE 275 Integrate Science, Research, Service, and Community and Social Environmental Justice (Fall: 3)

Cross listed with ED 550

This course is designed for environmental studies minors, secondary science teachers, or those who are interested in learning more about conducting scientific research. A key feature of this course will be the engagement in the design and development of research projects around air quality, hydroponics, and alternative energies. Embedded in each project will be the need to learn how to power and utilize alternative energy systems to maintain and sustain the equipment needed for each research project.

Mike Barnett

GE 297 Environmental Hydrology (Fall: 3)

Prerequisite: GE 132, GE 170 or GE 203

An introduction to hydrologic processes on and near the Earth's surface. Topics include all major components of the land phase of the hydrologic cycle—precipitation, infiltration, evapotranspiration,

microscopy with the objective to identify isotropic, uniaxial, and biaxial minerals in rocks using a polarized light microscope. This course is equivalent to the first part of GE 570.

Rudolph Hon

GE 372 Igneous Petrology (Fall: 2)

Prerequisite: GE 220 and GE 370–371

Corequisite: GE 373

Offered biennially

This course is devoted to an understanding of the petrology and petrography of igneous rocks. Lectures on the petrology of how igne-

Contacts

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

Graduate Program Description

Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a 1-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives, for a total of 48 credits. The first-year program consists of core courses in Micro Theory (EC 740, 741), Macro Theory (EC 750, 751), Mathematics for Economists (EC 720), Statistics (EC 770), and Econometric Methods (EC 772). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of two courses taken in the second semester of the first year: EC 741 and EC 751. These two courses are each worth 4 credits.

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

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

Admission Information

An on-line application for your convenience is located at www.bc.edu/content/bc/schools/gsas/admissions.html. Requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, Gasson 108, 140 Commonwealth Avenue, Chestnut Hill, MA 02467, or send an e-mail request to gsasinfo@bc.edu. Any questions regarding admission requirements should be directed toward gsasinfo@bc.edu. For further information regarding the Ph.D. program, send an e-mail to Gail Sullivan at gail.sullivan@bc.edu.

Graduate Course Offerings

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

EC 720 Mathematics for Economists (Fall: 3)

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

Peter Ireland

EC 740–741 Microeconomic Theory I and II (Fall/Spring: 3/4)

These courses cover basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory, such as welfare change measures and revealed preference theory.

The Department

EC 750–751 Macroeconomic Theory I and II (Fall/Spring: 3/4)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

Susanto Basu

Fabio Schiantarelli

EC 770 Statistics (Fall: 3)

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

Zhijie Xiao

EC 772 Econometric Methods (Spring: 4)

Prerequisite: EC 770 or equivalent

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

Arthur Lewbel

EC 798 Economics Practicum (Fall/Spring: 1)

Prerequisite: Permission of the Director of Graduate Studies

Richard Tresch

EC 799 Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of the Director of Graduate Studies

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

Richard Tresch

EC 802 Advanced Microeconomic Theory (Fall: 3)

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

Tayfun Sonmez

EC 811 Experimental Decision Theory (Fall: 3)

The course will cover some of the experimental literature related to rational behavior. We will discuss experiments of all axioms of rational decision making under risk (where probabilities are known) and uncertainty (where probabilities are not known). Readings will be from the economic and the psychological literature.

Uzi Segal

EC 821 Time Series Econometrics (Fall: 3)

Prerequisite: EC 770 and either EC 771 or EC 772 or equivalents

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

Zhijie Xiao

EC 830 Topics in Developmental Economics (Fall: 3)

This course will study the micro-economic development literature, with an emphasis on empirical applications in the areas of health, education, fertility, gender, family, children, marriage, and intra-household allocation of resources.

Fnu Anukriti

EC 853–854 Industrial Organization I and II (Fall/Spring: 3)

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

Michael Grubb

Julie Mortimer

EC 860 Advanced Macro: Computation, Estimation, and Applications (Spring: 3)

Ryan Chahrour

EC 861–862 Monetary Economics I and II (Fall: 3)

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

Sanjay Chugh

Fabio Schiantarelli

EC 870 Economic Development (Spring: 3)

Prerequisite: EC 770 and EC 771 or equivalents

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

Scott Fulford

EC 871 Theory of International Trade (Spring: 3)

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

Ben Li

EC 876 Topics in International Economic Policy (Spring: 3)

This course will cover trade policy and its political economy, and financial crises, treating causes and policies both pre- and post-crisis. A common theme is “what makes a good paper?”

James Anderson

Eyal Dvir

EC 877 Empirical International Finance (Spring: 3)

The course covers selected topics of current research in international finance, designed for Ph.D. students in their second year or later. The focus is on empirical work and tools for conducting research in this field. Topics include: nominal and real exchange rate dynamics, foreign-exchange market efficiency, the microstructure of foreign exchange markets, and international finance and trade, as well as international portfolio choice and financial integration.

Georg Strasser

ARTS AND SCIENCES

EC 885 Analysis of Labor Markets (Spring: 3)

Prerequisite: EC 822, which may be taken prior to or concurrently with EC 885

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

Andrew Beauchamp

EC 886 Current Topics in Labor Economics (Fall: 3)

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

Mathis Wagner

EC 888 Interim Study (Fall/Spring: 0)

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

Richard Tresch

EC 900 Third Year Thesis Workshop (Fall/Spring: 1)

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

The Department

EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)

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

The Department

EC 998 Doctoral Comprehensives (Fall/Spring: 1)

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

Richard Tresch

EC 999 Doctoral Continuation (Fall/Spring: 1)

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

Richard Tresch

English

Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kalpna Seshadri, Professor; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Maxim D. Shrayner, Professor; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Laura Tanner, Professor; B.A., Colgate University; Ph.D., University of Pennsylvania

Christopher P. Wilson, Professor; A.B., Princeton University; Ph.D., Yale University

Caroline Bicks, Associate Professor; A.B., Harvard University; Ph.D., Stanford University

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

Robert L. Chibka, Associate Professor; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Language Requirement

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

Examinations

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

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists of a two-hour oral examination usually on a period or genre. The dissertation field exam, two and one-half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

Prospectus, Dissertation, and Defense

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member to work out a laminel dn9ndie r0.5 a Howes0.1*(the completion ses bsginnetion

Undergraduate and Graduate Course Offerings

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

EN 121 The Linguistic Structure of English (Spring: 3)

Prerequisite: Previous or simultaneous coursework in Linguistics or in the history of the English language

Cross listed with ED 589, SL 323

Fulfills the History of the English language requirement for EN/LSOE majors

See course description in the Slavic and Eastern Language Department.

Michael Connolly

EN 122 Language in Society (Fall: 3)

Cross listed with SC 362, SL 362

Satisfies Cultural Diversity Core requirement

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including: language and gender, language planning, and language and public policy.

Margaret Thomas

Prerequisite: Future course offering (Fall: 0.5)

Michael Connolly

EN 528 Historical Linguistics (Spring: 3)

Prerequisites: SL 311 or equivalent, and knowledge of Latin and/or Greek

Cross listed with SL 325

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction.

Michael Connolly

Graduate Course Offerings

EN 700 English Language Training for Graduate Level Students: Focus on Speech (Fall: 0)

Department permission is required.

Designed for students about to enter or currently enrolled in graduate programs at BC, this course will emphasize the oral/aural language skills required for success in graduate work. The classes will provide students the opportunity to hone their speaking and listening skills through group discussions, presentations, and targeted practice in pronunciation, stress, and intonation through the reading of poetry and tongue twisters. Non-credit and offered free of charge by GSAS to its students. N.B. Students who enroll in the course are expected to attend all classes throughout the semester.

Lynne Anderson

EN 701 English Language Training for Graduate Level Students: Focus on Writing (Spring: 0)

Department permission is required.

Students will gain practice writing in a range of academic modes including reflection, summary, and critique. Ordering of information will be explored, i.e., conventions of general-to-specific texts. In-text citation guidelines that incorporate summary, paraphrase, and quotes will be discussed. Brainstorming, drafting, and revision strategies will be an important focus of the course. Grammar is taught in the context of student writing. Several classes will be devoted to business writing including e-mails and reference letters. Non-credit, offered free of charge by GSAS. N.B. Students who enroll in the course are expected to attend all classes and complete short writing assignments weekly.

Lynne Anderson

EN 706 Medieval English Romance (Fall: 3)

This course reads romances as nostalgic expressions of desire: for readable national pasts, authorizing foundation myths, satisfying fantasies of gender relations. Complex questions of audience (such as the relation between "popular romance," a perceived lower/middle class, and high-status aristocratic and French texts) and cultural relations (Saxon and Celtic traditions jostled with French literary models as English re-emerged after suppression under the Normans) will help us characterize the social and political force of the genre(s). We will examine questions of gender construction, class irritation, desire for origins, and the limits of the romance genre, deploying mythography, postcolonial criticism, and orality theory.

Robert Stanton

EN 708 Crises of the Nineteenth Century: Society, Gender, and Belief (Spring: 3)

This course reads Victorian literature in the context of larger historical and cultural movements (often perceived as "crises") in the nineteenth century. The readings start in the 1830s, tracing Britain's political, military, and imperial ascent; they end at the very close of the nineteenth century, often seen as the apex of British economic and military

EN 731 The Poet and Poetry: Yeats, Mac Neice, and Heaney (Spring: 3)

This course through a reading of a selection of the critical writings of W.B. Yeats, Louis MacNeice and Seamus Heaney will consider how their views of the Irish poet's role developed and changed during the course of their careers. It will also study, through readings of selected individual poems, how their different aesthetics affected their own poetry in marked ways. This will involve assessing how they variously responded to political and social crisis, to violence and to the challenge which modernity presented to poetry itself. The course studies three of Ireland's best known poets as theorists and practitioners.

Terrance Brown

EN 734 African American Writers of the Twentieth and Twenty-First Centuries (Spring: 3)

This course introduces graduate students to the field of African American literature, an increasingly important sub-field within contemporary English departments. Focusing on several genres (sci-fi, neo-slave narratives, memoir, short stories), we will read Toni Morrison, James Baldwin, Octavia Butler, Percival Everett, Michael Thomas, and Junot Diaz, among others. In addition to exploring themes such as post-Emancipation notions of freedom, life under Jim Crow, and the influence of oral and vernacular culture on black literature, we will also consider how fiction has responded to recent Caribbean and African migration, the exploding rate of black incarceration, and the "War on Terror."

Cynthia Young

EN 780 Readings in Theory (Spring: 3)

Cross listed with RL 780

Offered periodically

Conducted in English

Open to undergraduates with permission of instructor only

Fulfills a Ph.D. requirement in Romance Languages and Literatures

Fulfills Theory requirement

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary antecedents of the diverse and often contentious theoretical models occupying—some would say plaguing—the contemporary literary critical scene. Readings from Saussure, Levi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Geertz, Clifford, Austin, Derrida, and de Man, among others.

Kevin Newmark

EN 782 Issues and Methods in American Studies (Fall: 3)

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

Christina Klein

EN 801 Thesis Seminar (Fall: 3)

The Department

EN 802 Joyce's *Ulysses* (Spring: 3)

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Most of our time will be devoted to critical and literary analysis of the novel. Readings from recent critical and literary scholarship on the novel will be included.

in history, and the institutionalization of the study of the novel. Theoretical authors will include: Armstrong, Auerbach, Bakhtin,

EN 858 Debates and Issues in Postcolonial Studies (Spring: 3)
Fulfills the Theory requirement

The subject matter of this course is the modern colonial encounter (mainly British and French) from a historical, political, and literary angle. The course has two main components: identify controversial issues that arose in the local encounters between colonizer and colonized pertaining to power, identity, gender, political economy, and freedom; and grapple with the debates and critiques developed by anti-colonial thinkers to interrogate the universalism of western forms of knowing the other. Course goals: to familiarize students with non Anglo-American traditions of literature and to assimilate concepts relating to the analysis of power.

Kalpana Seshadri

EN 887 Introduction to Advanced Research (Fall: 3)

This course asks students to contemplate the kind of literary scholar they want to be and then provides them with basic literary research tools that will help them achieve this goal. By becoming versed in bibliographical and archival methods and learning about research techniques in complimentary fields of study, students will become grounded in the basics of contemporary literary studies. Readings on academic scholarship and disciplinary methods and workshops on traditional and special library collections and internet resources define this course. Students will demonstrate their knowledge of these essentials by producing an original, archived-based research essay.

James Najarian

EN 888 Interim Study (Fall/Spring: 0)

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

The Department

EN 894 American Modernisms (Spring: 3)

Focusing on issues of language and representation, this course will trace the way in which modern American writers respond to the problem of forging a link between language and experience in a time of cultural crisis. In our analysis of primary texts, we will pay close attention to literary technique and representational strategies as we explore depictions of violence and warfare, portrayals of the body, the construction of narrative subjectivity, and issues of gender, race, class and sexuality. Texts may include fiction by Hemingway, West, Faulkner, Stein, Hurston and Larsen, as well as poetry by Williams, Eliot, Stevens and Hughes.

Laura Tanner

EN 899 Readings and Research (Fall/Spring: 3)

The Department

EN 905 Ph.D. Seminar: American Literature and New Materialism (Spring: 3)

Commodities, things, and ecology: these are three keywords that will guide this seminar's exploration of emerging theoretical works that push against social constructivist arguments. We will look at some Marxist and environmental writings, and consider how they converge in arguments about the possibility of objects having their own vitality separate from human perception. We will also look at works of American literature, from *Walden* to *White Noise* and beyond, that will act as both examples of, and guides for, our theoretical investigations.

Min Song

EN 911 Ph.D. Gender Crossings: Representations and Theory (Fall: 3)

This Ph.D. seminar explores how ideas about transgender and transsexual figures develop and operate in different cultures and times. How do these crossed and crossing bodies help us think about how and why gender norms emerge and are policed? We will consider medical, legal, religious and literary accounts of cross-dressers, hermaphrodites, drag kings, “manly” women and “effeminate” men among others. We’ll supplement our readings with theoretical texts that query the two-gender model, how it is we “sex” the body, and what the possibilities are. Carole Bicks,

Robin Fleming, Professor; Chairperson of the Department; B.A., M.A., Ph.D., University of California at Santa Barbara
Thomas Hachey, University Professor; Ph.D., St. John’s University
Marilynn S. Johnson, Professor; B.A., Stanford University; M.A., Ph.D., New York University
Kevin Kenny, Professor; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University
Patrick Maney, Professor; B.S., Wisconsin State University; Ph.D., University of Maryland
James O. Toole, The Clough Millennium Professor; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College
Prasanna Parthasarathi, Professor; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University
David Quigley, Professor and Dean of Arts and Sciences; B.A., Amherst College; M.A., Ph.D., New York University
Heather Cox Richardson, Professor; A.B., Harvard-Radcliffe; M.A., Ph.D., Harvard University
Alan Rogers, Professor; A.B., M.A., Ph.D., University of California, Santa Barbara
Julian Bourg, Associate Professor; A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley
Benjamin Braude, Associate Professor; A.B., A.M., Ph.D., Harvard University
Mark I. Gelfand, Associate Professor; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University
Seth Jacobs, Associate Professor; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University
William P. Leahy, S.J., Associate Professor and University President; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University
Deborah Levenson, Associate Professor; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University
Cynthia Lyerly, Associate Professor; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University
Kevin O’Neill, Associate Professor; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University
Devin Pendas, Associate Professor; B.A., Carleton College; M.A., Ph.D., University of Chicago
Virginia Reinburg, Associate Professor; A.B., Georgetown University; M.A., Ph.D., Princeton University
Sarah Ross, Associate Professor; B.A., Bowdoin College; M.A., Ph.D., Northwestern University
Franziska Seraphim, Associate Professor; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University
Owen Stanwood, Associate Professor; B.A., Grinnell College; M.A., Ph.D., Northwestern University
Martin Summers, Associate Professor; B.A., Hampton University; Ph.D., Rutgers University
Frank Fonda Taylor, Associate Professor; B.A., M.A., University of West Indies; Ph.D., University of Geneva
Jeremy Clarke, S.J., Assistant Professor; B.A., Macquarie University; B.D., Theol. M., Melbourne College of Divinity; Ph.D., Australian National University

two original syllabi designed for courses, one in the major and one in the minor field; and historiographical essays on both the major and minor fields.

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

Medieval Studies

Students interested in an M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

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

The deadline for applications to the Ph.D. programs in history is January 2 and the deadline for applications to the M.A. program is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a statement of purpose emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

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

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

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

Undergraduate and Graduate Course Offerings

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

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not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

Frank Taylor

HS 326 History of Modern Iran (Fall: 3)

Prerequisite: Any two courses from HS 001–094

Cross listed with PO 420

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for history majors

The objective of this course is to analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society; social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909; Iran's modernization and political development under the Pahlavis (1925–1979); the causes and consequences of the Iranian Revolution of 1979; and Iran's post-revolutionary experience as an Islamic Republic.

Ali Banuazizi

HS 328 Mexican Revolution (Fall: 3)

Prerequisite: Any two courses from HS 001–094

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for history majors

This course is an in-depth study of the Mexican Revolution, one of the most important developments in Latin America and the world's first social revolution of the twentieth century. Although we will focus on the years of revolutionary violence (1910–1917), the course begins with Mexican independence in 1810 and traces the roots of the Mexican Revolution through the pre-Revolutionary Porfiriato (1867–1910). We will also focus on the socioeconomic and political impact in the post-Revolutionary period between 1920–1940. In short, the Mexican Revolution will be a vehicle for studying the emergence of the modern Mexican nation.

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HS 328 Mexican

HS 343 History of the Ottoman Empire (Fall: 3)

Prerequisite: Any two courses from HS 001–094

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for history majors

The Ottoman Turks founded an empire spanning the three

with an examination of “Viking assimilation,” paying particular attention to the Anglo-Danish regnum, embodied in Cnut I, the “Viking” king of England.

Robin Fleming

HS 412 Religion and International Relations (Spring: 3)

Prerequisite: Any two courses from HS 001–094

Offered periodically

This course aims to look at the role of religion in international affairs in historical perspective, beginning with the Peace of Westphalia of 1648. We will examine how religion was either causal or tangential, or some variation of the two, in the shaping of relations between nations over the past 500 years, with a particular focus on the 20th

HS 463 French Visions of Empire (Fall: 3)

Prerequisite Any two courses from HS 001–094

Offered periodically

No knowledge of French required

This course examines plans and practices of French overseas expansion from the eighteenth to the twentieth centuries. From the Atlantic world to Africa and the Far East, it explores evolving forms of French colonialism including mercantile settlements, slave plantations, religious missions, scientific expeditions, settler and penal colonies. The course aims to historicize these in relation to questions of political economy, race, war, utopianism, and the contradictory impulses of Republican liberalism, ultimately attempting to view Haiti, Egypt, Algeria, Indochina, or Guiana as integral, if displaced, parts of metropolitan France. Open to graduate students and advanced undergraduates.

Thomas Dodman

HS 467 Global Political Catholicism (Fall: 3)

Prerequisite Any two courses from HS 001–094

Offered periodically

This class asks the question, What has led to the creation and historical persistence of Catholic mass politics? It begins its historical perspective in modernity, anchored by the publication of the social encyclical *Rerum Novarum* (1891) and ending with Catholic policy in the Obama Administration. We will look at how political parties, movements, and theologians interacted with the Vatican and the wider church. The European Church's phenomenon of "clerico-fascism" during the World War II era will be investigated. Regionally, we will look at how Catholicism has shaped political activism in China, Latin America, Europe, and the United States.

Charles Gallagher, S.J.

HS 476 The Culture of Athenian Democracy (Spring: 3)

Prerequisite Any two courses from HS 001–094

Cross listed with CL 254

Offered periodically

A political and cultural history of Athens during the creation and height of its democracy (ca. 480–400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles, and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides, and Aristophanes). Emphasis will be on integrating historical, literary, and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

Gail Hoffman

HS 500 The Plains Indians (Spring: 3)

Prerequisite Any two courses from HS 001–094

Offered periodically

HS 500 The Plains Indians (Spring: 3)

This course will use a number of different approaches to explore the lives of the Plains Indians—Sioux, Cheyenne, Kiowa, Comanche, and Apache people—from prehistory to the present using a number of different approaches, including autobiography, archaeology, environmental history, photography, and law.

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mental history, photography, and law.

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ARTS AND SCIENCES

HS 502 Church and State in America (Spring: 3)

Prerequisite: Any two courses from HS 001–094

Offered periodically

This course will explore the intersections of religion and law in

HS 540 Modern American Women (Spring: 3)

study of migration to and within the United States from the late-19th-century to the present. The class considers a broad range of racial and ethnic groups while also attending to certain categories of migrants in an effort to understand the role of gender, race, and class in migration.

Arissa Oh

Prerequisite: Any two courses from HS 001–094

Offered periodically

This lecture-discussion course explores American women from the Civil War to the present. Themes include sexuality, the media, work, women in public life, suffrage and women's rights, and the diversity of women's experience.

Cynthia Lyerly

HS 543 Journalism and American Democracy (Spring: 3)

Prerequisite: Any two courses from HS 001–094

Offered periodically

"Were it left to me," wrote Thomas Jefferson in 1787, "to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter." The press (or to use the modern word, the media) occupies a unique place in the American system of government, acting as a watchdog on those exercising power and as a facilitator of public debate on major issues. Although the course will explore government efforts to stifle dissent, the focus will be on the media's efforts to inform and thereby shape the national agenda.

Mark Gelfand

HS 548 Age of Decision: Challenges to Industrial America, 1877–1929 (Spring: 3)

Prerequisite: Any two courses from HS 001–094

Offered periodically

This course examines some of the major personalities, events, and issues that shaped American history between the end of Reconstruction through the 1920s. These were pivotal years in which a modern economy took shape, and the U.S. emerged as a major force in world affairs. Yet, at every step of the way the American people disagreed sharply, sometimes even violently, over fundamental issues. By the 1920s, the U.S. had emerged as the world's leading industrial capitalist nation, and there would be no turning back.

Patrick Maney

HS 551 U.S. 1929–1960 (Fall: 3)

Prerequisite: Any two courses from HS 001–094

Offered periodically

Course not open to students who have taken HS 549

This course will explore the significant political, economic, and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

Patrick Maney

organizing movement of the 1970s. In addition to the class, there is a community service component that may be fulfilled through participation in PULSE or other volunteer programs in the Boston area. Students will investigate the history of their own community organization.

Marilynn Johnson

have been chosen both because they treat an important topic in the period but also because of their significance for historical interpretation and practice today.

Virginia Reinburg

HS 907 Seminar: U.S. Before 1900 (Fall: 3)

Prerequisite: Graduate student standing

Offered periodically

Heather Richardson

HS 908 Seminar: U.S. After 1900 (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

Arissa Oh

HS 921 Seminar: Medieval History (Fall: 3)

Prerequisite: Graduate student standing

Offered periodically

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

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

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

Contacts

- Department Offices: Carney Hall, Rooms 301 and 318
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

Graduate Program Description

MT 880 Advanced Topics in Mathematics (Fall: 1)

Topics of this one-semester course vary according to the interests of faculty and students. With department permission it may be repeated.

MT 881 Dissertation Research (Fall: 1)**MT 890–891 Graduate Teaching Seminar I and II (Fall: 1)**

These courses are designed to assist graduate students in making the transition to the duties of a teaching assistant.

MT 892 Graduate Research Seminar (Spring: 1)

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

MT 899 Readings and Research (Fall: 3)

Prerequisite: Department permission is required.

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

MT 903 Seminar (Fall: 1)

This seminar is required of all candidates for the M.A. degree who do not take MT 801. It is limited to second-year graduate students.

Philosophy**Faculty**

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

William J. Richardson, S.J., Professor Emeritus; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, Professor Emeritus; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

James Bernauer, S.J., Kraft Family Professor; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York at Stony Brook

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

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

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

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

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

Arthur R. Madigan, S.J., Albert J. Fitzgibbons, III Professor; Chairperson of the Department; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

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

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

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

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

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

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

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

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

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

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

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

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

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

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

David McMnamin, Adjunct Associate Professor; Director, PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

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

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

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

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

Contacts

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

Graduate Program Description

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with

the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at <http://www.bc.edu/philosophy>.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 250 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten courses (30 credits)
 - Proficiency in one foreign language (Latin, Greek, French, or German)
 - One hour oral and fifteen minute comprehensive examination on a reading list in the history of philosophy.
- It is possible, though not common, for students to write a M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

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

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

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

Dual Degree Program

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

attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition from India, of about 500 B.C., will be studied.

Pramod B. Thaker

PL 552 God, Ethics and the Sciences (Spring: 3)

Cross listed with TH 552

Offered periodically

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.

Patrick Byrne

Daniel McKaughan

PL 563 Ethics, Religion, and International Politics (Spring: 3)

This course is an examination of the role of religion and ethics in international politics. We will explore how theological and philosophical texts from the past and present help illuminate ethical dilemmas in international affairs. Specific attention will be given to the way religion has influenced thinking about the ethical problems of sovereignty,

Theologiae. After a discussion of the structure of the *Summa*, it will focus on the concepts of “Virtue and Law” in Part II.1 and on the “Particular Virtues” as elaborated in Part II.2.

Oliva Blanchette

PL 727 Consequentialism and Its Critics (Fall: 3)

Offered Periodically

This course examines utilitarian and, more broadly, consequentialist approaches to ethics. Our goals will be: (1) to understand the structure and appeal of consequentialist theories (2) to articulate the strongest possible version of consequentialism and (3) to consider the most serious objections to consequentialism. We will begin with two classical texts: Mill’s *Utilitarianism* and Moore’s *Principia Ethica*. We will also examine contemporary re-formulations of consequentialism, including Brad Hooker’s *Ideal Code, Real World: A Rule-Consequentialist Theory of Morality*. In addition, we will read essays by various critics of consequentialism, including Bernard Williams, Philippa Foot, David Lyons, and Anselm Mueller.

Micah Lott

PL 732 Husserl’s *Ideas: Book I* (Fall: 3)

Prerequisite: Some background in Kant, although not mandatory, is strongly recommended

Offered periodically

In this class we will examine Husserl’s groundbreaking work *Ideas Pertaining to a Pure Phenomenology and a Phenomenological Philosophy* primarily from a systematic perspective. An effort will be made to connect Husserl’s phenomenology with the broader tradition of transcendental philosophy. The goal of the class is to learn Husserl’s phenomenological method and to understand key notions of phenomenology such as reduction, intentionality, pure consciousness, noesis-noema.

Andrea Staiti

PL 734 *The Idea of Community* (Fall: 3)

Offered periodically

This course examines the origin and development of the concept of community in the history of philosophy in relation to the renewed discussions of community in recent French philosophy (e.g., J.-L. Nancy, M. Blanchot).

John Sallis

around the question of the infinite but also how they diverge radically in handling the question as it affects the relation between reason and religion.

Oliva Blanchette

PL 826 Seminar on Law and Justice (Spring: 3)

Cross listed with LL 822

This seminar will focus on three major areas of current concern in the realm of law and justice. About a third of the course will be devoted to the following three topics: human rights, religion and the public sphere, and recognition. This course is conceived of as a seminar in which students can make presentations if they wish to do so. We will

Physics

Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contacts

- Graduate Program Director: Prof. Rein Uritam, 617-552-8471, uritam@bc.edu
- Department Administrator: Jane Carter, 617-552-3576, jane.carter@bc.edu
- Programs Administrator: Stephanie Zuehlke, 617-552-2195, stephanie.zuehlke@bc.edu
- Faculty Support Assistant: Nancy Chevy, 617-552-3575, nancy.chevy@bc.edu
- Administrative Assistant: Gisele Byda, 617-552-0968, gisele.byda@bc.edu
- www.physics.bc.edu
- Fax: 617-552-8478

Graduate Program Description

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

Master's Program

Each candidate for a terminal master's degree must pass a Master's Comprehensive Examination administered by the Department, and meet specified course and credit requirements. The Master's Comprehensive Examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive Examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

M.S. with Thesis

This program requires 30 credits that normally consist of 27 credits of course work plus three thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. without Thesis

This program requires 32 credits of course work. The same courses and Master's Comprehensive Examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least 15 credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., refer to the Master's Programs

in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, Lynch School of Education, at 617-552-4214.

Doctoral Program

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

Requirements

Required courses for the doctorate are the following: PH 722, PH 742, PH 707–708, and four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. PH 761 and PH 762 are strongly recommended as two of these four courses.

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

Comprehensive Examination

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress

Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to entering students to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival thereby accelerating their progress in the program.

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are in the condensed matter physics areas of superconductivity, photovoltaics, metamaterials, thermoelectrics, nanomaterials, plasmonics, plasmas, topological insulators, novel electronic materials, and other strongly correlated electron systems.

Significant research facilities are available to our graduate students. Departmental facilities include high magnetic field/low temperature physics, THz/optical physics, and materials/nanomaterials preparation laboratories, graduate and undergraduate computational facilities, and access to the University computing system. The Department of Physics is constantly enhancing and supplementing these facilities.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Institute for Complex Adaptive Matter (ICAM), Brookhaven National Laboratory, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit <http://www.bc.edu/physics>.

Graduate Course Offerings

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

PH 700 Physics Colloquium (Fall/Spring: 0)

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

The Department

PH 707–708 Physics Graduate Seminar I and II (Fall/Spring: 1)

A discussion of topics in physics from the current literature.

Kevin Bedell

Michael Naughton

PH 711 Classical Mechanics (Fall: 3)

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

Pradip Bakshi

PH 721–722 Statistical Physics I and II (Fall/Spring: 3)

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

Gabor Kalman

PH 725 Quantum Field Theory (Spring: 3)

Pradip Bakshi

PH 732 Electromagnetic Theory I (Spring: 3)

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

Baldassare Di Bartolo

PH 741–742 Quantum Mechanics I and II (Fall/Spring: 3)

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

Pradip Bakshi

Ying Ran

PH 761–762 Solid State Physics I and II (Fall/Spring: 3)

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

David Broido

Ziqiang Wang

PH 770 Special and General Relativity (Fall/Spring: 3)

Baldassare Di Bartolo

PH 799 Readings and Research in Physics (Fall/Spring: 3)

By arrangement

The Department

PH 801 Physics Thesis Research (Fall: 3)

A research problem of an original and investigative nature.

The Department

PH 835 Mathematical Physics I (Fall: 3)

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

Krzysztof Kempa

PH 888 Interim Study (Fall: 0)

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

The Department

PH 910 Seminar: Topics in Physics (Fall: 3)

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

The Department

PH 935 Frontiers of Condensed Matter (Fall: 3)

Ying Ran

PH 998 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

PH 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Political Science

Faculty

David Lowenthal, Professor Emeritus; B.A., Brooklyn College; B.S.,

New York University; M.A., Ph.D., New School for Social Research

Marvin C. Rintala, Professor Emeritus; A.B., University of Chicago;

A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert Scigliano, Professor Emeritus; A.B., A.M., University of

California at Los Angeles; Ph.D., University of Chicago

Ali Banuazizi, Professor; B.S., University of Michigan; A.M., The

New School for Social Research; Ph.D., Yale University

Robert C. Bartlett, Behrakis Professor in Hellenic Political Studies;

B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, Professor; B.A., Dartmouth College; M.A.,

M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

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

University

Robert K. Faulkner, Professor; A.B., Dartmouth College; A.B.,

Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, Professor; A.B., Kalamazoo College; Ph.D.,

University of Chicago

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

University of Toronto

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

University

R. Shep Melnick, Thomas P. O'Neill, Jr. Professor of American

Politics; B.A., M.A., Ph.D., Harvard University

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

Columbia University

Kay L. Schlozman, J. Joseph Moakley Professor; A.B., Wellesley

College; A.M., Ph.D., University of Chicago

gatherings. Both the master's and doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

The master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Doctor of Philosophy Degree

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the 48 credits. Chair of the Department of Political Science, Boston College, 2013-2014

the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of assimilation will be examined. Particular emphasis will be placed on undocumented immigration as well as the group competition and conflict engendered by immigration generally. The course will culminate in an examination of policy responses to the continuing controversy over immigration.

Peter Skerry

PO 391 American National Institutions and Policymaking in Mature Welfare State (Spring: 3)

Open to all graduate students—see Shirley Gee for admission paperwork; restricted to juniors and seniors with the permission of instructor.

This seminar focuses on (1) how our peculiar political institutions have shaped the American welfare state, and (2) how the expansion and maturation of the welfare state has changed American politics. Topics include partisan polarization and the persistence of divided government; the centralization of power within Congress and its preoccupation with budget matters; the paradox of growing administrative power and vulnerability; the entrenchment of “adversarial legalism”; the incentives for presidents to go around rather than through Congress; mobilization and counter-mobilization by interest groups; and efforts by state governments to create national policies.

R. Shep Melnick

Graduate Course Offerings

PO 706 The American Founding (Spring: 3)

Open to undergraduates with permission of the instructor

This seminar will examine the political debates associated with the American Founding. We will read some of the more important pre-Founding texts; examine the debate between and among the Federalists and Anti-Federalists; and study some of the immediate post-Founding discussions over such contested matters as: the nature of the Union, the

PO 731 American Constitutional Development (Fall: 3)

This seminar will explore questions of order and change in American constitutional doctrine and institutional relations and powers across time. Students will consider diverse theories of constitutional and institutional change. Emphasis will be on the relationship between paths of constitutional development and both conventions of legal and constitutional reasoning, and political, economic, social, and intellectual currents, settlements, and crises.

Ken I. Kersch

PO 799 Graduate Readings and Research (Fall/Spring: 3)

Arrangement

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

The Department

PO 801 Master's Thesis Seminar (Fall/Spring: 3)

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

The Department

PO 806 Political Cultures of the Middle East (Fall: 3)

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. It focuses on several spheres of political life, including conceptions of political leadership, legitimacy, and authority; different responses—from embrace, to adaptation, to outright rejection—to the West; the encounter with modernity and the problem of secularization; the uses of Islam as an ideology of resistance and the rise of fundamentalism; prospects for democratization; role of women in public life; and the impact of globalization and the new media on political participation and change.

Ali Banuazizi

PO 812 State-Church Relations in Modern Europe (Fall: 3)

Freedom of worship is a signature characteristic of democratic states, and yet governments have often had an uneasy relationship with organized religion. This seminar examines the evolution of policies and institutions that have accommodated and regulated religious exercise in Western Europe from the nineteenth century to the present, with some comparisons made to the United States. The central case studies include the Catholic Church, Jewish communities, and Islam in the West. Readings will reflect on processes of secularization, the separation of church and state, the emancipation of religious minorities, and the development of state-church relations with minority religious communities.

Jonathan Laurence

PO 825 Security Studies (Fall: 3)

This seminar covers major concepts, theories, and research programs in the field of security studies: the concepts of national security and interests, strategy, and grand strategy; morality and war; civil-military relations; the security dilemma and offense-defense theory; alliance politics and collective security; arms races and arms control; nuclear strategy; coercive diplomacy; proliferation and counter-proliferation; and terrorism and counter-terrorism. In addition to reviewing key theoretical works on these subjects, we will examine important empirical cases from the Cold War and recent international crises.

Timothy Crawford

PO 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department**Psychology****Faculty**

Hiram H. Brownell, Professor; B.A., Stanford University; M.A., Ph.D., Johns Hopkins University

Elizabeth A. Kensinger, Professor; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

James A. Russell, Professor; B.A., M.A., Ph.D., University of California, Los Angeles

Ellen Winner, Professor; Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, Associate Professor; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, Associate Professor; A.B., A.M., Ph.D., Harvard University

Gorica D. Petrovich, Associate Professor; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

Karen Rosen, Associate Professor; B.A., Brandeis University; Ph.D., Harvard University

Scott D. Slotnick, Associate Professor; M.S., Ph.D., University of California, Berkeley

Joseph J. Tecce, Associate Professor; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

John Christianson, Assistant Professor; B.A., Susquehanna University; M.A., Ph.D., University of New Hampshire

Sara Cordes, Assistant Professor; B.A., University of California; M.S., Ph.D., Rutgers University

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

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

Alexa Veenema, Assistant Professor; M.Sc., Ph.D., University of Groningen, the Netherlands

Hao Wu, Assistant Professor; B.S., Beijing University; Ph.D., Ohio State University

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

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

Gene Heyman, Lecturer; B.A., University of California at Riverside; Ph.D., Harvard University

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

Contacts

- Psychology Department Office: 617-552-4100, psychooffice@bc.edu
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, ellen.winner@bc.edu
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, scott.slotnick@bc.edu

- Statement of research interests
 - Application Fee
- Applications are accepted for fall term admissions only. The deadline for applications is December 15 for the Ph.D. program and February 1 for the M.A. program.
- Applicants to the B.A.-B.S./M.A. program should submit:
- Application form
 - Official transcripts
 - Two letters of recommendation
 - Statement of research interests
- The deadline for applications is February 1 of the student's junior year.

Undergraduate and Graduate Course Offerings

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

Romance Languages and Literatures

Faculty

Rena A. Lamparska, Professor Emerita; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Vera Lee, Professor Emerita; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, Professor Emeritus; M.A., Ph.D., Harvard University

Rebecca M. Valette, Professor Emerita; B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, Associate Professor Emeritus; B.S., Boston College; A.M., Ph.D., Boston University

Franco Mormando, Professor; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

Ourida Mostefai, Professor; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, Professor; B.A., University of Wisconsin; M.A., Boston College; Ph.D., Boston College

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

Justin A. Brantley, Associate Professor; B.A., Ph.D., University of Virginia

Renée Descepaes, Ed.D., Harvard University; S.A., University of Wisconsin

Michael DeDeo, Ph.D., Boston College

Michael DeDeo, Ph.D., Boston College

Michael DeDeo, Ph.D., Boston College

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Graduate Program Description

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

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film. The M.A. is granted in Hispanic Studies, French, and Italian. The M.A. is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program. The Department also grants a Masters of Arts in Teaching in French and Hispanic Studies, in conjunction with the Lynch School of Education. The department accepts M.A. candidates from Boston College into its Ph.D. program. The department is not accepting new Ph.D. candidates.

Deadlines and Prerequisites for Admission

The M.A. application is due on February 1. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. There is no GRE requirement for M.A. candidates. For complete information concerning the graduate program, visit www.bostoncollege.edu/schools/cas/romlang/gradprog/handbook.html.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, Explication de textes, and RL 901, Advanced Textual Analysis in Spanish, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their program, during the semester before they plan to enroll.

Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language.

Consult the Departmental Graduate Handbook concerning other requirements.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found at www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Undergraduate and Graduate Course Offerings

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

RL 430 French Poetry of the Renaissance (Spring: 3)

Prerequisite: Two courses from the following: RL 305–309

Offered periodically

Conducted in French

Fulfills one of the 400-level requirements for the French major or minor

This course will focus on the poetic revolution undertaken by Joachim du Bellay and Pierre Ronsard, leaders of the group known as the Pléiade. Their return to classic Greek and Roman sources paradoxically established the standards for modern French poetry through to the twentieth century. Most importantly, we will read some of the most beautiful and most intriguing poems ever written in French.

Stephen Bold

RL 435 Tragedy (Fall: 3)

Prerequisite: Two courses from the following: RL 305–309

Offered periodically

Conducted in French

This course will focus on the interrelated problems of morality, destiny, and esthetics as they affect the construction of the early modern hero.

Stephen Bold

RL 441 Literature and Culture of the French Enlightenment (Fall: 3)

Prerequisite: Two courses from the following: RL 305–309

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Conducted in French

This course seeks to examine the idea of "Lumières" in eighteenth-century France through the reading of the major texts of the period.

pursuit of pleasure. This course will focus on this cultural and intellectual phenomenon, which has recently received much critical attention. We will trace its evolution and analyze its multiple manifestations in ancien-régime French society: in religion, politics, morals, literature, philosophy and the arts. Readings will include pieces of fiction and philosophy of major authors (Crébillon, Marivaux, Diderot, Laclos, Sade) as well as lesser-known writers. Painters (Boucher, Watteau, Fragonard) and other artists who participated in this important movement will also be studied.

Ourida Mostefai

RL 472 The French New Wave (Fall: 3)

The Department

RL 480 Marriage and Modernity (Fall/Spring: 3)

Prerequisite: Two courses from the following: RL 305–309

Offered periodically

Conducted in French

Fulfills one of the 400-level requirements for the French major or minor

In this course we will study the role of marriage in French culture. Starting with comic theater in the seventeenth century, we will work our way up to recent debates about marriage laws in France. Our goal is to come to a better understanding of how representations of marriage in literature, art, popular media, and film function to define, challenge, and subvert what it means to be a French man and a French woman throughout the ages. We will meet a diverse cast of characters in our survey: wives and husbands, cheaters, cuckolds, desperate housewives, nuns, closeted gays, and prostitutes.

The Department

RL 483 Twentieth-Century French Theater (Fall: 3)

Prerequisite: Two courses from the following: RL 305–309

Offered periodically

Conducted in French

This course will study a number of plays written in French during the twentieth century. Authors will include Cocteau, Anouilh, Giraudoux, Sartre, Beckett and Genet. As many of the plays are remakes of Greek tragedies and legends (the Oedipus Cycle, the Trojan War, for instance) we will be posing questions such as: How does one explain the flurry of remakes at this time in France? How are classical notions of causality (Fate, Destiny) transposed in the modern versions? In what ways do the modern plays self-consciously express their status as remakes? Theoretical writings on theater will also be considered.

Joseph Breines

RL 484 Fantastic Short Stories in French (Fall: 3)

Offered periodically

This course will offer a study of the most representative texts (and some films) of the genre *le fantastique* examining them from several perspectives. We will explore the historical reasons for the emergence and popularity of the genre in the nineteenth century France. Drawing on various theories of the *fantastique* (e.g., Todorov, Freud), we will define its particularity in relation to neighboring genres (such as fairy tale, horror, and science fiction) and see how fantastic imagination echoes the modern crisis of interpretation. The following authors will be discussed: Nodier, Mérimée, Gautier, Maupassant, Balzac, Villiers de l'Isle-Adam, among others.

Larysa Smirnova-Elentuck

RL 941 Colonial and Post-colonial Hispanic Caribbean (Fall: 3)

Offered periodically

Conducted in Spanish

Fulfills pre-1800 Latin American requirement for major

Qualified undergraduates admitted with instructor's approval

The vibrant literary heritage of the Hispanic Caribbean reflects the crosscurrents of cultural, linguistic, and literary exchange that begins with early European colonial explorations and spans the struggles of slavery and independence, as well diverse experiences of the postcolonial "nation." Readings of representative texts, including authors such

spiritual conditions that define a writer in exile? We shall attempt to answer this question by closely examining works by Berberova, Brodsky, Kundera, Nabokov, Naipaul, Sebald, I.B. Singer, Gertrude Stein, and other twentieth-century authors along with selected theoretical perspectives on exile.

Maxim D. Shraye

SL 888 Interim Study (Fall/Spring: 0)

The Department

Sociology

Faculty

Severyn T. Bruyn, Professor Emeritus; A.B., A.M., Ph.D., University of Illinois

John D. Donovan, Professor Emeritus; Ph.D., Harvard University

Lynda Lytle Holmstrom, Professor Emerita; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, Professor Emeritus; A.B., Harvard College; Ph.D., New York University

Ritchie Lowry, Professor Emeritus; A.B., A.M., Ph.D., University of California at Berkeley

Sarah Babb, Professor and Chairperson of the Department; abb, gpMisorgan; Mritu

SC 761 Second Year Graduate Writing Seminar (Fall/Spring: 3)
Students should register for the two semester course in the spring term only and contact the professor about attending in the fall. A completed research proposal is required for entry. The course does not meet every week.

The writing seminar is intended for second year M.A. and Ph.D.

James F. Keenan, S.J., Founders Professor of Theological Ethics; Director of Graduate Studies; B.A., Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

Ruth Langer, Professor; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

James W. Morris, Professor; B.A., University of Chicago; Ph.D., Harvard University

John J. Paris, S.J., Walsh Professor; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, Professor; A.B., St. John's College; A.M., Ph.D., Harvard University

Stephen J. Pope, Professor; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

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

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

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

Mary Ann Hinsdale, Associate Professor; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

Frederick G. Lawrence, Associate Professor; A.B., St. John's College; D.Th., University of Basel

John J. Makransky, Associate Professor; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, Associate Professor; A.B., Emory University; Ph.D., H1_2 1 Tf0.025 Tw5
Associate Professor;

Notre Dame

Marygaret Amy Schoatins Associate Professor; A.B., EQuena College; D.M., Ph.D., Vordham University; MT.D., Vrincton Theological STJ0 Tw T*

~~Boyle, P.M.D. Ph.D., Associate Professor; B.A., EMyatad College; M.Phil.,~~

Dougla F. inn AssoistatoUrofessor; B.A., Whabshi College; M.AT.S, Hh.D., Vniversity of Cotre Dame

JYoderb Gileihn, B.DA, M.A., Boal Sette PTJT*(University Ah.D., University

DAndrew UL.CPrevot AssoistatoUrofessor; B.A., WheoEolloradoCollege; M
JLim UBergi,

JErik C. Owna AsdjunctAssoistatoUrofessor; Requiede for mastri222s Ccr

theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology can be pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination .6(geultur_s wilrht with a st6nent incq

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of Systematic Theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complemen-

Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Undergraduate and Graduate Course Offerings

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

TH 241 Roman Religion (Fall: 3)

Cross listed with CL 242

Offered periodically

In this class we will explore the theory and practice of religion in the ancient Roman world as reflected in ancient literary texts as well as in epigraphic and archaeological evidence. Themes will include the nature of Roman worship, from state cult to magic and mysteries; the interplay between religion and politics; and the development of Christianity in its pagan context.

Kendra Eshleman

TH 261 Spirituality and Sexuality (Spring: 3)

Prerequisite: Permission of instructor

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

H. John McDargh

TH 290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion that have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and

TH 387 Path of Bodhisattva:Mahayana Buddhism/East (Spring: 3)
Offered periodically

ARTS AND SCIENCES

TH 621 The Pentateuch (Spring: 3)

Prerequisite: Knowledge of biblical Hebrew
Offered periodically

In this course we will study the Hebrew text of the Pentateuch, including the history of its interpretation and its modern study. Knowledge of Biblical Hebrew is expected.

Jeffrey Cooley

TH 624 Vatican II: History, Interpretation, and Reception (Fall: 3)

The Second Vatican Council was arguably the most significant ecclesial event for Roman Catholicism in the last four centuries. Although Vatican II has become a staple of contemporary church language, few who invoke it (including many bishops and theologians!) seem to have really grasped what happened at that council and what its consequences are for the life of the church today. This course will study the Second Vatican Council as (1) a seminal ecclesial event, (2) a source for authoritative Catholic teaching and (3) a source for a revitalized vision of the church for the third millennium.

Richard Gaillardetz

TH 630 Authority in Church (Spring: 3)

Offered periodically

This course will explore the biblical, historical and theological foundations of ecclesial authority and the structures by which authority is exercised in the life of the church. We will consider questions related to the principles of synodality and primacy, and the distinctive modes of authority exercised by theologians and all the baptized. The focus will be on how these issues are engaged within the Roman Catholic tradition but we will also be attentive to the ecumenical dimensions of the topic. Masters level students must have completed a graduate course in ecclesiology to be eligible for admission into the course.

Richard Gaillardetz

TH 640 Twentieth Century Systematic Theologians (Spring: 3)

This graduate seminar will consider major systematic theologians, both Catholic and Protestant, of the twentieth century. It follows on, but may be taken independently of, TH 694 Early Modern Theology. The seminar will entail close reading of major texts.

Michael Himes

TH 658 Ecclesiology of St. Augustine (Fall: 3)

Offered periodically

This course will survey Augustine's understanding of the church as both a historical institution and a sacramental reality. We will explore the development of Augustine's ecclesiology alongside his Christology and theology of scripture in light of his late antique North African context, pastoral commitments, and conflicts with the Manicheans, Donatists, and Pelagians.

Doug Finn

TH 659 New Testament Ethics (Fall: 3)

Prerequisite: New Testament or Old Testament Introduction

Offered periodically

A survey of ethical material in the New Testament, including ethical arguments in their cultural and literary context. Particular attention to the exegesis of the Sermon on the Mount and Pauline letters. Themes to be discussed include Christianity and culture; violence and love of enemy; obligation to the marginalized; sexuality, marriage, and divorce; Christians and the social order; and the religious basis of ethical transformation.

PHEME PERKINS

TH 660 Hans Urs von Balthasar (Fall: 3)

Hans Urs von Balthasar is one of the greatest and most controversial figures of Catholic theology in the twentieth century. This seminar will explore his ecumenical mediation of the debate between Erich Przywara and Karl Barth; his development of a theological aesthetics in critical dialogue with Martin Heidegger; his elaboration of a theological dramatics in critical dialogue with G. W. F. Hegel; his method of retrieving various spiritual, cultural, and doctrinal sources; his Christology, Trinitarian theology, and anthropology; and several positive and critical receptions of his work.

Andrew Prevot

TH 667 Theology and the Mystical Turn (Fall: 3)

This seminar explores the wide-ranging apophatic mood in contemporary thought and the diverse ways mystical theology has come to occupy a central role in recent reflection upon God. In addition to examining the emphasis upon "difference," "absence," and "otherness" among key philosophical and theological voices, the seminar inquires into the relationship between negative theology and the incarnation, as this relationship uniquely characterizes Christian apophysis.

Brian Robinette

TH 670 Methods in Theology (Spring: 3)

Offered periodically

In the late 1960s, Karl Rahner asserted that theology's new partners in dialogue were the human and social sciences. Increasingly in answering new and perennial questions, contemporary theology has partnered with archaeology, sociology, cultural studies, psychology, world religions, and forms of critical theory. This course considers various methods in doing theology as well as some of theology's significant dialogue partners.

Shawn Copeland

TH 671 Theology of Edward Schillebeeckx (Spring: 3)

This doctoral seminar will be devoted to the reading of primary texts from three periods in the work of Edward Schillebeeckx (1914–2009): (1) the early existential-phenomenological retrieval of Thomas Aquinas's theology of sacraments; (2) the shift to historical consciousness and hermeneutics during and after Vatican II, particularly exemplified in his Christology; (3) the shift to critical theory and its critique of modernity, leading to an historical praxis of mysticism and politics in the light of a suffering world.

Mary Ann Hinsdale, IHM

TH 674 Theology and Science (Spring: 3)

Offered periodically

Brian Robinette

TH 676 Theological Aesthetics (Spring: 3)

This course will explore the dramatic, aesthetic dimension of faith. In the light of Hans Urs von Balthasar's thought, students will examine the performative character of Christian faith as a locus theologicus that integrates contemplation and action, beauty and justice. Among the issues to be addressed are the following: theology and spirituality; the Christological foundation of theological aesthetics; popular Catholicism as liberating aesthetic practices; the relationship between liberation theology and theological aesthetics; and theology and the arts.

Roberto Goizueta

TH 803 Graeca (Spring: 3)

Prerequisite: Intermediate Greek

Rapid reading in Jewish Greek texts (LXX, Philo, Josephus), with an introduction to research in the authors treated, for students who have completed Intermediate Greek.

PHEME PERKINS

TH 813 Theological Bioethics (Fall: 3)

Cross listed with TM 813

Offered periodically

See course description in the School of the Theology.

ANDREA VICINI

TH 817 Global Health and Theological Ethics (Fall/Spring: 3)

Cross listed with TM 813

See course description in the School of the Theology.

ANDREA VICINI

TH 851 Seminar: Biblical Studies II (Fall: 3)

Prerequisite: Required of Ph.D candidates in Biblical Studies

PHEME PERKINS

TH 880 Psychotherapy and Spirituality (Fall: 3)

Prerequisite: Undergraduates require permission of instructor

Cross listed with TM 882

Offered periodically

Participants explore the theoretical and practical integra/T1_5(the)0.5(t

ARTS AND SCIENCES

TH 998 Doctoral Comprehensive (Fall/Spring: 1)

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

Richard Gaillardetz

TH 999 Doctoral Continuation (Fall/Spring: 1)

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

Richard Gaillardetz

The School of Theology and Ministry

INTRODUCTION

The Boston College School of Theology and Ministry (STM) is an international theological center that serves the Church's mission in the world as part of a Catholic and Jesuit university. The school prepares its students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith. The STM is committed to the Catholic theological tra-

your educational background and interests, any experience you have in ministry and/or religious education, and any other relevant professional and volunteer experience;

Your understanding of theological education and/or ministry in the context of the Church's mission;

How you plan to apply your theological education;

Given your experience, how you assess your principal strengths for theological education and/or ministry as well as your areas of needed development.

- **Statement of intent (Ph.D. and S.T.D. only):** Applicants should include additional information (up to an additional 1,000 words) outlining your specific area and field of academic interest, how your previous academic, professional, and/or pastoral experience has prepared you for studies within that particular field, the service in the Church that one would render with the Ph.D./ S.T.D. degree, why you are applying to STM, and the faculty member(s) with whom you would like to work. The statement of intent is submitted online through the online application
- **Curriculum vitae or resume:** The curriculum vitae or resume is submitted online through the online application
- **Writing sample (Ph.D. and S.T.D. only):** Academic paper, usually no less than 10 pages, not to exceed 25 pages. S.T.D. applicants are also required to submit a copy of their S.T.L. thesis upon its completion. The writing sample is submitted online through the online application
- **\$75 Admissions application fee.** Jesuits, current JVC members, and current BC students are exempt from this fee. Email the admissions office at stmadmissions@bc.edu to request a waiver.
- **Major Superior Form** for all applicants that are priests or members of religious orders. The form can be found in the online application, and can be submitted through the mail to the processing center.

Other Supporting Documents (submitted through the mail)

- **Official transcripts** sent to the STM Admissions Office from all colleges, universities, seminaries, or theological schools that you have attended. Official transcripts can be sent along with other supporting application materials in a sealed, signed envelope.
- **GRE scores:** Scores need to be received directly from ETS. Our GRE code is 2508. In some cases, the admissions office may accept other standardized tests (for example, the Miller Analogies Test). International students for whom English is not their native language can submit TOEFL scores in place of GREs. To inquire, please email the admissions office. The admissions committee may also waive this requirement for those who have earned a previous master's degree. No exceptions will be made for those applying to the Ph.D. or S.T.D.
- **Personal interviews:** The admissions committee may request a personal interview as part of the application process.

The Admissions Committee takes into account all of the material submitted with the application: grade point average (GPA), GRE or other standardized test scores (if applicable), TOEFL (for international students), letters of recommendation, work and/or volunteer experience, and personal statement—where we look for a high level of intellectual, social, and religious maturity.

Acceptance to a STM degree program is not guaranteed and is very competitive. Therefore, estimates of the likelihood of acceptance cannot be given to any applicant.

Scholarship and Grant Funding

As an international theological center providing outstanding academic resources and an intimate community for its members, we want to help you finance your studies and make it possible for you to join us. Boston College School of Theology and Ministry (STM) offers generous funding through several types of financial assistance. When you complete and return the STM Financial Aid Application, you are automatically considered for all financial assistance for which you may be eligible from the STM.

Tuition scholarships are based on considerations of academic

We encourage clergy, religious men and women, and lay students from all countries to apply to our programs. Below is important information that you should consider before applying.

Visa Process

When Applying

Applicants only start securing a visa after they have been accepted to a program. No work on the part of the international applicant needs to be done toward a visa until after they receive a letter of admission, have confirmed intent to enroll, and have proven financial ability for studies. (See below.)

After Being Accepted

After being accepted, the Admissions Office will send you the

Educational Testing Service

P.O. Box 6000

Princeton, NJ 08541

www.gre.org

Permission of Superior

All diocesan priests and members of religious orders must submit a letter of approval and financial support from their bishop or major superior. The letter must indicate complete knowledge and support for your studies indicating degree and semester of initial enrollment. The letter must be on official letterhead and signed by your superior or bishop. The letter should be addressed to the Associate Dean, Director of Enrollment Management and must contain contact information. STM will only accept original letters.

Costs

The United States Government requires all international students to prove that they have the financial means to support themselves while studying in the United States. If you are a member of the clergy or a religious, you need to document by either a bank statement or letter of support from your bishop or congregation that you have funds to live and study in the U.S. The U.S. Embassy will not issue you a visa if you do not have the necessary funds. Any tuition costs not covered by STM scholarship funds must be documented.

Financial Aid and Scholarships

The cost of higher education in the United States is high. STM awards tuition grants to international students depending on availability, to help ease their financial burden. Partial tuition grants are available for international students. Students must be enrolled in a degree seeking program. Students must exhibit an exemplary academic record and personal potential. Students should be aware that, even if receiving a tuition grant, they still must obtain support to pay for their living expenses. Unfortunately, Federal loans are not available to those who are not U.S. citizens or permanent residents.

All international students must show that they have sufficient funds or resources to pay for their tuition and living expenses during the course of their studies, whether support comes in the form of scholarships, grants, or support from a religious order or personal bank account. Applicants do not need to supply evidence of sufficient resources with their applications. Once accepted, the admissions office will send a form where one can document resources.

Housing

Housing is available for international lay students on an individual basis.

Members of religious orders usually find housing with area parishes or religious communities. The Admissions Office assists placing religious members in such communities, though placement and housing is not guaranteed.

Graduate Programs

Degree Programs

The School of Theology and Ministry offers graduate students a number of degree-granting programs. Our degree programs prepare students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith, and scholars preparing for a career in academia.

Auditor

Students not enrolled as Special Students or in a degree or certificate program are eligible to audit one course per semester at the rate of \$441 per credit hour.

Minister-in-the-Vicinity

Boston College STM offers a special audit rate for those currently engaged in full-time ministry (ministers, lay ecclesial ministers, priests, rabbis, and others) who live in the vicinity and who hold a theological degree. Minister-in-the-Vicinity students can audit one course per semester at the rate of \$201.

Continuing Education**Conferences, Lectures, Workshops, Seminar Series**

STM welcomes all as part of our commitment to making contemporary theological discussion accessible to the community. Many events are free of charge and others have a small fee.

Sabbatical

Those who wish to come to Boston College for sabbatical may apply as a Special Student or Minister-in-the-Vicinity and create their own independent sabbatical experience.

C21 Online

C21 Online offers online courses to support the ongoing formation of Catholic adults and parish volunteers, as well as the professional development of Catholic school teachers and professional lay ministers.

For more information about any of the STM's programs, visit www.bc.edu/stmacademics.

Academic Policies and Procedures**Academic Integrity at Boston College**

Academic integrity is taken quite seriously at Boston College and by the dean and faculty of the School of Theology and Ministry in particular. STM abides by the University policy on academic integrity to be found in the University Policies and Procedures section of this catalog. The roles and responsibilities of students, faculty, and deans with regard to promoting academic integrity can be found there as well. STM students are strongly encouraged to become familiar with these policies and procedures, as they are held responsible for this knowledge. Students with questions regarding what constitutes a violation of Boston College's Academic Integrity Policy, especially with regard to specific courses and assignments, are invited and encouraged to ask

to seek a timely solution to the issues. If such procedures produce a resolution acceptable to all parties involved, it shall be put in writing and copies given to all of the parties.

If no resolution acceptable to all parties is achieved, the Dean or the Dean's designees shall gather all written statements and evidence accumulated up to that point and conduct such review or such further proceedings, including hearings, as the Dean or the Dean's designees may determine in their sole discretion to be reasonably necessary to reaching an ultimate disposition of the grievance. In the event of a hearing, the faculty member(s) and student shall each be entitled to bring, for consultative purposes only, an advisor from the School of Theology and Ministry or the wider Boston College community. If the above process achieves a resolution acceptable to all parties, the Dean

Submitting your S.T.D. Dissertation

Please review the S.T.D. Handbook for instructions on formatting your dissertation. Submit your dissertation electronically via eTD@BC. See the Help section of the University Libraries website for instructions on how to do this.

Enrollment Status

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

Final Examinations

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

Foreign Language Requirements

Students should consult individual degree program handbooks/prospectuses for program-specific requirements.

Good Standing

A student in one or both of the following situations is considered to be under academic review:

1. the student's cumulative grade point average (GPA) falls below 3.0;
2. the student receives a grade of "incomplete" for one-half or more of the courses taken in a single semester.

If a student is under academic review at the end of a given semester, the student will be notified in writing by the Associate Dean for Academic Affairs. The student will have until the end of the following semester to bring his/her GPA up to 3.0 and to complete all incompletes. If a student does not do these things, the Associate Dean may engage the student's faculty course selection advisor, the relevant

Spring
August 1
Fall
March 1
Summer
October 1

See the STM Good Standing policy for the number of incompletes a student may take in a given semester or summer and remain in good academic standing.

Leave of Absence and Readmission After a Leave of Absence

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

Students are not eligible for STM financial aid or funding while on leave. When they return to the STM, students continue to receive the tuition remission that they were granted upon entrance into their degree program.

Students wishing to take courses at theological institutions outside of Boston College and the BTI while on leave of absence from Boston College are strongly advised to discuss this plan with their faculty advisor, the relevant department chair, and the Associate Dean for Academic Affairs to make sure that the courses they are planning to take will transfer into and be counted toward their STM degree program. Please see the Transfer of Credit policy for more information.

In some cases, the Associate Dean may require that the student work out a plan of study for the following semester or for the completion of the degree as a condition of re-admission after a leave of absence.

Masters' Theses

All M.A. and M.Ed. students are required to complete a non-credit thesis in or prior to the last semester of their programs. Students seeking more information about the thesis should obtain a Thesis Packet from the STM Service Center.

M.T.S. students have the option of using one of their electives to do a 3-credit thesis. Students seeking more information about the thesis should consult the M.T.S. Handbook and/or consult the M.T.S. Program Director. Students should be registered for TM 880 M.T.S. Thesis.

Online Courses

M.A., M.Ed., and C.A.E.S. students may take up to six credits of online courses toward their degree requirements. Hybrid courses are not included in these six credits. Other STM degree students should consult their course selection advisors and/or faculty program directors as to whether online courses would be acceptable toward their degrees.

Pass/Fail

Select courses are designated Pass/Fail. All requests for Pass/Fail credit, beyond taking courses designated Pass/Fail, must be approved by the student's academic advisor and the Associate Dean for Academic Affairs during the registration period. Students should obtain a Pass/Fail form from the Admissions Office.

- M.A., M.Ed., and C.A.E.S. students may take two courses P/F beyond those designated as such.
- M.Div. students may take no more than 18 credits on a P/F basis.
- M.T.S. students may take no more than 12 credits on a P/F basis.

- Th.M., S.T.L., and S.T.D. students may not elect to take any courses P/F, with the exception of the Spiritual Direction Practicum.
- Ph.D. students should consult the GSAS Dean's Office.

Prerequisites

For students with little or no background in writing research papers in the humanities, students for whom English is a second language, and others, the Admissions Committee may decide to recommend or require TM 731 Writing and Research for Theology and Ministry as a condition of admission into a degree or certificate program. This is a one-credit seminar that will utilize the writing a student is doing in other courses to explore various types of theological writing such as reflection papers, research papers, and more.

TM 731 is not a remedial course and is highly recommended for most students. It can be used for elective credit toward the degree by M.A. and M.Ed. students who have not been required to take it. If the student is required to take this course, however, it must be taken in addition to the credit hours required for the degree.

Four courses (12 credits) in philosophy are prerequisites for the M.Div. degree. These courses can be taken on an undergraduate or graduate level, and they can be taken Pass/Fail. For students who do not have at least 12 credits of philosophy at the time of application to the M.Div. program, these courses may be taken during the first year of the M.Div. All courses must be taken for credit and the courses themselves approved by the M.Div. program director. As prerequisites for the degree, they do not count in the 84 credits required for the M.Div.

Professional Ethics in Ministry Workshop

STM's Professional Ethics in Ministry Workshop, required for all STM students, is intended for academic-year students as they begin their programs at STM. The day considers ministerial ethics in theological, pastoral, and legal perspectives and invites students into an ongoing, school-wide conversation and reflection on the nature of ministerial roles and the power dynamics and ethics that attend them. Students in ministerial degree programs (except for summers-only degrees) with a field education requirement (Contextual Education or Supervised Ministry) must fulfill this requirement before they begin their placements. All other students must complete the requirement before they graduate. Information about when the Professional Ethics in Ministry Workshop is offered each fall is distributed with admission materials. Students who have not fulfilled the requirement in their first semester of study will be notified of the next available date to fulfill the requirement by the Associate Dean for Academic Affairs.

For summers-only M.A. and M.Ed. students, the material normally covered in the Professional Ethics in Ministry Workshop will be covered during the required Contextual Education course.

Readmission After a Lapse in Enrollment

All students are required to keep their University status current. If a student does not do so, s/he must seek approval from the STM to be re-admitted to the degree program.

Each degree has a term limit—a number of years from the date of matriculation into the degree program by which a student must finish the degree. These term limits are the following:

M.A. and M.Ed.: 5 years
M.T.S.: 4 years
M.Div.: 6 years
Th.M.: 2 years

of class. The Associate Dean for Academic Affairs decides on approval for all such requests. Students should assume that the request has been approved unless contacted by the Associate Dean.

For M.Div. and M.T.S. students, courses offered in semester-length mode must be taken in that mode. Summer courses cannot be used to satisfy subject area requirements for these degree programs, but, where appropriate, courses taken in the summer can be applied

Transcripts and Transcripts/Diploma Holds

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

Transfer of Credit

STM degree students, with the exception of M.Div. students, may transfer a total of six graduate credits from another university or school of theology, subject to the following criteria:

- at the date of the student's graduation, his or her transfer credits may be no more than five years old;
- transfer credits must have been obtained for graduate-level course work;
- each transfer course must have been taken for a letter grade and a minimum grade of "B" must have been earned;
- credit must not have been used in obtaining any other degree; and
- course work must be relevant to the student's degree program.

M.Div. students may transfer in 24 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

Students may transfer up to 12 credits taken at the STM prior to degree matriculation into an STM degree program. After admission into the degree program, students wishing to do this should contact the Associate Dean for Academic Affairs.

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

1. **Transcript** containing the courses you wish to transfer.
2. An **up-to-date program of study/course tracking sheet** indicating the courses you've taken so far at STM, the courses you are hoping to transfer into the degree, and the requirements that you are proposing that all those courses fulfill.
3. A completed **Transfer of Credit**

Associate Dean will send it on to University Student Services, who will transfer in the credits. If the courses do not show up on your Agora course history within two weeks, please contact the Associate Dean for Academic Affairs.

Weekend Courses

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

Withdrawal from a Course

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

Withdrawal from Boston College

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

Faculty

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

John F. Baldwin, S.J., Professor of Historical and Liturgical Theology; A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)

James T. Bretzke, S.J., Professor of Moral Theology; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)

Richard J. Clifford, S.J., Visiting Professor of Old Testament and Professor Ordinarius, Ecclesiastical Faculty; A.B., M.A., S.T.L., Ph.D. (Harvard)

James J. Conn, S.J., Professor of the Practice of Canon Law and Professor Ordinarius, Ecclesiastical Faculty; B.A., M.A., M.Div., A.M., J.D., J.C.L., J.C.D. (Gregorian)

Thomas H. Groome, Professor of Theology and Religious Education; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Concordia University Teachers College)

Daniel J. Harrington, S.J., Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty; A.B., M.A., B.D., Ph.D. (Harvard)

Mary Jo Iozzio, Professor of Moral Theology; B.A., M.A., Ph.D. (Fordham)

Richard Lennan, Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

Mark S. Massa, S.J., Professor of Church History and Dean; A.B., M.A., M.Div., S.T.L., Th.D. (Harvard)

Francine Cardman, Associate Professor of Historical Theology and Church History; A.B., M.Phil., Ph.D. (Yale)

Dominic F. Doyle, Associate Professor of Systematic Theology; B.A., M.T.S., Ph.D. (Boston College)

Colleen M. Griffith, Associate Professor of the Practice of Theology and Faculty Director for Spirituality Studies; B.A., M.Ed., Th.D. (Harvard)

Margaret Eletta Guider, O.S.F., Associate Professor of Missiology; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

Thomas A. Kane, C.S.P., Associate Professor of Homiletics and Liturgical Practice; A.B., M.A., S.T.L., Ph.D. (Ohio State)

Melissa M. Kelley, Associate Professor of Pastoral Care and Contextual Education; B.A., M.A., Ph.D. (Boston University)

Catherine M. Mooney, Associate Professor of Church History; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

The Department

TM 569 The Crisis in Confidence in the Catholic Church (Spring: 3)

Cross listed with TH 519

Open to STM, GA&S, and Advanced Undergraduate Theology major students

The Catholic Church, in the United States and Europe, has seen declining numbers both in regular church attendance and in clergy and religious life. Scandals have torn people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them, whether from Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

The Department

Graduate Course Offerings

TM 414 Contemporary Approaches to Religious Education (Spring: 3)

Cross listed with ED 414, TH 414

Offered periodically

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

Jane Regan

TM 425 Topics in Catholic Education (Fall: 3)

This course explores the history, purpose, current status, and possible futures of Catholic elementary and secondary schools. Students will become conversant with the body of scholarly literature, theoretical and empirical, that defines the field of Catholic education. Though the primary focus will be on Catholic schools in the United States, the course will explore how we can learn from the experience of other religiously affiliated schools here and abroad, and from the experience of Catholic educators worldwide. Special attention will be devoted to how the Ignatian spirituality and pedagogy can be a resource for educators in Jesuit and non-Jesuit schools.

multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.

James Weiss

TM 448 Buddhist Thought and Practice (Fall: 3)

Cross listed with PL 448, TH 548

A study of early Buddhism, Southeast Asian Buddhism, Zen, and Pure Land traditions of East Asia, with focus on ways that Buddhist philosophy informs and is informed by practices of meditation, mindfulness, inquiry, ethical training, and ritual. Students will be instructed in mindfulness exercises (observation of states of mind) to inform our studies, with daily mindfulness practice required. Relevance of Buddhist philosophy today, and in relation to Western philosophy and religion, will be considered throughout.

John Makransky

TM 449 Jewish and Christian Approaches to Bible (Fall: 3)

Cross listed with TH 437

Although Jews and Christians share many scriptural texts (the Christian "Old Testament," the Jewish Tanakh), they often understand them differently. This course explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. Students will themselves engage in interreligious learning while learning about ancient Israel's scriptures and studying methods of biblical interpretation from late antiquity to today.

Ruth Langer

David Vanderhooff

TM 501 Theological Synthesis (Spring: 3)

to often unrecognized dimensions of grief—disenfranchised grief and the grief born of injustice. We'll focus on how to respond pastorally to grieving individuals and communities.

Melissa Kelley

TM 505 Introduction to Catholic Social Ethics (Fall: 3)

This course introduces the rich tradition of social ethics engaged explicitly by Leo XIII, *Rerum novarum* (1891), continued by his successors and bishops conferences, and enriched by theological reflection that continues today. Attention will be given to the principal documents (encyclicals, *Gaudium et spes* (1965), pastoral letters), and the contexts from which they emerged to gain facility in applying social analysis to contemporary concerns. Key themes to be studied: life and dignity of the human person, solidarity, social participation and the common good, the preferential option for the poor, and economic development and work, among others.

Mary Jo Iozzio

TM 506 Fundamental Theology (Fall/Spring: 3)

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the Church's doctrine. The course will also survey past and present methods in "doing theology," and consider the connection between theology and spirituality.

Khaled Anatolios

John Sachs

TM 510 Fundamental Moral Theology (Fall: 3)

Prerequisite: One undergraduate course either in philosophical ethics or moral theology

This Level Two course treats Roman Catholic fundamental moral theology, focusing on both traditional and contemporary understandings of principal themes such as: the nature and history, as well as a methodological model for approaching fundamental moral theology; the moral person and moral community; conscience, moral norms and the natural law; evaluations of moral acts; sin (personal and social), conversion and reconciliation; roles of church teaching (magisterium) and tradition in selected contemporary issues in the areas of sexual ethics, health care and bioethics, and Catholics in the political arena will be discussed in terms of applying the fundamental themes of moral theology.

James Bretzke, S.J.

TM 512 Acts of the Apostles (Spring: 3)

Prerequisite: NT Intro is recommended

Offered periodically

An exegetical analysis of Luke's narrative of the birth and growth of the early Church and its key theological themes (e.g., God, Jesus, the Holy Spirit, the twelve apostles, Jerusalem, the Church, Jews and Christians, the Gentiles, Christology, eschatology, mission, salvation history). The treatment will proceed with particular attention to the Gospel of Luke, the genre and purpose(s) of Luke's second book, and the life setting of the Lukan author and audience.

Christopher Matthews

homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.

Thomas Kane, C.S.P.

TM 529 Ministry and Theology of the Sacrament of Reconciliation

TM 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)
The Department

TM 540 Introduction to the New Testament (Fall: 3)

A historical and theological introduction to the New Testament, its various genres, and the methods of its interpretation against the background of early Christian literature.

Daniel Harrington, S.J.

TM 544 Meditation, Service, and Social Action (Spring: 3)

Meditations of loving communion and presence are adapted from Tibetan Buddhism for students of all backgrounds and faiths to explore. Contemplative theory, meditation guidance, daily meditation practice and writings of leading social activists mutually inform each other to help students freshly appropriate their own spiritualities as a basis for social service and social action throughout their lives. Contemplative theory is explored through the professor's recent book and through the students' deepening meditation experience. This is brought into conversation with weekly readings in Martin Luther King, Jr., Mohandas Gandhi, Thich Nhat Hanh, Michael Himes, Thomas Merton, Ram Dass and other social activists.

John Makransky

TM 546 Christology (Fall/Spring: 3)

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ, and why this is a significant claim. The course surveys the origins and development of three fundamental approaches to Christology: (1) the historical Jesus, (2) Jesus as Savior, and (3) the divine and human natures of Jesus. The course examines the New Testament, the early councils of the Church, the writings of early and medieval Christian theologians, the dogmatic teachings of the Church and the contributions of contemporary theologians. Two main questions will be addressed: Who is Jesus? How does Jesus save us?

The Department

TM 550 History of Western Christianity I: 100–850 (Fall: 3)

Through lectures and primary source readings, the course surveys the major cultural, institutional, and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.

Francine Cardman

TM 551 History of Western Christianity II: 850–1650 (Spring: 3)

Students need not have taken TM 550 or any other course in church history.

Level One course

General survey of Western Christianity, with special emphasis on institutional, theological, pastoral and spiritual issues. Lays the foundation for understanding many features of the Church today. Topics include monasticism, establishment of the modern papacy, lay apostolic movements (e.g. beguines), religious orders (e.g. Franciscans, Jesuits), heresies, crusades, inquisitions, scholasticism, saints (e.g., Hildegard of Bingen, Francis of Assisi, Ignatius of Loyola), popular devotions, women in church, mysticism, Protestant Reformation, church councils (e.g. Trent), overseas evangelization.

Catherine M. Mooney

TM 560 Critical Contemporary Ethical Issues: Cultivating the Common Ground (Spring: 3)

Offered periodically

This is the introductory course in moral theology for all degree programs, except the M.Div.

This Level One course considers contested ethical issues from Catholic, ecumenical, and cross-cultural perspectives seeking to foster development of a common ground approach that transcends the religious, cultural, political and ideological divisions that often mark these debates. The course employs the "Moral Triangle" method of analysis which probes the debates in terms of Issues (including assumptions and morally relevant features), Judgments (including truth claims and moral principles) Applications (including goals and strategies). Issues treated come biomedical ethics (including genetics and end-of-life issues), sexual ethics (including gender and reproductive issues), abortion, Scripture and ethics, faith and politics, inculturation and cross-cultural ethics.

Mary Jo Iozzio

TM 569 The Crisis in Confidence in the Catholic Church (Spring: 3)

Cross Listed with TH 519

Open to STM, GA&S, and Advanced Undergraduate Theology major students

The Catholic Church, in the United States and Europe, has seen declining numbers both in regular church attendance and in clergy and religious life. Scandals have torn people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them, whether from Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

Raymond Helmick, S.J.

TM 572 Intermediate Hebrew Readings (Fall: 0/Spring: 3)

Prerequisite: Basic Hebrew

A two-semester course of readings from the Hebrew Bible.

Richard Clifford, S.J.

TM 573 Intermediate Greek (Fall: 0/Spring: 3)

Prerequisite: A minimum of one year of basic Greek

A two-semester course of readings from the New Testament and the Septuagint. Three credits will be awarded in the second semester.

Daniel J. Harrington, S.J.

TM 577 Comparative Theology/Theology of Religions (Fall: 3)

Cross listed with TH 507

This seminar will focus on the various theological positions which have been developed with regard to the reality of religious pluralism as well as on the relationship between theology of religions and comparative theology. While we will focus mainly on the works of Christian theologians, we will also pay attention to analogous developments in other religious traditions.

Catherine Cornille

TM 586 Tibetan Buddhist Philosophy and Practice (Fall: 3)

The Department

THEOLOGY AND MINISTRY

TM 595 Professional Ethics for Ministry I (Fall: 0)

This intensive workshop offers participants an opportunity to reflect theologically and pastorally on professional ethics in ministry. Through varied modalities, participants will consider a broad spectrum of ministerial activities and the correlative ethical responsibilities of the minister. Students register for one of the following dates: September 27 or October 4. It meets from 12:00 p.m. to 4:00 p.m.

Melissa Kelley

TM 603 Classic Texts of American Theology (Fall/Spring: 3) Offered periodically

A seminar focused on the classic texts, and secondary works, produced in and about religion in the United States: William James' *Varieties of Religious Experience*, H. Richard Niebuhr's *Christ and Culture*, and George Marsden's *Fundamentalism and American Culture*.
Mark Massa, S.J.

TM 607 Gospel of Luke (Fall: 3)

Prerequisite: TM 540 or equivalent

This course aims to develop the student's ability to use the Gospel of Luke more precisely in relation to its Synoptic counterparts and to integrate the Lukan perspective meaningfully into preaching, teaching, and personal reflection. This goal will be pursued through a survey of the structure, content, and main themes of the Third Gospel, based primarily upon exegetical and narrative analysis of the text with attention to current discussion in the scholarly literature.

Christopher Matthews

TM 611 Pathways to God: Classic Texts on Prayer and Christian Mysticism (Spring: 3)

Prerequisite: A previous church history or historical theology course is desirable but not required.

This course explores the theological and pastoral dimensions of classic texts on prayer and Christian mysticism. Texts are paired with specific topics: Benedict of Nursia (liturgy of the hours); Bernard of Clairvaux (role of affectivity; contemplative prayer); Francis of Assisi (reverence for the cosmos); Cloud of Unknowing (centering prayer); Julian of Norwich (Jesus as mother; visionary prayer); Ignatius of Loyola (discerning prayer; consolation, desolation); John of the Cross (dark night); Teresa of Avila (mysticism); and Teilhard de Chardin (God in the cosmos). Other topics include praying with icons and/or with saints, petitionary prayer, and the possibility of everyday mysticism.

Catherine Mooney

TM 612 The Apostle Paul (Fall: 3)

A study of Paul's life, an investigation of all thirteen letters attributed to him, and an examination of the key theological themes of these letters.

Thomas Stegman, S.J.

TM 618 Theology of the Spiritual Exercises of Ignatius Loyola (Spring: 3)

Prerequisite: Familiarity with Spiritual Exercises

The theology underlying the Exercises is both familiar and foreign to us today. This advanced seminar brings it into dialog with contemporary theological interpretations of key topics such as: the will of God, vocation, prayer and discernment, divine and human action, grace and human freedom. Intended for advanced students with a basic familiarity of the Spiritual Exercises. Authors include Michael Ivens, William Barry, Karl Rahner, John Macmurray, Roger Haight and William Lynch.

Randy Sachs, S.J.

TM 629 MTS Reflection Paper (Fall/Spring: 0)

Khaled Anatolios

TM 636 Introduction to Liturgy (Fall: 3)

To introduce the basics of liturgical theology, the course is divided into three parts: liturgical history and sources; ritual studies including art, music and environment; and liturgical practice, planning and celebration.

Thomas Kane, C.S.P.

TM 637 Classics of Christian Spirituality: 100–1200 (Spring: 3)

Through careful and critical reading of representative texts from the period, the course will explore the variety of images, ideals, and ways of Christian living that emerged in the changing historical circumstances of the second through the twelfth centuries (e.g., martyrdom, asceticism, pilgrimage, lives of holy women and men, monasticism, mystical and ascetical theology). There will be introductory lectures on texts, authors, and contexts, but class sessions will center on focused discussion of the primary readings. Students are responsible for further background reading as needed for informed participation.

Francine Cardman

TM 638 Seminar: Global Catholicism in the Twenty-First Century (Fall: 3)

This seminar traces the evolution of global Catholicism in the light of demographic shifts within the Roman Catholic Church from 1910–2010. Drawing upon insights and perspectives from church history, ecclesiology, theology, world mission studies, and post-colonial theory, the seminar examines the interactive dynamics of faith and culture as it explores the transformation of Roman Catholic ecclesial consciousness in the twenty-first century. Additional resources for research and analysis include the working documents, proceedings, and outcomes of recent Special Synods as well as international, regional, and national General Conferences of Episcopal Conferences, Assemblies of Conferences of Religious, and World Youth Days.

Margaret Guider, O.S.F.

TM 644 Theological Foundations in Practical Perspective (Fall/Spring: 3)

A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in *Co-Workers in the Vineyard of the Lord*, e.g., the cultural context in which we do theology, God, being human, Jesus, reign of God, Church. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

Colleen Griffith

Nancy Pineda-Madrid

TM 646 Ecclesial Ministry (Spring: 3)

This course explores the theology, history, and spirituality of ministry in the church. The emphasis will be on the ecclesial foundations for ministry and the relationship between ministry and the mission of all the baptized. The course will examine current issues in the theology and practice of ministry as well as the implications of ministry for the faith and practice of the minister.

Margaret Guider, O.S.F.

TM 647 Sacraments in the Life of the Church (Fall: 3)

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its

feminist and liberationist ethics), the debate between the Faith Ethics (Ratzinger, Schürmann, von Balthasar, et al.) versus the Moral Autonomy Schools (Demmer, Fuchs, McCormick, Schüller, et al.) as well as an evaluation of the principal methodological contributions of Protestant and Catholic authors including Fowl & Jones, Furnish, Gustafson, Harrington & Keenan, Hays, Hauerwas, HR Niebuhr, Ogletree, Schneiders, Schrage, Schüssler-Fiorenza, Siker, Spohn, and Yoder.

James Bretzke, S.J.

TM 764 Ethical Themes in Augustine (Fall: 3)

Prerequisite: Masters courses in Systematics, Ethics and Early Church History.

Offered periodically

This is a doctoral level seminar intended for advanced degree students (STL, STD, PhD) and presupposes previous preparation in early Church history or patristic theology and in ethics or moral theology. Departmental permission required

The seminar explores foundational theological and ethical themes in Augustine's works (e.g., love, sociality, sin and grace, moral agency, evil) and examines the way in which those themes function in selected texts and topics in Augustine's ethics (e.g., love of God and neighbor; poverty, riches, property; gender and sexual ethics; religious coercion and just war; social and political life). Extensive readings in primary sources in translation and short weekly papers are the basis for focused class discussion.

Francine Cardman

TM 767 Ministry in a Diverse Church: Latino Perspectives and Beyond (Fall: 3)

School of Theology and Ministry

Catholicism in the United States is presently shaped by rich cultural traditions that demand creative approaches to ministry in the midst of diversity. Nearly 45% of all Catholics in the country are Hispanic, 40% Euro-American, 4% Asian-American, 3.7% African-American, among others. Students in this course explore key questions and discuss ministerial strategies that will help them develop cultural competencies for effective ministry today. The course builds on the U.S. Latino/a Catholic experience as a case study while addressing core issues in ministry that affect everyone in the Church. Ecumenical and international perspectives are welcomed into this conversation.

Hosffman Ospino

TM 772 Theological Critiques From the Margin (Fall: 3)

Prerequisite: Fundamental Moral Theology or Critical Contemporary Ethical Issues

Offered periodically

Level Two course

Benedict, Francis and Clare of Assisi, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, and John of the Cross. Thematic questions will be brought to the reading of core texts.

Colleen Griffith

TM 799 Advanced Directed Reading (Fall/Spring: 3)

The Department

TM 813 Theological Bioethics: From the Basics to the Future (Fall: 3)

The course addresses, first, the basic issues in bioethics focusing on the beginning of human life (reproductive technologies, prenatal diagnosis, abortion), biomedical research (transplantation, AIDS, genetic research, stem cell research), sustainability, and the end of human life (palliative care, vegetative state, euthanasia). Second, it discusses the bioethical concerns raised by developing biotechnologies (e.g., neurosciences, oncofertility, nanotechnology, cyborg technologies). By studying the current theological debate and the Catholic Magisterium, principles and theories will be highlighted aiming at supporting personal decision-making and pastoral service.

Andrea Vicini, S.J.

TM 815 Theological Anthropology (Fall: 3)

Offered periodically

What is the Christian vision of humanity? This course examines key aspects of human life in the light of Christian revelation including: the human person as created in the image of God; finitude, suffering, and sin; forgiveness and sanctification; grace and nature; gender and sexuality; community; and Ignatian spirituality. Readings from Rahner, Balthasar, Ernest Becker, Lisa Cahill, Anne Carr, Mary Aquin O'Neill, David Kelsey, Roger Haight, Michelle Gonzalez, and others state, euthanasia) i1a

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the virtues in dialogue with the principles of CST. In particular, attention will be given to identifying which trajectory virtue or CST best grounds and which best informs action.

Mary Jo Iozzio

TM 828 Seminar: Irenaeus and Origen (Spring: 3)

Offered periodically

This course will entail a close reading of some major texts by two of the most influential theologians of the early Church, Irenaeus of Lyons and Origen.

Khaled Anatolios

TM 831 Directed Research in Religious Education (Fall/Spring: 3)

Thomas Groome

TM 840 Master of Divinity Closure Seminar (Spring: 3)

This seminar promotes the integration of theory and practice, as well as formation, for collaboration and partnership in ministry. Discussions, group work, and team projects are some of the components of the seminar, which concludes with the M.Div. Convocation in April. The seminar brings closure to the M.Div. program by providing

THEOLOGY AND MINISTRY

preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; and modernism, post-modernism, post-secularism, and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning.

Michael James

TM 880 M.T.S. Thesis (Fall/Spring: 3)

The Department

TM 881 Th.M. Thesis (Fall/Spring: 6)

Thomas Kane, C.S.P.

TM 882 Psychotherapy and Spirituality (Fall: 3)

Prerequisite: Undergraduates require permission of instructor

Cross listed with TH 880

Offered periodically

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practices of clinical psychotherapy and pastoral counseling and spiritual direction.

John McDargh

TM 888 Masters Interim Study (Fall/Spring: 0)

The Department

TM 915 Ph.D.-S.T.L. Colloquium (Fall/Spring: 0)

The Department

TM 920 Ph.D. Comprehensive Examinations (Fall/Spring: 0)

The Department

TM 980 S.T.D. Specialized Research (Fall/Spring: 6)

John R. Sachs, S.J.

TM 985 S.T.L. Thesis (Fall/Spring: 9)

Thomas Stegman, S.J.

TM 990 S.T.L. Continuation (Fall/Spring: 0)

Offered biennially

The Department

TM 994 Education for Justice and Peace (Spring: 3)

Offered periodically

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice, followed by a review of Catholic social teachings as a means of offering a theological foundation for educating for justice. Finally, it looks at educational methods from the early twentieth century to the present that reflect on education itself as a work of justice. The course concludes with student groups presenting lessons in which they have used tools of investigation and analysis on an issue, incorporated theological reflection, and developed a methodology for effective education.

Theresa O'Keefe

TM 999 Ph.D. Continuation (Fall/Spring: 1)

The Department

Duvnjak Fellowship

The Barbara Benz Duvnjak and Karlo Duvnjak Fund supports students with tuition remission scholarships who have displayed previous academic excellence and who have demonstrated financial need. This award is determined at the time of admission.

Flaherty and Masella Fellowship

The Mary Jane Flaherty and William Masella Fellowship Fund supports Lynch School graduate students with demonstrated financial need by providing tuition remission scholarships. This award is presented to students from New York or New Jersey. This award is determined at the time of admission.

Fruscione Fellowship

The Immaculate A. Fruscione Fellowship is a tuition scholarship that supports students in the school counseling program who have a commitment to working in urban schools upon completion of their degree. This award is determined at the time of admission.

Hearst Fellowship

The William Randolph Hearst Endowed Fund supports master's degree students in our teacher education programs. This award is determined at the time of admission.

Kaneb Fellowship

The Kaneb Catholic Leadership Fellowship Fund supports students in Catholic leadership in our master's programs. The fellowship offers tuition scholarships to students. This award is determined at the time of admission.

Keough Memorial Fellowship

The William F. Keough Memorial Fellowship Fund provides scholarship assistance for both undergraduate and graduate students pursuing studies in international education. This award is determined at the time of admission.

Lam Family Fellowship

In accord with the intent of the donors, William and Mary Lam, this award is presented to a Chinese student who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and a tuition scholarship. By nomination of faculty at the time of admission.

Martin Memorial Fellowship

The Christine Martin Memorial Scholarship Fund supports a Lynch School undergraduate student continuing in one of our graduate programs. The award is a tuition scholarship. A preference is given to students engaged in volunteer service, especially serving children with disabilities. Determined by special committee.

Urban Catholic Teacher Corps (UCTC)

Each year, six students are admitted to UCTC, a two-year program that offers new teachers an opportunity to gain experience in inner city Catholic schools. The program offers full tuition coverage, in addition to a stipend and other benefits. There are a separate application and additional requirements for UCTC. Please note that the application deadline is also earlier than the normal deadline for teacher education programs.

Sharp Urban Teaching Scholarship

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial support to 10 highly talented

graduate students per year who are from underrepresented groups committed to teaching in urban schools. The scholarship is comprised of a \$10,000 stipend. One-half of the stipend is an outright grant and the remaining \$5,000 is a forgivable loan. One-quarter of the loan amount will be forgiven upon completion of the master's degree and the remaining three-quarters is forgiven, up to the full amount, for each year spent teaching in an urban school. By nomination of the faculty at the time of admission.

Students with Disabilities

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure for any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in the Office of Practicum Experiences and Teacher Induction (Campion 103, 617-552-4206) can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. The teacher education programs at Boston College are accredited by TEAC (Teacher Education Accreditation Council).

The doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs classroom opportunities in a variety of foreign countries for pre- and full-practica. International settings include classrooms in

EDUCATION

such countries as Ireland, England, France, Italy, and Spain, subject to current student visa regulations in each country. For information regarding programs and requirements, contact the Director, Practicum Experiences and Teacher Induction, Campion 103, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804 or 617-552-4206.

Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., Ph.D., and Ed.D. degrees. The Lynch School also offers a Certificate of Achievement in Education.

Master's Degree Programs

Candidates for the master's degree must be graduates of an accredited college or university. The Office of Graduate Admission, Financial Aid and Student Services, Campion 135 provides academic and financial aid services for master's students throughout their studies in the Lynch School.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

Early Childhood Teaching, Elementary Teaching, Secondary Teaching, Special Education Teaching, Reading/Literacy Teaching, Curriculum and Instruction, Educational Leadership, Educational Research, Measurement, and Evaluation

- Elementary Teaching
- Secondary Teaching
- Special Education Teaching*
- Reading/Literacy Teaching
- Curriculum and Instruction
- Educational Leadership
- Educational Research, Measurement, and Evaluation

*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K–8 and Grades 5–12, Students with Severe Special Needs pre K–12.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

M.A.T. and M.S.T. for Initial Licensure

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, English, romance languages (French and Spanish), and Latin and classical humanities.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum and Instruction.

M.A.T. and M.S.T. for Professional Licensure

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure. Candidates can only apply to the state for Professional Licensure after teaching for three years, but may begin course work during the first year of teaching. The Professional License is available in the following academic disciplines: English, history, Spanish, geoscience, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Higher Education
- Counseling
- Applied Developmental and Educational Psychology

These programs are described in each departmental section.

Course Credit

A minimum of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor

is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean of Students, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean of Students.

Programs of Study

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Associate Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are available on the Lynch School website at www.bc.edu/schools/lsoc/academics/pos.html. These forms must be approved and filed with the Associate Dean of Students.

Fifth Year/Early Admit Programs

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in an accelerated amount of time. Please contact the Office of Graduate Admission, Financial Aid, and Student Services for further information about the Fifth Year/Early Admit Programs.

Research Centers

The Lynch School houses several Research Centers. For more information refer to the About Boston College section of this catalog.

Department of Teacher Education/Special Education and Curriculum and Instruction

The Department of Teacher Education/Special Education and Curriculum and Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum and Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum and Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Master's candidates can include the Teaching English Language Learners (TELL) ructiprofg iand I5Tw 0 . prepareiesion, -ivate school,

programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, and Earth Science
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K–8, 5–12)
- Specialist Teacher of Students with Severe Special Needs (pre K–12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

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Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classroom experience.

Professional Licensure Programs

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure and the 12 Credit Program Leading to Professional Licensure.

The 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure is available in Elementary Education (1–6), Reading (all levels), Biology (8–12), and Spanish (5–12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

The 12 Credit Program Leading to Professional Licensure is an option available to candidates who received Initial Licensure in a master's degree licensing program. This program is available in Elementary Education (1–6), Reading (all levels), Biology (8–12), Geology/Geoscience (8–12), English (8–12), History (8–12), Mathematics (8–12), and Spanish (5–12). Each program requires two approved graduate courses (6 credit hours) in the Arts and Sciences academic discipline and two approved pedagogical courses (6 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial License in the area in which he/she seeks Professional Licensure. Altnd Scb6Aets

approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

For the applicants seeking a Master's in Elementary Education, undergraduate transcripts will be audited for mathematics courses. It is expected that applicants have completed a two 3-credit mathematics course equivalent in Arts and Sciences. If applicants do not fulfill this requirement, they will be advised to take the needed courses.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9–12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and classical humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admissions, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading.

For Candidates in a Non-Licensure Program

Students who are not enrolled in a teaching licensure program may also complete the TELL certificate program. These students complete ED 621, Bilingualism, Second Language and Literacy Development as well as ED 346, Teaching Bilingual Students and are required to work with English language learners in an instructional setting. The TELL certificate program for students who are not enrolled in a licensure program is ideal for candidates seeking to work with English language learners abroad or in contexts in the United States where Massachusetts SEI Teacher Endorsement is not required. For more information please contact Dr. Brisk, brisk@bc.edu or Dr. Paez, paezma@bc.edu or Dr. Homza, anne.homza@bc.edu.

*Pending approval as of June 2013.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan Scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum and Instruction, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Curriculum and Instruction

Programs in Higher Education

Master of Arts (M.A.) in Higher Education

The Master's degree in Higher Education prepares students for entry-level and mid-level positions in student affairs as well as in other professional areas in colleges, universities, and policy organizations. The M.A. program consists of 30 credit hours of required and elective course work and field experiences. The program may be completed in one academic year and one summer by students interested in full-time study. Students may also elect to complete the program on a part-time basis. In addition to a core of foundational courses in higher education, the program offers students the opportunity to focus on one of the following concentrations:

- Student Affairs
- Higher Education Administration
- Catholic University Leadership

Faculty advisors work with students on an individual basis to

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Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is development and learning in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the master's degree in Applied Developmental and Educational Psychology and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/ Special Education and Curriculum and Instruction descriptions for the licensure in Early Childhood Teacher Education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a baccalaureate or master's degree in psychology or a related field. Most applicants have some research experience as well as practice/education experience in the field.

Master's Programs (M.A.) in Applied Developmental and Educational Psychology

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect

Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas.

Students work closely with a faculty advisor and/or the Director of Student Services to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135.

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. Through research and practice, the faculty seeks to employ developmental theory and research to inform policy and improve practice in educational, community, and policy settings. The primary focus of the program is development and learning in sociocultural context, with attention to diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological, environmental, and social structural factors. Educational, human service and social justice applications are emphasized, and work with diverse populations in a range of settings is a major focus.

The faculty brings five areas of specialization to these central themes: a focus on individual differences in development, including social competencies, behavior problems, and core language, mathematics, and critical thinking skills; a focus on interpersonal processes such as parenting and peer relations; assessment of proximal contexts such as families, schools, and communities; attention to cultural and social structural forces including racism, ethnic discrimination, poverty, and abuses of political power; and finally, translation of research into practice and social policy.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The program guidelines promote active engagement in research with faculty mentors for all students throughout their doctoral program. In addition to this mentored training, the curriculum requires that students take core courses in (1) social, affective, and cognitive development and the contexts of development; (2) qualitative and quantitative research methods and statistics; (3) professional development and teaching preparation; and, (4) application to practice and policy. In addition, students develop expertise in targeted areas of psychology through selected elective courses and through their research and practice experiences. Finally, students with a particular interest in human rights and social justice can obtain a Certificate through the BC-based Center for Human Rights and International Justice.

Department of Educational Research, Measurement, and Evaluation

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research

and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. in Curriculum and Instruction or Educational Leadership or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual

Secondary Education: M.Ed., M.A.T., M.S.T.
Reading /Literacy Teaching: M.Ed., C.A.E.S.
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.
Professional Licensure (M.A.T./M.S.T.) in English, history,
earth science biology, mathematics, elementary education,
and reading.

Special Education (Moderate Special Needs, Grades Pre-K–8
and Grades 5–12): M.Ed., C.A.E.S.

Special Education (Students with Severe Special Needs, Grades
Pre-K–12): M.Ed., C.A.E.S.

Department of Educational Leadership and Higher Education

Educational Leadership: M.Ed., C.A.E.S., Ed.D.

Higher Education: M.A., Ph.D.

Department of Counseling, Developmental, and Educational Psychology

Counseling Psychology: M.A., Ph.D.

Applied Developmental and Educational Psychology: M.A.,
Ph.D.

Department of Educational Research, Measurement, and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed.,
Ph.D.

Dual Degrees: Education/Law, Education/Management, Education/ Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum and Instruction/Law: M.Ed./J.D.

Educational Leadership/Law: M.Ed./J.D.

Educational Leadership/Pastoral Ministry: M.Ed./M.A.

Higher Education/Law: M.A./J.D.

Higher Education/Business Administration: M.A./M.B.A.

Counseling/Pastoral Ministry: M.A./M.A.

Faculty

Albert Beaton, Professor Emeritus; B.S., State Teacher's College at
Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, Professor Emerita; A.B., University of Michigan;
A.M., Ph.D., Brown University

John S. Dacey, Professor Emeritus; A.B., Harpur College; Professor Emeritus

David Blustein, Professor; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

Henry Braun, The Boisi Professor of History, University of Maryland–College Park B.A., University of Michigan; M.S., y1 T5vSAE CUIaD., i_2 chers College, Columbia University M.S., exl

Janet Helms

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Susan Bruce, Associate Professor; A.A., B.A., M.A, Ph.D., Michigan State University

Eric DeDin, Associate Professor, Columbia University of Colorado; M.A., Ph.D., University of New Hampshire

Audrey Fried, Associate Professor and Assistant Dean, Undergraduate; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

Richard M. Jackson, Associate Professor; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Lauri Johnson, Associate Professor; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Massachusetts, Amherst

Mrs. Anam Tivnez AlemáY, Associate Professor, Belle Liang, Associate Professor; B.S., Indiana University; Ph.D., Michigan State University

Katherine McNeill, Associate Professor; B.A., Brown University; M.S., Ph.D., University of Michigan

Patrick McQuillan, Associate Professor; A.B., A.M., Wesleyan University; Ph.D., Brown University

Gilda Morelli, Associate Professor; B.A., M.A., Ph.D., University of Massachusetts

Laura M. O'Dwyer, Associate Professor; B.S, M.S., National University of Ireland, Galway; Ph.D., Boston College

Mariela Paez, Associate Professor; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

Alec F. Peck, Associate Professor and Chairperson; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, Research Associate Professor; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ed.D., Harvard University

C. Patrick Proctor, Associate Professor; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

Heather Rowan-Kenyon, Associate Professor; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland–College Park

David Scanlon, Associate Professor; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

Elizabeth Sparks, Associate Professor and Associate Dean of Students; B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College

Lisa Patel Stevena, Associate Professor; B.J., University of Nebraska–Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

Marina Vasilyeva, Associate Professor; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

Ted I.K. Youn, Associate Professor; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Kristen Bottema-Beutel, Assistant Professor; B.S., University of Michigan; M.A., San Francisco University; Ph.D., University of California, Berkeley

Vincent Cho, Assistant Professor; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin

Elida V. Laski, Assistant Professor; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University

Zhushan Li, Assistant Professor; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana–Champaign

students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

Audrey Friedman

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie Albert

ED 308 Bilingualism in Schools and Communities (Fall/Spring: 3)
Successful completion of the courses ED 308 and ED 346 entitles students to receive a certificate indicating that you have completed categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

Mariela Paez

PY 310 Contemporary Issues in Applied Psychology and Human Development (Fall: 3)

and the arts) while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized, and strategies will be shared to help teacher candidates document student learning.

Mariela Paez

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Fall/Spring: 3)

Develops knowledge of the reading process and how to “teach reading the content areas.” Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences, appeal, and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

The Department

ED 373 Classroom Management (Spring: 3)

Formerly ED 201

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers to analyze behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

The Department

ED 374 Management of the Behavior of Students with Special Needs (Fall: 3)

Focuses discussion, reading, and research on the diagnosis and functional analysis of social behaviors, and places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

Alec Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)

Pre-practicum required (25 hours)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

Susan Bruce

ED 386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

Edward Mulligan

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)

Pre-practicum required (25 hours)

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal

EDUCATION

mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

Susan Bruce

ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

The Department

ED 398 Working with Families and Human Service Agencies (Fall: 3)

Pre-practicum required (25 hours)

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

Alec Peck

Graduate Course Offerings

ED 401 Supervision in Action (Spring: 3)

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in-action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating BC's teacher education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

Amy Ryan

ED 402 Religions in American Public Schools (Spring: 3)

Cross Listed with TH492

Offered Periodically

Undergraduates permitted with instructor approval.

This course examines a controversial but surprisingly unfamiliar topic: religion(s) in American public schools. The class has three objectives: (1) to understand the complex role religions have played in the development of American public schools and the political and educational philosophy that undergirds them; (2) to examine the principled philosophical and theological issues behind contemporary legal cases about religion and public education; and (3) to understand how constitutionally sound approaches to religion in schools can help to modulate or resolve the pedagogical and administrative issues that arise across the curriculum and within school culture.

Erik Owens

ED 420 Initial License Practicum (Fall/Spring: 6)

Corequisite: ED 432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, and Secondary. Placements are made in selected schools in the Greater Boston area, and designated international settings. Apply

to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

ED 421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

Lillie Albert

ED 425 Topics in Catholic Education (Fall: 3)

This course explores the history, purpose, current status, and possible futures of Catholic elementary and secondary schools. Students will become conversant with the body of scholarly literature, theoretical and empirical, that defines the field of Catholic education. Though the primary focus will be on Catholic schools in the United States, the course will explore how we can learn from the experience of other religiously affiliated schools here and abroad, and from the experience of Catholic educators worldwide. Special attention will be devoted to how the Ignatian spirituality and pedagogy can be a resource for educators in Jesuit and non-Jesuit schools.

Joseph O'Keefe

ED 429 Graduate Pre-Practicum (Fall/Spring: 1)

Corequisite: ED 431

Graded as Pass/Fail.

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon notification.

Fran Loftus

Melita Malley

ED 431 Graduate Inquiry Seminar: One (Fall: 1)

Corequisite: ED 429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (ED 420).

The Department

ED 432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)

Corequisite: ED 420

Donovan Urban Scholars must enroll in ED 432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry

ED 450 Introduction to Educational Leadership and Change (Fall: 3)

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course and, through discussion and the utilization of case studies, to propose improvements to those realities.

Lauri Johnson

ED 460 Interpretation and Evaluation of Research (Fall/Spring: 3)

Cross listed with PY 460

Mental Health counseling students must take PY 460.12. Other sections do not meet licensing requirement for mental health students.

This course will improve a students' understanding of the empirical research literature in education and psychology. It concentrates on developing the conceptual foundations of empirical research and the practical analytic skills needed by a competent reader and user of research articles. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs.

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EDUCATION

ED 466 Program Evaluation I (Fall: 3)

ED 466 is a prerequisite for ED 467 Program Evaluation II.

This course addresses the theoretical and philosophical foundations of program evaluation, with emphasis on the roles of social and political theory, methodology, epistemology, and philosophy of science in various models of evaluation in education. Each evaluation model will be examined in terms of the purpose, knowledge construction, the role of the evaluator, relationship to objectives, relationship to policy and decision-making, criteria, and design. The course also includes a focus on issues of value-neutrality and value judgment.

Lauren Saenz

ED 467 Program Evaluation II (Spring: 3)

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, addressing limitations related to various issues, analysis of data, interpretation and reporting of data, and budgeting. Standards, competencies, and ethical considerations for program evaluation will also be covered.

Lauren Saenz

ED 468 Introductory Statistics (Fall/Spring: 3)

Cross listed with PY 468

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position, and dependence; the normal distribution; and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, sampling distribution of t , and inferences involving one or more populations.

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ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall/Spring: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

The Department

ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

ED 540 Ed Implications/Sensory, Motor, and Health Impairments (Spring: 3)

This course addresses the impact of physical disabilities on learning. Emphasis is placed on the educational needs of children with cerebral palsy, visual impairment, or hearing loss in combination with intellectual disability. Basic anatomy of the eye and ear are covered along with the common causes of vision and hearing loss. This course prepares teachers to perform functional vision and hearing evaluations and to translate those findings into appropriate classroom accommodations and adaptations. Many children with disabilities have unmet sensory integration needs that influence their behavior and subsequent readiness to learn.

Thomas Miller

ED 542 Teaching Reading (Fall: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

The Department

ED 543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the pre-school years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

The Department

ED 546 Teaching About the Natural World (Fall/Spring: 3)

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers

ED 665 Developmental Disabilities: Evaluation, Assessment, Families, and the System (Fall: 3)
Cross Listed with PY 665

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's

about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

Marilyn Cochran-Smith

ED 711 Historical and Political Contexts of Curriculum (Spring: 3)

Prerequisite: Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

The Department

ED 726 Organization Theory and Learning (Spring: 3)

The Department

ED 727 Family and Community Engagement (Fall: 3)

The Department

ED 729 Controversies in Curriculum and Instruction (Spring: 3)

Offered biennially

Explores contemporary curriculum controversies in American education as well as the ways these are shaped by differing conceptions of teaching, learning, and the purposes of schooling and by the larger social, historical, political, and cultural contexts in which schooling occurs. The course assumes a broad and encompassing definition of curriculum and the aspects of instruction, assessment, and teacher preparation that have major implications for curriculum. Although the focus of the course is on curricular controversies in K-12 education, controversies related to the curriculum of early childhood education, adult learning, and higher education are also relevant.

Marilyn Cochran-Smith

ED 736 Internationalization of American Higher Education (Fall: 3)

American higher education operates today in a highly internationalized context. All professionals working in postsecondary education in the United States or in collaboration with U.S. partners must have a clear understanding of the range of opportunities and challenges presented by the new international agenda. This course has two main objectives. The first is to introduce students to the central issues rel-

is structured in a seminar or workshop format. Although some time is allowed for data collection, the course assignments are geared toward helping students develop, report, and present research findings.

Vincent Cho

ED 828 Doctoral Proseminar in K-16 Administration (Fall: 3)
Ph.D. students in Educational Administration or Higher Education only.

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration and Higher Education programs. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

Ana Martinez

ED 830 Directed Research in Religious Education (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

Thomas Groome

Jane E. Regan

ED 851 Qualitative Research Methods (Fall/Spring: 3)

Cross listed with PY 851

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

The Department

ED 854 Catholic Higher Education (Spring: 3)

Cross listed with TM 854

This course offers an historical and philosophical overview of Catholic higher education, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education—particularly in the U.S.—and its relationship with the Church, contemporary academic culture, and the broader society. This course also engages students in an analysis of contemporary issues facing Catholic higher education particularly, faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

The Department

ED 859 Readings and Research in Curriculum and Instruction (Fall/Spring: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

The Department

ED 861 Multilevel Regression Models (Spring: 3)

Prerequisite: ED/PY 667

Cross Listed with PY 861

Offered Biennially

This course introduces students to multilevel regression modeling (also known as hierarchical models or mixed effects models) for analyzing data with a nesting or hierarchical structure. We discuss the appropriate uses of multilevel regression modeling, the statistical models that underpin the approach, and how to construct models to address substantive issues. We consider a variety of types of models, including random intercept, and random slope and intercept models; models for longitudinal data; and models for discrete outcomes. We cover various issues related to the design of multilevel studies, model building and the interpretation of the output from HLM and SPSS software programs.

Laura O'Dwyer

ED 862 Survey Methods in Educational and Social Research (Fall: 3)

Prerequisite: ED/PY469

Offered Biennially

Ph.D. students only; all others by instructor permission.

This course is designed to familiarize students with the strategies, techniques, tactics, and issues in the development and administration of survey instruments. It will emphasize theoretical measurement and practical considerations in the development of attitudinal instruments. The development and analysis of data resulting from several types of measurement scales will be covered.

Laura O'Dwyer

ED 864 Advanced Qualitative Research (Fall: 3)

Offered biennially

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

Lisa Stevens

ED 867 Diversity in Higher Education: Race, Class, and Gender (Spring: 3)

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, access and financial aid practices.

Ana Martinez

ED 868 Religion and Higher Education (Fall: 3)

Cross listed with TM 868

Faith, religion, and spirituality have become topics of increasing interest for scholars and practitioners in higher education administration and student personnel development. This course explores the historical, sociological and cultural dynamics between religion and higher

ED 901 Urban Catholic Teacher Corps (Fall/Spring: 0)
Open only to teachers participating in the Urban Catholic Teacher Corps program

See Urban Catholic Teacher Corps' website (<http://www.bc.edu/content/bc/schools/lsoe/cce/uctc.html>) for details or contact the program office at 617-552-0602.

Charles Cownie

ED 902 UDL Leadership (Fall/Spring: 0)

Richard Jackson

ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

The Department

ED 912 Participatory Action Research: Gender, Race and Power (Fall: 3)

Cross listed with PY 912

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contrib-

to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

The Department

ED 953 Instructional Leadership (Fall: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

Rebecca Lowenhaupt

ED 956 Law and Education Reform (Spring: 3)

Prerequisites: 2L or 3L status in the Law School or successful completion of ED 705/LL 703 Education Law and Public Policy for Lynch School students

Cross listed with LL 492

This interdisciplinary seminar addresses the role of law in education reform and the relationship between law and social science in efforts to promote educational attainment in the nation's elementary and secondary schools. The primary focus will be contemporary education reform issues, including educator quality, access to meaningful opportunity to learn, curriculum control, and student, teacher, administrator, and parental rights. The focus of the course will be inquiry on the role of law in school reform, the limits of law-based education reform, and the consequences of statutory requirements for scientific evidence-based approaches to education programs.

Diana Pullin

ED 973 Seminar in Research in Higher Education (Fall: 3)

Prerequisite: ED/PY 771 and Doctoral Standing

Open to advanced doctoral students. Prior consultation with the

faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Heather Rowan-Kenyon

**ED 977 Advanced Field Experience in Higher Education (Spring: 1)
Restricted to M.A. students in the Higher Education program**

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers transition into the workforce and relating field work issues to theory and research in higher education.

The Department

ED 988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

Cross listed with PY 988

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ED 998 Doctoral Comprehensives (Fall/Spring: 1)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Elizabeth Sparks

ED 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

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. In addition, the Manager's Studio at the Carroll School brings top executives to campus to share their personal and professional experiences with students. All Full-Time M.B.A. students must attend a minimum of 4 Manager's Studio sessions in order to be cleared for graduation.

The Carroll School is committed to instilling a strong sense of

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

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)

Electives

Students must take seven electives (21 credits), at least three (9 credits) of which must be in accounting. The non-accounting electives can be fulfilled from the majority of Boston College's graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

Curriculum for Undergraduate Non-Accounting Majors

Business Courses

- Economics/Micro-Economics
- Financial Management
- Statistics
- Business Law (U.S. based)

Accounting Courses

- Financial Accounting Practice I
- Financial Accounting Practice II
- Financial Auditing (U.S. based)
- Federal Taxation (U.S. based)
- Internal Cost Management and Controls
- Accounting Information Systems

Students may reduce the total number of courses required if any of the above listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

Sample Elective Courses

- 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

Spring

- MF 881 Corporate Finance Theory
- At least two of the following three courses: MF 860 (Derivatives & Risk Management), MF 803 (Portfolio Theory)
- MF 880 (Fixed Income Analysis)
- 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

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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

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

Master of Science in Finance

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required.

The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. The Committee also considers leadership and community involvement factors in the admissions process. All applicants are required to take either the GMAT or GRE.

Additional information can be found at www.bc.edu/schools/csom/graduate/msf/admission.html.

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. All applicants are required to take either the GMAT or GRE.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. All applicants are required to take either the GMAT or GRE.

Ph.D. in Finance

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management.

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Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 computer-based, or 100 on the IBT. The minimum required score on the PTE is 68. An official score report should be sent to Boston College, The Carroll School of Management, Graduate Programs, Fulton 315, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and Scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above grade point average and a strong set of application materials. These awards range in value and are typically awarded to exceptionally strong candidates. These institutional awards are determined by committee and administered at the point of admission.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 6 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, Graduate Programs, the Office of Student Services offers a variety of programs to help students finance the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

how trust, talent, leadership, communication, planning, execution and other attributes contribute to the breadth, depth, and speed of team achievement.

The Department

Graduate Course Offerings

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

tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

Gil Manzon

MA 891 Empirical Topics in Accounting I (Spring: 3)

Sugata Roychowdhury

MA 897 Directed Readings in Accounting (Spring: 3)

Prerequisite: Permission of department chairperson

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

Billy Soo

MA 898 Directed Research (Fall/Spring: 3)

Prerequisite: Permission of department chairperson

Billy Soo

MA 899 Directed Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

Ronald Pawliczek

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; B.A., J.D., Boston College

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

Stephanie M. Greene, Associate Professor; Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College

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

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

Contacts

- Department Secretary: Kathy Kyratzoglou, 617-552-0410, kathleen.kyratzoglou.1@bc.edu

Undergraduate and Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at 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,

MANAGEMENT

MJ 647 The Environment and Sustainability (Spring: 3)

Prerequisite: MJ 156 or equivalent

Undergraduates need prior approval of professor

Attendance is mandatory unless absence is excused in advance

There is widespread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air, and carbon sequestration.

Frank J. Parker, S.J.

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

Prerequisite: MJ 022 or equivalent

Attendance is mandatory unless absence is excused in advance

This course will examine nonprofit corporations and governmental entities: federal, state, and local throughout the American economy. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration from a policy perspective. Material covered will not duplicate that covered in any other MJ real estate course. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies.

Frank J. Parker, S.J.

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.

Warren Zola

Graduate Course Offerings

MJ 801 Law Economics and Public Policy (Spring: 3)

Can we be optimistic about our future as phrases such as “new normal” and “austerity measures” take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? This interdisciplinary course employs law, economics, and public policy as essential—and inseparable—frameworks for understanding many of the most critical and current challenges facing our nation and world. Students will examine legal cases and policy disputes while working together to think about solutions to critical issues they will soon be called to address as leaders, businesspersons, and citizens.

Richard Powers

MJ 803 Topics: Law for CPAs (Fall: 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.

The Department

MJ 805 Managing the Legal and Ethical 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.

The Department

MJ 857 Real Estate Development II (Spring: 3)

Not open to undergraduates

This team-taught course will emphasize current contested areas in real estate development practice. Subjects in commercial practice such as acquisition and disposition, restructuring, taxation, tax abatements, financing, marketing, zoning, sustainability, and the like will be discussed. Leading real estate practitioners will be invited to class to make presentations on their current construction projects. Attendance is mandatory unless absence is excused in advance.

Frank J. Parker S.J.

Frank Ferruggia

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 Tehrani, 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
 Dmitriy Muravyev, Assistant Professor; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., University of Illinois, Urbana-Champaign
 Jonathan Reuter, Assistant Professor; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology
 Jerome Taillard, Assistant Professor; B.Sc., M.Sc., University of 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
 Robert James, Lecturer; B.S., B.A. Northeastern University; M.S., Boston College
 Richard McGowan, S.J., Adjunct Associate Professor; B.S., Widener University; M.S., University of Delaware; M.Div., Boston College; Th.M., Boston College; D.B.A., Boston University
 Elliott Smith, Senior Lecturer; B.B.A., University of Massachusetts at Amherst; M.S., Boston College; C.P.A.
 Michael Rush, Lecturer; B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Luis Berdeja, 617-552-4647, berdeja@bc.edu
- www.bc.edu/finance

Undergraduate and Graduate Course Offerings

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

MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)
Prerequisite: MF 127 (Undergraduates), MF 704 or higher (Graduates)
 Undergraduate students seeking enrollment in a 600-level course require department permission.

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating.

The Department

MF 604 Money and Capital Markets (Fall/Spring: 3)
Prerequisite: MF 127 (Undergraduates), MF 704 or higher (Graduates)
 Undergraduate students seeking enrollment in a 600-level course require department permission.

This course is intended to facilitate how you learn and help you 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.

The Department

MF 606 Economic and Financial Forecasting (Fall: 3)
Prerequisite: EC 151 or EC 155 (Undergraduates), MD 714 (Graduates)
Cross listed with EC 229

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specifics model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.

Richard McGowan, S.J.

MF 612 The Mutual Fund Industry (Fall: 3)
Prerequisite: MF 127 (Undergraduates), MF 704 or higher (Graduates)

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 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 616 Investment Banking (Spring: 3)
Prerequisite: MF 021, MF 151, MF 127 (Undergraduates), MF 801 is recommended (Graduates)

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, treasury management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

The Department

of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

Jonathan Reuter

Elliott Smith

MF 722 Financial Management (Fall: 2)

This is a First Year M.B.A. Core course in finance. The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions and working capital management. Investors' valuation of securities is linked to both the net present value rule for corporate decisions, and possible sources of value creation.

Robert Taggart

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

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.

Pierluigi Balduzzi

Helen Peters

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.

Thomas Chemmanur

MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets (Spring: 3)

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations, and optimal control.

David Chapman

MF 891 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)

Prerequisite: Doctoral program enrollment required

Course for students enrolled in Ph.D. program

The primary purpose of this course is to expose doctoral students to recent developments in the theory of corporate finance. The course will focus on theory and evidence in corporate finance. Possible topics include new theoretical frameworks, signaling theory, the economics of information, agency theory, new issues of securities, recapitalizations, stock repurchases and the market for corporate control.

Thomas Chemmanur

MF 895 Ph.D. Seminar: Advanced Topics in Corporate Finance (Fall: 3)

Prerequisites: MF 891 (or have equivalent knowledge), and an introductory doctoral-level course in game theory (or have equivalent knowledge)

This course will cover current research issues and tools in corpo-

MANAGEMENT

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

Burcu Bulgurcu, Assistant Professor; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

Sam Ransbotham, Assistant Professor; B.Ch.E., M.S.M., M.B.A.,

Contacts

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

Undergraduate and Graduate Course Offerings

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

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

Prerequisite: MA 021, MI 021, MC 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.

The Department

MI 620 Marketing Information Analytics (Spring: 3)

Prerequisite: MK 021, MK 705, MK 721 and MK 253 or MK 801

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 of the 110a

A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

The Department

Graduate Course Offerings

MI 621 Special Topics: Social Media and Web 2.0 for Managers (Fall: 3)

Prerequisite: MI 021, MI 703, or MI 721

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 703 Information Technology for Management (Fall/Spring: 3)

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

The Department

MI 720 Information Technology for Management (Fall: 2)

This course is intended for full-time M.B.A. students.

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

Robert Fichman

MI 805 TechTrek West—Graduate (Fall: 3)

Prerequisite: Permission of instructor

Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact Prof. Gallagher for application details.

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly starting from January 2 with students returning before the start of the spring semester. Preparatory course work will occur during the fall prior to the field experience. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallagher

MI 811 Customer Relationship Management (Fall: 3)

Prerequisites: MK 705 or MK 721 and MK 801 or Strong Statistical Knowledge

Cross listed with MK 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 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 Analytics and Business Intelligence (Fall: 3)

Modern information systems now generate massive volumes of data. Organizations everywhere are struggling to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a familiarity with the capabilities and limitations of emerging analytics techniques, a basic understanding of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

Samuel Ransbotham

MI 853 E-Commerce (Spring: 2 or 3)

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: 1)

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 898–899 Directed Research I and II (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

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 Hagtvædt, 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

Bridget Akinc, Lecturer; B.A., Princeton University; M.B.A., MIT Sloan School

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

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

MK 803 Product Planning and Strategy (Spring: 3)

Prerequisite: 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

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: 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

MD 854 Management of Service Operations (Fall: 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.

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 898–899 Directed Research I and II (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

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.

The Department

MB 730 Strategic Analysis (Spring: 2)

MB 837 Advanced Topics: Strategic Deal-Making (Spring: 3)
This is a course with practical case studies and innovative experi-

partners, and through research collaborations with research and clinical academic centers of the Greater Boston area. The Ph.D. pro-

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

Accreditation of Nurse Anesthesia Educational Programs and graduates are eligible to sit for the National Certification Examination of the Council on Certification.

Additional Interest Areas and Specialty Certificates **Palliative Care Nursing**

Palliative Care is offered as a post-master's specialty certificate program, although graduate students who are enrolled in master's degree programs may take palliative care courses. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core courses deliver the needed content in pain management, death and dying, and the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students who plan to

Pediatric Nurse Practitioner, Women's Health Nurse Practitioner, and Family Psychiatric-Mental Health Nurse Practitioner. Direct Master's Entry students are not eligible for the Nurse Anesthesia program.

The program is comprised of 72 credits. In addition, prerequisites for enrollment in the program are as follows: anatomy and physiology with laboratory (eight credits), and the following one-semester courses: organic chemistry or a comparable course, microbiology, statistics, and two social science courses. The Graduate Record Exam is also required. During the first year of intensive study, students complete all of the requirements to sit for the registered nurse examination (NCLEX-RN[®]) in August.

The second year of the program prepares students for advanced nursing practice in a specialty area. Although the first year requires intensive full-time study in an accelerated curriculum, the remainder of the program may be completed on a part-time basis depending on clinical space availability. No baccalaureate degree is awarded. At the completion of the program, a master's degree will be conferred. For further details, please visit www.bc.edu/nursing.

R.N./Master's Option

The R.N./Master's Option is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an

areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric, and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to complete the dual degree program is less than that required if both degrees were completed separately.

M.S./Ph.D.

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

Non-Degree Options

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

- **Additional Specialty Student.** The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area. Persons interested in this option must apply and be admitted as an Additional Specialty M.S. student to the Connell School of Nursing. Additional Specialty Students are provided with a clinical semester based on space availability.
- **Non-Matriculated/Special Student.** The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in this option must apply and be admitted as a non-degree student to the Connell School of Nursing, Graduate Programs before registering for courses. Some courses are restricted to matriculated students only; other courses allow enrollment on a space-available basis.

For more information, visit www.bc.edu/schools/son/admissions.html.

html.

Admission Requirements

The application deadline for the Direct Master's Entry Option is November 15 for September enrollment. The application deadline for the Nurse Anesthesia Program is June 30 for January enrollment. The deadlines to submit a completed application for the traditional Master's Options are as follows: March 15 for fall enrollment, and September 30 for spring enrollment. International Students (students who are not U.S. citizens or permanent residents) must provide additional information. Visit www.bc.edu/nursing for more information. Applications for the Master's Program in the School of Nursing can be accessed from www.bc.edu/nursing. Materials required include:

- Master's Program application
- Application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B (3.0) or better
- Undergraduate statistics course (not required for Additional Specialty Students)
- Goal statement
- Two or three letters of reference (varies by program and route of entry)
- Results of Graduate Record Examination (GRE) within five years (for Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Master's Entry Program applicants)

NURSING

- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL). (Refer to the website for more information.)
- International students must be licensed as an R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

Admission Requirements for Special Student (Non-Degree)

- Special Student application and application fee
 - Baccalaureate degree from a nationally accredited program with a major in nursing
 - An undergraduate scholastic average of B (3.0) or better
- The Associate Dean of the Connell School of Nursing, Graduate Programs forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

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

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

Financial Aid

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

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

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

Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

M. Katherine Hutchinson, Professor and Associate Dean of Graduate Programs; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware

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

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

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

- Susan A. DeSanto-Madey, Clinical Associate Professor; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University
- Susan Emery, Clinical Associate Professor and Director of Nurse Anesthesia Program; B.S., Salem State College; M.S., Columbia University; Ph.D., Boston College
- William Fehder, Clinical Associate Professor; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania
- M. Colleen Simonelli, Clinical Associate Professor and Department Assistant Chair; B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts Lowell
- Donna Cullinan, Clinical Assistant Professor; B.S., Saint Anselm College; M.S., Boston College
- Holly Fontenot, Clinical Assistant Professor; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Boston College
- Luanne Nugent, Clinical Assistant Professor; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College
- Nanci Haze Peters, Clinical Assistant Professor; B.S., Western Connecticut State University; M.S., Northeastern University
- Sherri B. St. Pierre, Clinical Assistant Professor; B.S., Simmons College; M.S., University of Massachusetts Lowell
- Amy Smith, Clinical Assistant Professor and Director, Learning Labs; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions
- Pamela A. Terreri, Clinical Assistant Professor; B.S., Boston College; M.S.N., Boston University
- Denise B. Testa, Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program; B.S.N., Northeastern University; M.S., Rush University
- Ellen Bishop, Clinical Instructor; B.S., M.S., Regis College
- Rosemary Frances Byrne, Clinical Instructor; B.S., M.S., Boston College
- Maureen Connolly, Clinical Instructor; A.D., Laboure College; M.S., Simmons College
- Dorean Latecia Hurley, Clinical Instructor; B.S.N., University of Pittsburgh; M.S.N., Drexel University
- Kathleen Mansfield, Clinical Instructor; B.S.N., Northeastern University; M.S.N., Simmons College
- Richard Edward Ross, S.C., Clinical Instructor; B.S.N., University of Michigan-Ann Arbor; M.Div., Boston College
- Lori Solon, Clinical Instructor; B.S., Boston University; M.S.N., Columbia University
- Jean Weyman, Assistant Dean Continuing Education Programs; B.S.N., M.S.N., Indiana University; Ph.D., Boston College
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culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

Dorean Hurley

Kelly Stamp

NU 403 Clinical Practice in Nursing I (Fall: 4)

Corequisites: NU 204, NU 403, NU 408

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focuses on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the develop-

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

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

The Department

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

Prerequisite: NU 415

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

The Department

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

Prerequisites: NU 415–416

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

The Department

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring: 3)

Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

Nancy Allen

NU 426 Advanced Psychopharmacology (Spring: 3)

Prerequisite: Graduate standing

role of the central nervous system in behavior and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

Judith Shindul-Rothschild

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

Prerequisite: NU 672

This course is taken the semester prior to practicum entry.

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

Kelly Stamp

Laura White

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

Prerequisites: NU 420, NU 430, NU 672

Corequisite: NU 445

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

Sandra Hannon-Engel

Pamela Terreri

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

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

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

Danny Willis

NURSING

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

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

Allyssa Harris

NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)
Prerequisites: NU 420, NU 430, NU 672

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness

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

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

The Department

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

This course is the second of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors, and (and) 054110 health departmental planning for family health and community well being.

Joyce Edmonds

NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

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

Ellen Bishop

Rosemary Byrne

NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)

Corequisites: NU 491, NU 672

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

Denise Testa

NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)

Corequisites: NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry, including the chemical structure of compounds and their

NU 553 Advanced Practice in Women's Health Nursing II
(Spring: 6)

Prerequisites: NU 420, NU 430, NU 672

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking

evidence-based interventions, (2) health promotion, illness prevention, and care management of individuals, families, and communities, and (3) expert teaching and coaching in patient groups. Course content includes development, analysis, synthesis, and utilization of theories and research outcomes relevant to health care of children, families, and communities.

Susan Desanto-Madeya

NU 662 Clinical Strategies for Clinical Nurse Specialist II (Spring: 3)
Prerequisite: NU 660, NU 420, NU 430, NU 672, concurrent with cores/electives, or with permission of instructor.

This course emphasizes the indirect role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience. The indirect role includes, but is not limited to, the following: (1) unit level and interdisciplinary team leadership, (2) internal and external consultation for organizational change, (3) scholarly/scientific inquiry for evidence based policy development, (4) organization, systems level, and program management, and (5) quality assurance, outcomes, management, and program evaluation. Content will address need for CNS expertise with attention to interdisciplinary, culturally relevant, and policy generating work.

The Department

NU 672 Pathophysiologic Processes (Fall/Spring: 3)

Prerequisite: Baccalaureate degree in nursing or permission of the instructor

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

Katherine Gregory

Lichuan Ye

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

This course focuses on the role(s) of forensic nurses in providing

social, and spiritual issues and emotional reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the forensic care team, family meeting, and patient support group. Students may provide care across diverse health care settings.

Natalie McClain

NU 691 Nurse Anesthesia Residency I (Fall: 1)

Prerequisite: NU 592–593, NU 595

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

Susan Emery

Denise Testa

NU 693 Nurse Anesthesia Residency II (Spring: 1)

Prerequisite: NU 691

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

Susan Emery

Denise Testa

NU 699 Independent Study in Nursing (Fall: 3)

Prerequisite: Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. Independent Study forms may be found in the Graduate Office. The student is required to submit written reports to the faculty member directing the study.

The Department

NU 701 Epistemology of Nursing (Fall: 3)

Prerequisite: Doctoral standing, PL 593 or concurrently.

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

Sr. Callista Roy

NU 812 Research Practicum III (Fall: 1)

Prerequisites: NU 810–811

Third in the series of four research practica that offer the student further research and scholarly development in the area of concentration through individual and group sessions.

Mary Katherine Hutchinson

NU 813 Research Practicum IV (Spring: 1)

Prerequisites: NU 810–812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

Mary Katherine Hutchinson

NU 901 Dissertation Advisement (Fall: 3)

Prerequisite: Doctoral Comprehensives

This course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 902 Dissertation Advisement (Spring: 3)

Prerequisite: NU 901

The student in this course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 998 Doctoral Comprehensives (Fall/Spring: 1)

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

The Department

NU 999 Doctoral Continuation (Fall/Spring: 1)

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

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Off-campus Site: In addition to the Chestnut Hill site, Clinical Social Work students in the Three-Year Program may complete the majority of the first full-time year in Worcester, MA (serving Western MA). Each year students in Macro Social Work Practice will be required to attend classes on the Chestnut Hill campus during the spring semester. While all final-year advanced classes are conducted

SOCIAL WORK

- SW 886 Financial Management and Resource Development
- SW 889 Social Innovation
- SW 942 Field Education II—Macro Social Work

Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of an advanced practice course and one advanced policy course. All concentrations require SW 841 Program Evaluation and either SW 933–934 Field Education III–IV—Clinical Social Work or SW 943–944 Field Education III–IV—Macro Social Work.

Children, Youth, and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public systems. Required courses include:

Clinical Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 872 Advanced Clinical Practice with Children, Youth and Families

Macro Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 885 Management of Organizations Serving Children, Youth and Families

Global Practice

The Global Practice Concentration prepares students to become effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development, and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations. Required courses include:

Clinical Social Work and Macro Social Work

- SW 797 Frameworks and Tools of Global Practice
- SW 806 Global Policy Issues and Implications

Health

The Health Concentration prepares students for clinical or macro practice in healthcare settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on treatment with individuals, couples, families, and small groups that are aimed at dealing with the impact of illness on the client system in culturally diverse environments within medical/healthcare settings.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within medical/healthcare settings. Required courses include:

Clinical Social Work

- SW 817 Health and Mental Health Policy
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice

Macro Social Work

- SW 817 Health and Mental Health Policy
- SW 897 Planning for Health and Mental Health Services

Mental Health

The Mental Health Concentration prepares students for clinical or macro practice in mental health settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on family systems work in culturally diverse environments within mental health settings, and select from a broad range of elective courses in various practice modalities.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within mental health settings. Required courses include:

Clinical Social Work

- SW 817 Health and Mental Health Policy
- SW 865 Family Therapy

Macro Social Work

- SW 817 Health and Mental Health Policy
- SW 897 Planning for Health and Mental Health Services

- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy
- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 827 Contemporary Psychodynamic Theories
- SW 831 Dying, Grief and Bereavement
- SW 836 Psychodynamic Theories of Individual Development
- SW 851 Policy Analysis Research for Social Reform
- SW 858 Clinical Practice in Schools
- SW 859 Integrating Play in Therapeutic Settings (formerly called Play Therapy)
- SW 860 Couples Therapy
- SW 862 Cognitive-Behavioral Therapy

Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Applied Psychology and Human Development majors to complete the Social Work foundation courses during their junior and senior years. Students receive the B.A. at the end of four years, then apply for admission to the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

The Doctoral Program at the Graduate School of Social Work offers two majors: a Ph.D. in Social Work and a Ph.D. in Social Welfare. The Ph.D. with a major in Social Work is designed for students with an M.S.W. or equivalent degree. The Ph.D. with a major in Social Welfare is designed for students enrolled in the International Doctoral Program with partner Jesuit Universities in Latin America.

Program of Study—Social Work

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise, and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching practicum.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 22 elective credits, six credits are specified to be advanced social or behavioral science theory courses and 16 credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Welfare Intervention Research
- SW 959 Doctoral Publishable Writing Project

Scott D. Easton, Assistant Professor; A.B. Harvard University;
M.S.W., Ph.D., University of Iowa
Summer Hawkins Assistant Professor; B.A., Vassar College; M.S.,
Drexel University; Ph.D., University of London
Linnie Green Wright, Assistant Professor; B.A., Spelman College;

effective functioning. Attention is given to the variations that occur rel-

including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of a statistical software package for descriptive and basic inferential statistics for data analysis and hypothesis testing.

The Department

SW 762 Basic Skills in Clinical Social Work (Fall: 3)

Corequisite: SW 921 (academic year)

Required of all M.S.W. students

An overview of interventions emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

The Department

SW 794 Immigrant and Refugee Issues in the United States (Fall/Spring: 3)

Prerequisite: SW 701

Elective

An overview of the prominent theories, major issues, and controversies in immigration policy is presented. While immigration has become a crucial concern of the American social welfare system as well as an issue of global urgency, immigration controls the fate of growing numbers of asylum seekers. The course will discuss the special needs and problems faced by immigrant and refugee clients and communities; adaptation and coping with a new culture; refugee experience; the impact of relocation on individuals, families, and communities; and a range of world view perspectives including acculturation & assimilation, biculturalism, marginality, and traditional ethnic identities.

The Department

SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)

Prerequisites: SW 762 and SW 800

Elective for M.S.W. students

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

The Department

SW 800 Basic Skills in Macro Practice (Fall: 3)

Corequisite: SW 921 (academic year)

Required of all M.S.W. students

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community needs assessment, strategic planning, community development, and advocacy for policy change.

The Department

functioning combined with a focus on leadership for change in organizations. The role of leader-manager is explored in three theoretical perspectives of organizations: the structure of human service organiza-

family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues, including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

The Department

SW 859 Integrating Play in Therapeutic Settings (Spring: 3)

Prerequisite: SW 762

Elective

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender, and family structure in provision of competent services.

Linnie Green Wright

SW 862 Cognitive-Behavioral Therapy (Fall/Spring: 3)

Prerequisite: SW 762

Elective

An advanced practice course that integrates CBT theory, practical assessment tools, and treatment applications with work with children and adults. Lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model, the course focuses on the CBT assessment and treatment of specific disorders, including anxiety, pain, depression, bipolar disorder, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation, and disability will be addressed.

Kerry Mitchell

SW 864 Group Therapy (Fall/Spring: 3)

Prerequisite: SW 721

Elective

This course considers many applications of social work group treatment. Through a thoughtful review of selected group therapy literature, analysis of process recordings of group therapy sessions, lectures, and experiential exercises, students will explore the theoretical and practical aspects of group therapy. The course will focus on the development of group cohesion, leadership, and the use of group processes to address individual and social issues. The course will also explore the role of the social worker in group therapy and the importance of cultural competence in group work.

Prerequisite: SW 762

resiliency. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and group therapy with children. Course structure will utilize experiential skills labs to promote student skill acquisition.

The Department

SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite SW 762

Corequisite SW 933 or permission

Required of Clinical Social Work students in the Health Field-of-Practice Concentration; elective for others

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SW 874 Adult Psychological Trauma: Assessment and Treatment (Fall/Spring: 3)

Prerequisite SW 762

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socioeconomic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, and socicadincns-focus(foregve befocup)0.6(el 1 Tf sartment)Tj/T1_3 1 Tf0.02

SOCIAL WORK

SW 932 Field Education II —CSW (Spring: 4)

Prerequisites: SW 921, SW 762, SW 800 (academic year)

Corequisites: SW 855 and SW 856 (academic year)

Required of Clinical Social Work students

Supervised learning and practice in the provision of individual,

administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)

Required for all doctoral students

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

James Lubben

SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall: 1)

Required for all doctoral students

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc.

The Department

SW 953 Cross-Cultural Issues in Social and Behavioral Research (Fall: 3)

Required for all doctoral students

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are cross-culturally sensitive. Additionally, the course emphasizes methods of establishing and assessing cross-cultural equivalence in measurements of key social and psychological constructs.

Thanh Tran

SW 954 Models of Social Welfare Intervention Research (Spring: 3)

Required for all doctoral students

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

Kevin Mahoney

SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)**Required for all doctoral students**

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a faculty review committee appointed by the chair of the doctoral program.

The Department**SW 960 Statistical Analysis for Social and Behavioral Research (Spring: 3)****Required for all doctoral students**

This course assumes knowledge of basic statistical concepts used

and includes a comparative perspective of welfare policies. Also examines the tension between development and social justice from a global perspective. Issues explored include the dynamics and consequences of discrimination, oppression, economic injustice, and deprivation.

The Department**SW 990 Doctoral Independent Study (Fall/Spring: 1)****Elective for all doctoral students**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

The Department**SW 991 Doctoral Teaching Practicum (Fall/Spring: 1)****Prerequisite: SW 992****Elective for all doctoral students**

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

The Department**SW 993 Doctoral Research Internship (Fall/Spring: 1)****Prerequisite: SW 951****Elective for all doctoral students**

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

The Department**SW 994 Integrative Dissertation Seminar (Fall/Spring: 1)****Required for all doctoral students**

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

Barbara Berkman**SW 995 Dissertation Direction I (Fall/Spring: 3)****Prerequisite: SW 994****Required for all doctoral students**

First of two tutorials in the six-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department**SW 996 Dissertation Direction II (Fall/Spring: 3)****Prerequisite: SW 995****Required for all doctoral students**

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department**SW 999 Doctoral Continuation (Fall/Spring: 1)****Prerequisites: SW 995 and 996**

All students who have been admitted to candidacy for the Ph.D. degree and completed six (6) credit hours of dissertation-related course

SOCIAL WORK

work, i.e., SW 995 and SW 996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

The Department

- In addition, knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course is required.
Evidence of proficiency must be provided in one of two ways:
- Previous course work in these areas
- Professional experience that is detailed and documented in a letter of recommendation from a workplace
The Graduate Record Examination is optional.

Sample Series of Courses

Course Offerings

Required

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing for Change
- AD 711 Complex Ethical Action

Electives

- AD 703 Leading in Turbulent Times
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Systems Unbound
- AD 710 Solving Information Problems: Wide Bandwidth Thinking
- AD 712 New Professional: Morality in Corporate America
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Managing Life's Transitions: Facilitating Growth
- AD 717 Mastering Communication: Enhancing Performance
- AD 718 Effective Listening: Techniques and Applications
- AD 720 Social Media: Society's Changing Landscape
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performers: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant/Power Broker
- AD 725 Navigating Organizational Politics
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Innovative Practices
- AD 731 Overcoming Gender and Generational Barriers
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 738 Managing Data and Information
- AD 739 Public and Non-Profit Accounting
- AD 740 Behavioral Economics: Emerging Perspectives
- AD 741 Imaging: Persuasive Communication
- AD 742 Creating Scenarios for Success
- AD 743 Mastering the Media: Social and Psychological Effects
- AD 744 Leadership: Theory and Practice
- AD 745 Critical Thinking
- AD 746 Organizational Improvement: Psychosocial Perspective
- AD 747 Lives in Motion: Increasing Personal Effectiveness
- AD 748 Competitive Performance

- AD 749 Facilitating Life's Transitions
- AD 750 Geographic Information Systems and Planning
- AD 751 Public Affairs Challenges
- AD 752 Entrepreneurs Without Boundaries
- AD 753 Laws of the Workplace
- AD 775 American Corporation Global Business
- AD 777 Evolution of Marketing Issues
-

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Director of Human Resources Service Center
Helen S. Wechsler, B.A.
Director of Dining Services
John J. Zona, Ph.D.
Chief Investment Officer and Associate Treasurer

FALL SEMESTER 2013

September 2	Monday	Labor Day—No classes
September 3	Tuesday	Classes begin
September 11	Wednesday	Last date for graduate students to drop/add in UIS
September 11	Wednesday	Last date for all students who plan to graduate in December 2013 to verify their diploma names online
September 12	Thursday	Mass of the Holy Spirit
September 27 to September 29	Friday to Sunday	Parents' Weekend
October 14	Monday	Columbus Day—No classes
November 14	Thursday	Graduate/CASU registration period for spring 2014 begins
November 27 to November 29	Wednesday to Friday	Thanksgiving Holidays
December 2	Monday	Last date for official withdrawal from a course or from the University
December 3	Tuesday	Last date for master's and doctoral

SPRING SEMESTER 2014

January 13	Monday	Classes begin
January 20	Monday	Martin Luther King, Jr. Day—No classes
January 22	Wednesday	Last date for graduate students to drop/add in UIS
January 22	Wednesday	Last date for all students who plan to graduate in May 2014 to verify their diploma names online
March 3 to March 7	Monday to Friday	Spring Vacation
April 1	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2014 graduation
April 7	Monday	Graduate/CASU registration period for fall and summer 2014 begins
April 15	Tuesday	Last date for official withdrawal from a course or from the University
April 17 to April 21	Thursday to Monday	Easter Weekend—No classes on Holy Thursday, Good Friday, or Easter Monday. No classes on Patriot's Day (Monday).
May 1	Thursday	Last date for all students who plan to graduate in August 2014 to verify their diploma names online
May 6 to May 13	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 19	Monday	Commencement
May 23	Friday	Law School Commencement

DIRECTORY AND OFFICE LOCATIONS

Earth and Environmental Sciences

Gail Kineke, Chairperson Devlin 213

Economics

Donald Cox, Chairperson Maloney, Fourth Floor

Education, Lynch School of

Maureen Kenny, Dean Campion 101

Audrey Friedman, Assistant Dean,

Undergraduate Student Services

Marketing	
Katherine N. Lemon, Chairperson	Fulton 450
Mathematics	
G. Robert Meyerhoff, Interim Chairperson.....	Carney 318
Music	
Michael Noone, Chairperson	Lyons 407
Nursing, Connell School of	
Susan Gennaro, Dean	Cushing 203
M. Katherine Hutchinson, Associate Dean,	
Graduate Programs	Cushing 202
Catherine Read, Associate Dean,	
Undergraduate Programs.....	Cushing 202
Operations Management	
Samuel Graves, Chairperson.....	Fulton 350
Philosophy	
Arthur Madigan, S.J., Chairperson.....	Stokes N310
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Michael Naughton, Chairperson	Higgins 335
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Susan Shell, Chairperson	McGuinn 201
Psychology	
Ellen Winner, Chairperson	McGuinn 300
Residential Life	
George Arey, Director	Maloney 220
Romance Languages and Literatures	
Franco Mormando, Chairperson.....	Lyons 304
School of Theology and Ministry	
Mark Massa, S.J., Dean.....	9 Lake Street
Jennifer Bader, Associate Dean.....	9 Lake Street
Slavic and Eastern Languages and Literatures	
Michael J. Connolly, Chairperson	Lyons 210
Social Work, Graduate School	
Alberto Godenzi, Dean	McGuinn 132
Sociology Department	
Sarah Babb, Chairperson	McGuinn 426
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Gustavo Burkett, Director	Maloney 242
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Louise Lonabocker, Executive Director	Lyons 101
Summer Session	
Fr. James P. Burns, I.V.D., Interim Dean	McGuinn 100
Theatre	
Scott Cummings, Chairperson	Robsham Theater
Theology	
Catherine Cornille, Chairperson	Stokes N310
University Librarian	
Thomas Wall	O'Neill Library 410
Volunteer and Service Learning Center	
Daniel Ponsetto, Director	McElroy Commons 114



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