



Boston College
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BOSTON COLLEGE BULLETIN 2016–2017

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

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

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

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

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has devel-

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INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,192 full-time undergraduates and 4,513 graduate students, hailing from 49 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.9 million books, periodicals, and government documents, and more than 4 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the Morrissey College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Boston College School of Social Work, and the Juris Doctor and the Master of Laws from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States. **Note:** Law School is currently ranked 34.

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

The Mission of Boston College

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

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

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

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

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

A Brief History of Boston College

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

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

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

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

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

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

representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related, yet distinct, traditions of faith and culture.

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

Center for Corporate Citizenship

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

Center for Human Rights and International Justice

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

Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Bourneuf House, 84 College Road, or call (617-552-1777) or click (www.bc.edu/centers/cis).

Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is an academic

research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit www.bc.edu/isr.

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

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

The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. For more information, visit www.bc.edu/isprc.

Irish Institute

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

Since its founding in 1997, more than 1,300 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 120 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

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

Jesuit Institute

The Jesuit Institute was established in 1988 to support the Jesuit, Catholic character of Boston College precisely as a university. Initially funded by the Jesuit Community and then by subsequent generous donations, the Institute works in collaboration with existing schools, programs and faculties primarily at Boston College. Within the atmosphere of academic freedom and collegiality, the Institute promotes research and collaboration on issues that emerge at the intersection of faith and culture. The Institute supports programs that explore such religious and ethical questions and sponsors the presence on campus of scholars committed to these questions. Visit www.bc.edu/centers/jesinst.

Lonergan Center

ABOUT BOSTON COLLEGE

Northeast United States and around the world. In the early 1960s, newer seismographs were installed at the Observatory as part of the World-Wide Standardized Seismographic Network (WWSSN), the first modern global seismic monitoring system. The Observatory continues to operate its WWSSN station, and continues to develop its more modern research and educational seismographs distributed across New England. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

Athletics Department

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

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

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

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, students may obtain advice and guidance regarding career and major choices, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search techniques.

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

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

Internship and Experiential Learning programs offer students in all class years numerous opportunities to gain practical work experience in a professional capacity over the summer months or during

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note-takers. Additionally, parking permits are granted for temporarily disabled students. The Assistant Dean works with each student to determine the appropriate accommodations necessary for the student's full participation in college programs and activities.

All students are encouraged to register with the department prior to the beginning of the school year. For more information, contact Assistant Dean Paulette Durrett at 617-552-3470 or visit www.bc.edu/disability. Services and accommodations for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in

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- **SON & SON** have additional requirements to prepare for admission with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).
readiness; these requirements will be communicated to each student by the respective schools.

If proof of immunization for measles, mumps, rubella, hepatitis B, and/or varicella is not available, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$70 will be charged to your student account.

University Counseling Services (UCS)

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

Volunteer and Service Learning Center (VSLC)

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

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
- Annual programs including the First Year Service Program, Welles R. Crowther Red Bandanna 5k Run, Relay for Life, Nicaragua Faculty/Staff Immersion Trip
- Strong partnerships with Boston-based organizations, including Big Brothers Big Sisters of MA Bay
- Volunteer fairs
- An English Language Learners program for BC employees to practice their language skills with BC student tutors
- Post-graduate volunteer programming, such as an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
- Support for students, groups, and university departments on volunteer projects

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

Annual Notification of Rights

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

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

Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to

comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.
Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. 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, 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 shall provide access within 45 days after the University receives the request, and shall 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

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Activity Fee—Per Semester

(CSOM, Graduate Programs)

7 credits or more per semester:55

Fewer than 7 credits per semester:30

Activity Fee (Boston College Law School)150

Registration Fee (Woods College of Advancing Studies)25

Registration Fee (Summer Session)45

Application Fee (Non-Refundable)

Graduate School of tPro3.....

Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: M.A., Ph.D.
 Applied Statistics and Psychometrics: M.S.
 Educational Leadership: M.Ed., C.A.E.S., Ed.D.
 Counseling Psychology: M.A., Ph.D.
 Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.
 Early Childhood Education: M.Ed.
 Educational Research, Measurement and Evaluation: M.Ed., Ph.D.
 Elementary Education: M.Ed., M.A.T.
 Higher Education: M.A., Ph.D.
 Mental Health Counseling: M.A.
 Moderate Special Needs: M.Ed., C.A.E.S.
 Professional Licensure in English, History, Geology, Biology, Mathematics, Spanish Elementary Education, and Reading: M.A.T., M.S.T.
 Reading/Literacy Teaching: M.Ed., M.A.T., C.A.E.S.
 School Counseling: M.A.
 Secondary Education: M.Ed., M.A.T., M.S.T.
 Severe Special Needs: M.Ed., C.A.E.S.

Fifth Year Programs—Lynch School of Education, Graduate Programs

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

Early Admit Programs—Lynch School of Education, Graduate Programs

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

Dual Degree Programs—Lynch School of Education, Graduate Programs

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

Boston College Law School

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

Sixth-Year Program—Boston College Law School

Law/MCAS: J.D./B.A. or B.S.

Dual Degree Programs—Boston College Law School

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

Carroll School of Management, Graduate Programs

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

Dual Degree Programs—Carroll School of Management, Graduate Programs

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

Connell School of Nursing, Graduate Programs

Nursing: M.S., Ph.D., D.N.P. (beginning in 2020)

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

Nursing: B.S./M.S.

Dual Degree Programs—Connell School of Nursing, Graduate Programs

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

Boston College School of Social Work

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

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

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

Woods College of Advancing Studies, Graduate Programs
Administrative Studies: M.S.
Students may choose from the following specializations:
Communication and Marketing
Executive Leadership and Organizational Development
Human Resources
Sports Administration
Applied Economics: M.S.
Cybersecurity Policy and Governance: M.S.
Healthcare Administration: M.H.A.
Leadership and Administration: M.S.

ACADEMIC INTEGRITY

Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of

extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.

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

Academic Deans

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans' responsibilities include the following:

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

Procedures

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

ACADEMIC REGULATIONS

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

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

Graduate School of the Morrissey College of Arts and Sciences
www.bc.edu/schools/gsas/policies.html

Lynch School of Education, Graduate Programs

Master's Students: http://www.bc.edu/schools/lsoe/academics/Graduate/masters_policies.html

Doctoral Students: http://www.bc.edu/schools/lsoe/academics/Graduate/phd_policies.html

Carroll School of Management, Graduate Programs
<http://www.bc.edu/schools/csom/graduate/currentstudents/academic.html>

Connell School of Nursing, Graduate Programs

Master's Students: <http://www.bc.edu/schools/son/current/mastersresources.html>

Doctoral Students: <http://www.bc.edu/schools/son/current/onlinedoctoralresources.html>

Boston College School of Social Work
<http://www.bc.edu/schools/gssw/academics/academic-policies.html>

Boston College Law School

<https://orgsync.com/70223/files/1026722/show>

School of Theology and Ministry

<http://www.bc.edu/schools/stm/acadprog/acadpol.html>

Woods College of Advancing Studies, Graduate Programs

<http://www.bc.edu/schools/advstudies/guide/regulations.html>

Academic Regulations are effective from September of the current academic year (2016–2017) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

Academic Grievances

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

Academic Record

A record of each graduate or professional student's academic work is prepared and maintained permanently by the Office of Student Services. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

Attendance

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

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in the course.

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

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

In cases of prolonged absence the student or his or her representative should communicate with the student's graduate associate dean as soon as the prospect of extended absence becomes clear. The academic

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.

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

Students may forward their e-mail messages from their University e-mail accounts to non-university e-mail 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 e-mail account on a regular basis, to confirm that their e-mail service is functioning reliably.

All student responses to official e-mail communications from the University must contain the student's University e-mail address in the "From:" and "Reply To:" lines and should originate from the student's University e-mail 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

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

Other Sources of Financial Aid

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

Academic Regulations

Full-Time Enrollment Status

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

All students are considered half-time with six credits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contacts

- Director of Graduate Studies: Charles Hoffman, hoffmacs@bc.edu
- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Technology Coordinator: tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Colette McLaughlin, kelleycs@bc.edu
- 617-552-3540
- www.bc.edu/biology

Graduate Program Description

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

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

The minimum curriculum for Ph.D. students consists of five Graduate Core Courses (BIOL6110 Advanced Genetics, BIOL6350 Graduate Biochemistry, BIOL6140 Graduate Molecular Biology, BIOL6150 Advanced Cell Biology, and BIOL6160 Graduate Bioinformatics), three additional Biology-approved Graduate Elective

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 o graduate

CHEM8888 Interim Study (Fall: 0)

The Department

CHEM9998 Doctoral Cumulative Examinations (Fall/Spring: 1)

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

The Department

CHEM9999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Classical Studies

Faculty

Kendra Eshleman, **Associate Professor**; Chairperson of the Department

B.A., Swarthmore College; Ph.D., University of Michigan

Gail L. Hoffman, **Associate Professor**; A.B., Yale University; M.A.,

Ph.D., University of Michigan 11 0 0 11 297.576 -1.4 16.39 Yale University; M.S., Charles University; Ph.D.,

Massachusetts Institute of Technology

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CLAS7791 Readings and Research II (Spring: 3)

The Department

CLAS8888 Interim Study (Fall/Spring: 0)

Gail Hoffman

Earth and Environmental Sciences

Faculty

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

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

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

S.T.B., S.T.L., Weston College

Emanuel Bombolakis, **Retired Research Professor**; B.S., M.S., Colorado

School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, **Professor**; A.B., Harvard University; Ph.D., California

Institute of Technology

Gail C. Kineke, **Professor**; Director of Graduate Studies; B.A.,

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

Ethan Baxter, **Associate Professor**; Chairperson of the Department;

B.S., Yale University; Ph.D., University of California-Berkeley

Rudolph Hon, **Associate Professor**; M.S., Charles University; Ph.D.,

Massachusetts Institute of Technology

Alan L. Kafka, **Associate Professor**; B.A., New York University; M.S.,

Ph.D., State University of New York at Stony Brook

Noah P. Snyder, **Associate Professor**; B.S., Bates College; Ph.D.,

Massachusetts Institute of Technology

Seth C. Kruckenberg, **Assistant Professor**; B.S., University of

Wyoming; Ph.D., University of Minnesota-Twin Cities

Jeremy D. Shakun, **Assistant Professor**; B.A., Middlebury College;

M.S., University of Massachusetts, Amherst; Ph.D., Oregon State

University

Corinne I. Wong, **Assistant Professor**; B.A., B.S., University of the

Pacific; M.S., Ph.D., University of Texas, Austin

Tara Pisani Gareau, **Assistant Professor of the Practice**; Associate

Director, Environmental Studies Program; B.S., Virginia Polytechnic

Institute and State University; M.A., Ph.D., University of California-

Santa Cruz

Contacts

- Administrative Assistant: Courtney Reggo, reggo@bc.edu
- Department Chair: Dr. Ethan Baxter, ethan.baxter@bc.edu
- Director of Graduate Studies: Dr. Gail C. Kineke, gail.kineke@bc.edu
- www.bc.edu/eesciences

Graduate Program Description

Master of Science

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

The Department, with approximately 20 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most

modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in the environmental and engineering industries, oil and gas exploration or government service, teaching, or for continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

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

The Department offers a number of Teaching and Research Assistantships.

Application

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

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

M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in physics or chemistry, and a two-semester, college-level calculus course.

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

graduate courses, as well as in all undergraduate courses in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. A research thesis approved by three faculty members is also required of all M.S. students.

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

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

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

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

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

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

Master of Science in Teaching

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

M.S.T. Degree Requirements

The five required courses in the earth sciences must be chosen from among the following: Exploring the Earth and Structural Geology, and

four credits from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology or Advanced Structural Geology, Environmental Geology, Environmental

EESC8888 Interim Study (Fall/Spring: 0)

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

The Department

Economics

Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

Claudia Olivetti, **Professor**; B.A., University of Rome; M.A., Ph.D., University of Pennsylvania

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

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

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

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

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

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

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

Mehmet Ekmekci, **Associate Professor**; B.S., Bogazici University, Turkey; Ph.D., Princeton University

Michael D. Grubb, **Associate Professor**; Ph.D., Stanford University; M.Phil., Oxford University; B.S., University of Pennsylvania

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

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

ARTS AND SCIENCES

Robert G. Murphy, Associate Professor; B.A., Williams College; Ph.D., Massachusetts Institute of Technology
Harold A. Petersen, Associate Professor; A.B., DePauw University; Ph.D., Brown University
S. Anukriti, Assistant Professor; B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University
Ryan Chahrour, Assistant Professor; B.A., Swarthmore College; Ph.D., Columbia University
Sanjay Chugh, Assistant Professor; B.A., Massachusetts Institute of Technology; Ph.D., University of Pennsylvania
Tzuo Law, Assistant Professor; B.S., Duke University; Ph.D., University of Pennsylvania
Ben Li, Assistant Professor; B.A., Zhejiang University; Ph.D., University of Colorado at Boulder
Jaromir Janczarski, Assistant Professor; B.A., Columbia University; Ph.D., Columbia University

Statistics (ECON7770), and Econometric Methods (ECON7772). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of two courses taken in the second semester of the first year: ECON7741 and ECON7751. These two courses are each worth four credits.

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

All students accepted to the program are offered financial aid including tuition remission. Students can expect continued financial support for five years as long as they achieve 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 online application for your convenience is located at www.bc.edu/schools/gsas/admissions.html. Any questions regarding admission requirements should be directed to gsasinfo@bc.edu. For further information regarding the Ph.D. program, send an e-mail to Gail Sullivan at gail.sullivan@bc.edu.

Course Offerings

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

ECON7720 Math for Economists (Fall: 3)

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

Peter Ireland

ECON7740 Microeconomic Theory I (Fall: 3)

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

Marvin Kraus

Hideo Konishi

ECON8821 Time Series Econometrics (Fall: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents.

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

Zhijie Xiao

ECON8822 Cross Section and Panel Econometrics (Fall: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents.

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

Stefan Hoderlein

ECON8823 Applied Econometrics (Spring: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents.

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

Christopher Baum

ECON8830 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.

Anukriti

ECON8853 Industrial Organization I (Spring: 3)

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic

ECON8862 Monetary Economics II (Fall: 3)

This course considers various topics in monetary theory and

ECON8876 Topics in International Economic Policy (Spring: 3)

This course will cover trade policy and its political economy (Anderson), and financial crises, treating causes and policies both pre- and post-crisis (Dvir). A common theme is, What makes a good paper?.

James Anderson

Eyal Dvir

ECON8879 Game Theory and Applications (Spring: 3)

In this elective advanced graduate class, we will cover many topics and problems that fall under the category game theory with more emphasis on dynamic games and repeated games. Although we will study some topics of dynamic games with complete information, there will be a disproportionate weight on problems with asymmetric information, and problems in which there are elements related to learning. More specifically, we will study Repeated Games, Reputation Games, Bargaining, Experimentation and Information Aggregation. Students should have a strong background in mathematical tools used in economics, and should have taken an advance undergraduate course in Game Theory, and/or first year Graduate Micro sequence.

Mehmet Ekmekci

ECON8884 Theories of Distributive Justice (Spring: 3)

Prerequisites: ECON7740 and ECON7741

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

Uzi Segal

ECON8885 Analysis of Labor Markets (Spring: 3)

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

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

Andrew Beauchamp

ECON8888 Interim Study (Fall/Spring: 0)

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

Richard Tresch

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

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

Susanto Basu

Utku Unver

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

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

Susanto Basu

Utku Unver

ECON9998 Doctoral Comprehensives (Fall/Spring: 1)

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

Richard Tresch

ECON9999 Doctoral Continuation (Fall/Spring: 1)

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

Richard Tresch

English**Faculty**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Andrew Sofer, **Professor**; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

Min Song, **Professor**; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

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

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

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

Rhonda Frederick, **Associate Professor**; B.A., M.A., Ph.D., University of Pennsylvania

Marjorie Howes, **Associate Professor**; B.A., University of Michigan; Ph.D., Princeton University

Christina Klein, **Associate Professor**; B.A., Wesleyan University; Ph.D., Yale University

Paula Mathieu, **Associate Professor**; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

Maia McAleavey, **Associate Professor**; B.A., Stanford University; A.M., Ph.D., Harvard University

James Najarian, **Associate Professor**; B.A., M.A., M.Phil., Ph.D., Yale University

James Smith, **Associate Professor**; B.A., M.A., University College, Dublin; M.A., Clark University; Ph.D., Boston College

Robert Stanton, **Associate Professor**; B.A., M.A., Ph.D., University of Toronto

Laurence Tobin, **Associate Professor**; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

James D. Wallace, **Associate Professor**; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

Aeron Hunt, **Assistant Professor**; B.A., University of Toronto; M.A., Ph.D., University of Chicago

Robert Lehman, **Assistant Professor**; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University

Adam Lewis, **Assistant Professor**; B.A., University of Minnesota; M.A., Ph.D., University of California San Diego

Rebekah Mitsein, Assistant Professor; B.A., St. Cloud State University; M.A., Duquesne University; Ph.D., Purdue University
 Eric Weiskott, Assistant Professor; B.A., Wesleyan University; M.A., M.Phil., Ph.D., Yale University
 Allison Adair, Associate Professor of the Practice of English; B.A., University of Iowa; M.F.A., University of Iowa
 John Anderson, Associate Professor of the Practice of English; B.S., University of Colorado; M.A., Ph.D., Boston College
 Eileen Donovan-Kranz, Associate Professor of the Practice of English; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst
 Lori Harrison-Kahan, Associate Professor of the Practice of English; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University
 Joseph Nugent, Associate Professor of the Practice of English; B.A., Ph.D., University of California, Berkeley
 George O'Har, Associate Professor of the Practice of English; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology
 Susan Roberts, Associate Professor of the Practice of English; B.A., Michael's College; M.A., Boston College
 Bonnie K. Rudner, Associate Professor of the Practice of English; B.A., Rutgers University; M.A., Boston College
 Treseanne Ainsworth, Assistant Professor of the Practice of English; Assistant to the Chair; B.A., M.A., Boston College
 Christopher Boucher, Assistant Professor of the Practice of English; B.A., Brandeis University; M.F.A., Syracuse University
 Thomas Kaplan-Maxfield, Assistant Professor of the Practice of English; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

Contacts

- Administrative Assistant: Linda Michel, 617-552-3708, michelli@bc.edu
- Administrative Assistant: Tracy Downing, 617-552-3708, downingt@bc.edu
- Staff Assistant: Kristin Hartnett, 617-552-8281, kristin.hartnett@bc.edu
- www.bc.edu/english

Graduate Program Description

Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings, and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations—a language and a comprehensive examination. The comprehensive exam requires students to demonstrate knowledge about literary periodization and to use close-reading skills. It is three hours in length, is offered in December or May, and must be taken no later than the fall semester of the second year of study.

The language exam is offered at the same time as the comprehensive examination, and may be taken at any point in the student's program. A wide range of languages will be accommodated for this requirement, and it may be waived if (1) the candidate supplies an undergraduate transcript showing two courses beyond beginning level in a foreign language with grades of B or above (taken within three years of entering the M.A. program), or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of the Morrissey College of Arts and Sciences at Boston College, or its equivalent.

Master of Arts Concentration in Irish Literature and Culture

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

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

Master of Arts in Teaching

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

Graduate Assistantships and Teaching Fellowships

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

Program in Linguistics

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

Doctor of Philosophy Program

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

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

for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

Teaching

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

Graduate Colloquium

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

Good Standing

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

Course Offerings

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

ENGL7700 English Language Training for Graduate Level

Students: Focus on Speech (Fall: 0)

Department permission is required.

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

Lynne Anderson

ENGL7701 English Language Training for Graduate Level

Students: Focus on Writing (Spring: 0)

Department permission is required.

Designed for those whose first language is not English, this course offers students practice writing in a range of academic modes including reflection, summary, analysis, and critique. Early in the semester, students will explore the composition process from brainstorming to drafting to revision to editing. Grammar is taught in the context of student writing. Several classes will be devoted to e-mail, reference letter, and proposal writing. Non-credit, offered free of charge by GSAS to its students during the spring. Department permission required. Students who enroll in the course are expected to attend all classes and complete writing assignments weekly.

Lynne Anderson

ENGL7723 Eighteenth Century New Materialisms (Fall: 3)

According to Diane Coole and Samantha Frost, by definition New Materialisms return us to some “fundamental questions about the nature of matter and the place of embodied humans within a material world.” This course introduces students to key concepts in an emerging field while exploring the relevance of those concepts for an eighteenth-century context. Possible eighteenth-century authors may include Cavendish, Defoe, Pope, Swift, Goldsmith, Sterne, and Cowper. We may also read theoretical work by the following authors, among others: Theodor Adorno and Max Horkheimer, Jane Bennett, Rosi Braidotti, Karen Barad, Stacy Alamo, Bruno La Tour, and Timothy Morton. The written work will consist of two short essays, and then longer, conference-length paper.

Elizabeth Wallace

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Thomas Heise, and Catherine Jurca, who offer interdisciplinary models for relating the interpretation of texts to the social, economic, and political facts of city life.

Carlo Rotella

ENGL7764 Twentieth-Century Irish Fiction (Fall: 3)

In this graduate seminar, we will read a selection of Irish novels so as to identify, discuss, and better understand complex cultural phenomena that become manifest in the aftermath of the colonial experience. The underlying premise suggests that Irish novelists participate in debates concerning national identity and, in the process, anticipate the evolution of a postnational society. Paying particular attention to issues of language, gender, place, and literary authority, and to representations of religion, history, and identity, the seminar seeks to establish the inevitable heterogeneity related to the post-colonial condition.

James Smith

ENGL7765 What Is Performance? (Fall: 3)

This course fulfills the M.A. theory requirement

Performance is everywhere in critical discourse today. But what is it? This course, which satisfies the M.A. theory requirement, introduces the dynamic field of performance studies, which fuses theater studies, anthropology, ethnography, and theory. We will test the utility of the field's primary concepts, including performativity, for the analysis of specific cultural performances, ranging from scripted plays to glam rock to gender to performance art (including one local event chosen by the class). Work will include analyzing a theatrical or cultural performance of your own choosing.

Andrew Sofer

ENGL7771 The Victorian Novel (Spring: 3)

Provides graduate students with an advanced introduction to the scholarly and critical study of the Victorian novel (1837–1901). It is appropriate both for students who have had some undergraduate course work in the field and those who are relatively new to Victorian Studies. We will read a number of the major novels of the period, probably including novels by Charlotte Brontë, W. M. Thackeray, Charles Dickens, George Eliot, and Thomas Hardy. We will also explore the historical context of the Victorian era and develop a critical framework for theorizing these texts and, more broadly, the novel as a genre.

Maia McAleavey

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

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

Christina Klein

ENGL7784 Studies in Early Modern Poetry (Fall: 3)

An exploration of poetry from the Tudor and Stuart eras, according some attention to theories of genre and of editorial practice that respond to differences among poems by Shakespeare and Jonson, Donne and Milton. Concentration on developments in erotic and religious lyrics, the emergence of satire, and the transition from

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

Department Permission required

This course is designed to prepare graduate students to teach first-year college writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theories (including feminism, psychoanalysis, cultural studies, and critical pedagogy) have influenced the teaching and study of composition. Requirements will include a theoretically-informed analysis of a student essay; a piece of creative

Nicole Eaton, **Assistant Professor**; B.A., University of Indianapolis; M.A., Ph.D., University of California, Berkeley
 Penelope Ismay, **Assistant Professor**; B.S., U.S. Naval Academy; M.S., Joint Military Intelligence College; M.A., St. John's College; M.A., Ph.D., University of California, Berkeley
 Priya Lal, **Assistant Professor**; B.A., Columbia University; Ph.D., New York University
 Zachary Matus, **Assistant Professor**; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University
 Yajun Mo, **Assistant Professor**; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz
 Ling Zhang, **Assistant Professor**; B.A., Peking University; M. Phil., Ph.D., University of Cambridge
 Robert Savage, **Associate Professor of the Practice**; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College
 Karen Miller, **Assistant Professor of the Practice**; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

Contacts

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

Graduate Program Description

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

Doctor of Philosophy in History

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

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

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

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

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

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

Requirements:

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

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

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

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

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

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

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

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

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

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

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

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

Funding

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

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

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

Course Offerings

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

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

Prerequisites: Permission of Instructor; Graduate Student Status

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

The Department

HIST7303 Colloquium: Gender History and the Scholar's Craft Today (Spring: 3)

Prerequisite: Graduate Student Standing

Familiarity with the issues and concepts of gender history constitutes essential preparation for graduate students entering the historical profession today. This course offers an introduction to the theories, methods and sources of gender history. Engaging scholarship from the 1980s to the present, we will examine gender history's divergence from social and women's history, convergence with post-structuralism and the linguistic turn and impact upon new lines of inquiry the history of sexuality, transnational and global history. The final component of the course is a tailored practicum: students will assess recent applications of gender analysis in their own research field.

Sarah Ross

HIST7311 Colloquium: Law and History (Fall: 3)

A range of modern thinkers and scholars, notably Hannah Arendt, Jean-Paul Sartre, as well as Gavin Langmuir have explored the history of Jew-hatred in an attempt to fathom its causes, continuities, and discontinuities. This course will examine their writings as well as other works in order to understand the religious, social, economic, psychological, and political reasons that have been suggested as sources of the phenomenon.

Devin Pendas

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

Prerequisite: Graduate Student Standing

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

Priya Lal

HIST7521 Colloquium: Critical Modernities (Spring: 3)

Prerequisite: Graduate Student Standing

Julian Bourg

HIST7542 Graduate Colloquium: Modernity, Modernism, Postmodernism (Summer: 3)

Prerequisite: Graduate student standing or permission of instructor

This course will examine key thinkers and themes in the history of modernity, critical cultural modernism, and postmodernism. We begin with a brief overview of the complex phenomenon of modernity and the centuries-long process of modernization. We will then focus on the intellectual and cultural expressions of modernism in the years it flourished (c. 1850–1960) as modernity's self-conscious or self-critical side. Next, we will investigate the various meanings of "the postmodern" during the 1980s and 1990s. In conclusion we ask: What comes "after" postmodernism? and What relevance do the terms modernity, modernism, and postmodernism have today?

Julian Bourg

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

Prerequisite: Graduate Student Standing

Offered Periodically

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

Cynthia Lynn Lyerly

HIST7802 Colloquium: U.S. History from 1877 (Spring: 3)

Prerequisite: Graduate Student Standing

Offered Periodically

This course is designed to familiarize students with critical issues and interpretations in the field of American history since Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to modern American history.

Marilynn Johnson

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

Prerequisite: Graduate Student Standing

Offered Periodically

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

Prasannan Parthasarathi

ARTS AND SCIENCES

HIST8101 Interim Study (Fall/Spring: 0)

The Department

HIST8210 Graduate 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 in the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other graduate students in the seminar.

Robin Fleming

HIST8215 Graduate Seminar: Modern European History

(Spring: 3)

Prerequisite: Graduate Student Standing

Offered Periodically

Mathematics

Faculty

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

Margaret J. Kenney, **Professor Emerita**; B.S., M.A., Boston College; Ph.D., Boston University

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

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

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

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

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

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

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

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

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

G. Robert Meyerhoff, **Professor, Chairperson of the Department**; A.B., Brown University; Ph.D., Princeton University

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This dual degree program is offered in conjunction with the Carroll

MATH8892 Graduate Research Seminar (Spring: 1)

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

The Department**MATH8899 Readings and Research (Fall/Spring: 3)**

Prerequisite: Department permission is required.

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

The Department**MATH9903 Seminar (Spring: 3)**

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

The Department**Philosophy****Faculty**

Richard Cobb-Stevens, Professor Eu is required.A. Louvain.444 TD [(MA

ARTS AND SCIENCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cherie McGill, Visiting Assistant Professor; B.A., Emory University; Ph.D., Johns Hopkins University

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

Contacts

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and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at www.bc.edu/philosophy.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. Students who speak a native language other than English must provide evidence of English proficiency. A score of 100 or higher on the TOEFL iBT test or 7.0 or higher on the IELTS test is required. TOEFL and IELTS scores are considered valid from exams taken a maximum of two years prior to application program deadlines. Admission to the doctoral program is highly selective (five or six admitted each year from over 150 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

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

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

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French, or German)
- One hour and fifteen minute oral Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation

Students entering the program with an M.A. in philosophy may be credited with six courses (18 credits) toward the Ph.D.

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

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

perspectives on how developments in science shape, constrain, and interact with philosophical reflection, with religious commitments, and with common sense pictures of the world and of ourselves.

Daniel McKaughan

PHIL7702 Gadamer's Philosophical Hermeneutics (Fall: 3)

Offered Periodically

PHIL7759 Kant's Transcendental Deduction (Fall: 3)

A very close reading of the most crucial section of Kant's *Critique of Pure Reason*.

Marius Stan

Ronald Tacelli, S.J.

PHIL7763 Early Modern Metaphysics (Spring: 3)

Offered Periodically

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

Jean-Luc Solere

PHIL7765 German Idealism I (Fall: 3)

Prerequisite: M.A. and Ph.D. students only

Offered Periodically

This course deals with the development of German philosophy in the period immediately following the appearance of Kant's three Critiques. Attention will be given to (1) the initial reception of the critical philosophy; (2) Fichte's reformulation and systematization of the critical philosophy in the form of the *Wissenschaftslehre*; (3) Schelling's appropriation of Fichte's thought and his extension of it to the philosophy of art and of nature; (4) the emergence of Hegel's early thought from this development.

John Sallis

PHIL7766 German Idealism II (Spring: 3)

Prerequisite: M.A. and Ph.D. students only

Offered Periodically

A study of selected texts by Schelling and Hegel.

John Sallis

PHIL7798 Hermeneutics of Trama: Eros and Thanatos (Fall: 3)

This seminar will involve a critical discussion of the philosophical readings of Freud's formative text on trauma, *Beyond the Pleasure Principle*. The readings range from the hermeneutic and phenomenological to the feminist and deconstructive. Particular attention will be paid to the interpretations of the game of fort/da as a crossing of story and history, fantasy and reality, the imaginary and symbolic. Students will be evaluated in terms of class participation and a final research paper.

Richard M. Kearney

PHIL8805 Medieval Theories of Cognition (Fall: 3)

Offered Periodically

How and what do we perceive? How does one form concepts? Who is the thinking subject? What do we know? This class will offer the opportunity to examine central issues of medieval philosophy: sense perception, realism versus representationalism, nature of the intellect, abstraction process, semantics and concepts. Through the study of some landmark thinkers, such as Avicenna, Averroes, Aquinas, Scotus, we will explore the medieval theory of cognition. This course is required for students pursuing the M.A. in Philosophy. Offered Periodically

PHIL8805 Medieval Theories of Cognition (Fall: 3)

Offered Periodically

PHIL9999 Doctoral Continuation (Fall/Spring: 1)

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

The Department**Physics****Faculty**

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

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

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

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

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

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

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

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

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

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

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

Address: 1077_31 TEL: 617/552-1100 (8) Robert A. Ferris Professor;

Committee, and the results reported to the chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the chairperson shall recommend to the dean the appointment of a Doctoral Thesis Committee consisting of at least three members of the departmental faculty (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

Admission Information

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

General Information

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

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. The department is one of the strongest in materials and optics research, of both fundamental and applied topics using cutting-edge facilities. Some areas of current interest are in the condensed matter physics areas of superconductivity, photovoltaics, thermoelectrics, nanomaterials, plasmonics, plasmas, topological states, 2D atomic crystals, and other strongly correlated electron systems. Cutting-edge research facilities are available to our graduate students including: Scanning Tunneling Microscopy (STM), Atomic Force Microscopy (AFM), Low Temperature Scanning Tunneling Spectroscopy (LT-STS), and Low Temperature Scanning Tunneling Spectroscopy (LT-STS). The department is also involved in the development of new materials and devices for quantum information processing and quantum computing. The department is also involved in the development of new materials and devices for quantum information processing and quantum computing. The department is also involved in the development of new materials and devices for quantum information processing and quantum computing.

Course Offerings

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

PHYS7000 Physics Colloquium (Fall/Spring: 0)

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

The Department

PHYS7707 Physics Graduate Seminar I (Fall: 1)

A discussion of topics in physics from the current literature.

The Department

PHYS7708 Physics Graduate Seminar II (Spring: 1)

A discussion of topics in physics from the current literature.

Hong Ding

PHYS7711 Classical Mechanics (Fall: 3)

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

Pradip Bakshi

PHYS7721 Statistical Physics I (Spring: 3)

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

Gabor Kalman

PHYS7722 Statistical Physics II (Fall: 3)

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

Gabor Kalman

PHYS7732 Electromagnetic Theory I (Spring: 3)

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

The Department

PHYS7741 Quantum Mechanics I (Fall: 3)

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

Vidya Madhavan

PHYS7742 Quantum Mechanics II (Spring: 3)

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

Pradip Bakshi

PHYS7835 Mathematical Physics I (Fall: 3)

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

David Broido

PHYS8725 Quantum Field Theory (Fall: 3)

The Department

PHYS8735 Techniques of Experimental Physics I (Fall/Spring: 3)

This course will give a general introduction to a subset of experimental techniques widely used and frequently encountered in modern condensed matter physics research. Many of these techniques are based on the use of synchrotron radiation (x-rays), electrons, laser or microwave as the incident excitations, each capable of providing unique information about specific aspects of the usually complex experimental subjects from a complementary perspective. Both theoretical and experimental contents of these and other techniques will be accessed through lectures in class, hands-on demonstrations and collaborative experimental projects in lab.

The Department

Ruihua He

PHYS8761 Solid State Physics I (Spring: 3)

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

Willie Padilla

PHYS8799 Readings and Research in Physics (Fall/Spring: 3)

Credits by arrangement.

By arrangement.

The Department

PHYS8801 Physics Thesis Research (Fall: 3)

A research problem of an original and investigative nature.

The Department

PHYS8888 Interim Study (Fall: 0)

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

The Department

PHYS9901 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

PHYS9911 Doctoral Continuation (Fall/Spring: 1)

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

The Department

ARTS AND SCIENCES

We will focus on the international implications of domestic religious politics with particular reference to contemporary Europe and the Middle East/North Africa regions.

Jonathan Laurence

POLI7815 Use of Force (Fall: 3)

Offered Periodically

This course offers an in-depth discussion of a critical aspect of international politics—how and why states use force to achieve their objectives. In so doing, it addresses the use of force in its multiple dimensions and its role in contemporary international politics. Topics covered include the causes of war, deterrence, the use of coercive military and economic power, the role of nuclear weapons, armed intervention, and terrorism.

Robert Ross

POLI7907 Hegel's Phenomenology of Spirit (Spring: 3)

Offered Periodically

POLI7907

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Phenomenology of Spirit

POLI7996 Dissertation Seminar I (Fall: 1)

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

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

Nasser Behnegar

POLI7997 Dissertation Seminar II (Spring: 1)

This course is a continuation of POLI7996: Dissertation Seminar I. Only students who have passed their doctoral comprehensives should take this course.

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

Nasser Behnegar

POLI8101 Masters Interim Study (Fall/Spring: 0)

Required periodically for all Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

POLI9901 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

POLI9911 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Psychology

Faculty

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

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

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

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

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

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

admitted whose interests fall within or bridge one or more of our five areas of concentration, listed below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A.-B.S./M.A. program is limited to students who are majoring in psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's areas of concentration are:

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

Visit the department's website at www.bc.edu/psychology for additional information on these areas.

General Information

Visit the department's website at www.bc.edu/psychology and find detailed information about the research interests of individual

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Natasha Sarkisian, Associate Professor; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, Associate Professor; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

Julia Chuang, Assistant Professor; B.A., Harvard University; M.A., Ph.D., University of California, Berkeley

Wen Fan, Assistant Professor; B.A., Renmin University of China, Beijing; Ph.D., University of Minnesota

Gustavo Morello, S.J., Assistant Professor; B.A., Universidad Del Salvador, Buenos Aires, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Buenos Aires, Argentina

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

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

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociology@bc.edu

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Guide to Graduate Study at www.bc.edu/schools/cas/sociology/grad/handbook.html.

Master's Program in Sociology and Social Research

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/content/bc/schools/gsas/admissions/applynow.html.

Master's Degree Requirements: To receive the Master's Degree in Sociology and Social Research, the student must complete 30 credit

reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/content/bc/schools/gsas/admissions/applynow.html.

Ph.D. Degree Requirements: The doctoral degree is fulfilled by completing a course in methods of social inquiry (SOCY7710) in the first semester of study, two semesters of sociological theory (SOCY7715 and SOCY7716), two semesters of statistics (e.g., SOCY7703 and SOCY7704), an M.A. Thesis or Paper (which entails taking SOCY7711 in the second semester of study and SOCY7761 in the second year of study), plus elective courses (to include at least one additional course in research methods) for a total of 54 credits. Other requirements include meeting a one year full-time residency requirement, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

Ph.D./M.B.A. Program (M.A./M.B.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers in business and the work environment, and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at gray@bc.edu for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at www.bc.edu/content/bc/schools/gsas/admissions/applynow.html and the Carroll Graduate School of Management at www.bc.edu/schools/csom/graduate/mba.html.

Financial Assistance

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program who remain in good academic standing assured of receiving funding for five years. No separate applications for financial assistance are necessary.

Course Offerings

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

SOCY7101 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

The Department

SOCY7102 Research Practicum (Fall: 6)

Registration requires prior approval of the instructor.

In this apprenticeship-style course, students will do substantive reading, contribute to research design/instrumentation, conduct fieldwork and collaborate in data analysis and writing. With a focus on research about inequality, the professor will work closely with students as they learn about undertaking complicated social inquiry and working on a collaborative research team.

Lisa Dodson

SOCY7702 Introduction to Statistics and Data Analysis (Fall: 3)

Required for graduate students

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and

association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

Michael A. Malec

SOCY7703 Multivariate Statistics (Spring: 3)

Requirement for graduate students; enrollment for students outside the sociology department is by permission of the instructor.

This course assumes knowledge of material covered in SOCY7702, that is, a solid background in SPSS and a basic course in statistics. We will focus on two general statistical procedures: multiple regression and logistic regression (maybe including multinomial logistic regression). In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, stepwise regression, path analysis, and if time permits, multiple imputation to deal with missing data. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered. In addition, we will discuss exploratory factor analysis at the end of the course. This course does not make use of matrix algebra.

John B. Williamson

SOCY7704 Regression Models for Categorical Data (Fall/Spring: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SOCY7703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include OLS regression diagnostics, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), treatment of missing data, and the analysis of clustered and stratified samples. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Sara Moorman

Natasha Sarkisian

SOCY7709 Quantitative Data Management (Fall: 3)

This course will provide a comprehensive introduction to quantitative data management using Stata; the focus will be on working with complex datasets (both cross-sectional and longitudinal) and preparing them for analysis. This course is intended for students who need to manage data for academic or non-academic projects.

Natasha Sarkisian

SOCY7710 Social Inquiry Research Seminar (Spring: 3)

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

Paul Gray

Sharlene Hesse-Biber

Shawn McGuffey

SOCY7715 Classical Social Theory (Fall: 3)

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Paul G. Schervish

Eve Spangler

SOCY7716 Contemporary Social Theory (Spring: 3)

Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

Zine Magubane

Stephen J. Pfohl

Paul Schervish

Eve Spangler

SOCY7751 Quest for Social Justice (Fall: 3)

SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (1) diagnosing the opportunities and constraints provided by the system in which they are operating; (2) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (3) devising effective strategies for influencing targets of change; and (4) dealing with counter-efforts at social control.

William A. Gamson

SOCY7761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

This is a 3-credit, 2-semester course that meets approximately every other week for both terms. Students should contact the professor about attending in the fall, but wait to register until the spring term. In the fall term, they should register instead for an independent study with the faculty member advising their writing project. Note that a completed research proposal is required for entry.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers. The 3-credit seminar begins in fall and continues into the spring term. The seminar employs a supportive structure and a collaborative learning environment to help students to carry out their independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

Sarah Babb

Brian Gareau

SOCY7771 Understanding Consumer Society (Fall: 3)

Offered Periodically

This course is designed to train graduate students in the sociology of consumption and to analyze contemporary contradictions and trends in consumer culture. We begin with the history of consumer culture, then move on to classic authors (Frankfort School, Veblen, Bourdieu, Giddens), as well as more recent versions of these approaches. We pay particular attention to Bourdieu, whose work has been particularly influential. In the last third of the course we consider consumption from the perspective of topical areas: identity consumption, consumption and race, global consumer culture, sustainable consumption and others.

Juliet Schor

SOCY8101 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SOCY8801 Thesis Seminar (Fall: 3)

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

The Department

SOCY9901 Research Apprenticeship (Fall: 3)

By arrangement.

The Department

SOCY9981 Dissertation Seminar (Fall/Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

Natasha Sarkisian

Juliet Schor

The Department

SOCY9998 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

SOCY9999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

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

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

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

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

are further expanded by Boston College's membership in the Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, which has as its constituent members the following institutions:

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

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

Ph.D. Program in Theology

The doctoral program in theology at Boston College has as its goal the formation of theologians who excel intellectually in the church, the academy, and society. It is confessional in nature and envisions theo-

Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination on the testament that is not their specialty (which counts as their "minor" area).

The Historical Theology/History of Christianity (HT/HC) area studies past theological reflection on the faith and practice of the Church, with a particular focus on early and medieval Christianity. The HT/HC area strives to appreciate these theological expressions both within their immediate historical contexts (social, cultural, institutional) and within the broader trajectories of theological development in the Christian tradition. Currently, this area has a strong common interest in early and medieval Christian theology.

Systematic Theology is the contemporary intellectual reflection on the central elements of the Christian faith considered as an inter-related whole. The Systematics faculty seeks to develop the student's ability to treat theological material critically and constructively. It is "systematic" inasmuch as it attends to its subject matter with attention to the coherence and interconnectedness of the various elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in particular historical and cultural contexts.

Theological Ethics includes the ecumenical study of major Roman Catholic, Protestant and Orthodox contributors to major theological reflection. It attends as well to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. Students pursuing this area of study will be exposed to a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

Comparative Theology prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity and their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of another tradition or traditions. Students are expected to acquire a significant understanding of a major non-Christian religion while also appropriating a critical method for the study of religions, for example, philosophy of religion, comparative religion, or history of religions. Like all other areas of theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition, becomes deeply shaped by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the

possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, Historical Theology/History of Christianity, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

Language Requirements

Each doctoral student must demonstrate reading proficiency in at least two languages (normally, French and German) prior to applying for their comprehensive exams. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Depending on one's field of study or research interest, some areas may require more than the minimum of two languages the proficiency for which must also be demonstrated prior to applying for comprehensive exams. For example, students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Institute of Medieval Philosophy and Theology

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

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

Course Offerings

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

THEO7010 Islam and History in the Middle East (Fall: 3)

Cross listed with ICSP7010

An in-depth study of the role of Islam in Middle Eastern history from the pre-Islamic era through the 18th century with emphasis on engagement with primary documents. We will introduce methods of historiography and the growth of the Arabic language historical

tradition and will examine the role of Islamic thought and practice, Sunni, Shii, and Sufi alike, in the development of society and civilization across time and space.

Natana De-Long Bas

THEO7443 Comparative Religion: History and Methods (Fall: 3)

Cross listed with TMST7106

Offered Periodically

The comparative study of religions has evolved through different stages of methodological reflection since its establishment as an autonomous discipline over a century ago. Questions concerning the nature and goal of comparison and the possibilities and limits of understanding individuals belonging to other religions remain at the heart of any engagement with religious pluralism. We will explore these questions through a study of the theories of early phenomenologists of religion such as Gerardus Van der Leeuw, through the work of Mircea Eliade and his critics, and up to the contemporary approaches of figures such as Jonathan Z. Smith.

Catherine Cornille

THEO7487 Citizenship in American Political Theology and

Political Philosophy (Spring: 3)

Offered Periodically

This course explores the religious and ethical dimensions of citizenship, with particular attention to the points at which religious and political allegiances conflict or appear to conflict. With a focus on the contemporary American context, we will draw upon diverse political philosophies, faith traditions, historical periods and geographic regions for insight. We will consider the nature of this conflict between God and country, attempts to resolve it in theory and practice, and contemporary issues that exemplify it. Among the topics we consider are pluralism, religious freedom, patriotism, civic education, prophetic voices, civil disobedience.

Erik Owens

THEO7598 Lonergan's Christology (Spring: 3)

Offered Periodically

A careful reading and critical discussion of Bernard Lonergan's treatise, *The Incarnate Word (De Verbo Incarnato)* and related materials, on his own terms and in relation to other currents in Christology. Seminar discussion with some lecture.

The Department

THEO7606 Peace, Justice and Reconciliation (Fall: 3)

This course will consider theological and philosophical questions posed by the ethics of reconciliation in the social and political realms: In what respects are the reconciliation of peoples related to the themes of justice, liberation, reparation, and forgiveness? What are the appropriate forms of moral discourse invoked in assessing genocide, "ethnic cleansing," institutional racism, or the systematic rape of victims? In what respects are distinctively theological interpretations possible or necessary? This course explores the ethical dimensions of reconciliation, examining the interrelated aspects of justice, reconciliation, reparation, historical memory, and forgiveness. It gives special attention to recent attempts at public reconciliation.

Stephen Pope

THEO7676 Theological Aesthetics (Spring: 3)

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

Roberto Goizueta

THEO7694 Early Modern Theology (Spring: 3)

This graduate seminar will treat several significant Christian theologians from the end of the seventeenth to the early twentieth centuries by examining significant primary texts. It will discuss the ways these theologians understood their field of study, its method, organization, and relation to other fields, especially history and science.

Michael Himes

THEO7705 Curating Revelation: Ancient Reception, Transmission, and Transformation of Scripture (Spring: 3)

Offered Periodically

Examines the development of Jewish and Christian hermeneutics in ancient context through close reading of primary sources. Focus on creation of new meanings via key modes of interpretation (e.g., alle-

ARTS AND SCIENCES

cosmology, social constructivist understandings of gender, sexuality and selfhood, and perspectives from critical race theory, class, and disability may also be explored, according to student interest.

Mary Ann Hinsdale

THEO7969 Suffering, Solidarity, and the Cross (Spring: 3)

Offered Periodically

Suffering and, often, tragedy and lament are basic features of human life. This course raises questions about the relevance of the cross of Christ and human solidarity to these afflictions.

M. Shawn Copeland

THEO7977 Twentieth Century Catholic Moral Theologians

(Fall: 3)

The course looks at the most important works that shaped Catholic Theological Ethics in the twentieth century. It analyses the innovative works of Lottin, Tillmann, and Gillemann whose works challenged the classical paradigm of manualists like Davis, Jone, Ford and Kelly. The course then looks at Häring, and at the roots of proportionalism that result from that same Council. The legacy of Fuchs as well as twentieth century papal encyclicals are also studied. The course concludes with the emerging work of Latin American liberationists, American feminist and black moral theologians, African inculturationists, and Asian theological ethicists.

James F. Keenan, S.J.

THEO8002 American Catholicism and Social Reform (Fall: 3)

Offered Periodically

This course will examine select individuals, groups and issues that have shaped the history of American Catholic involvement in social action, e.g., John Ryan and Charles Coughlin, the Central Verein and the Catholic Worker, immigration and slavery. The aim of the course is to see how American Catholicism interacted with the wider civil society and what contributions the Catholic community made to the reform of American social life.

Kenneth Himes

THEO8101 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements b2nih_1 10.025 Tw0JamesTJ0.0D(inno(see how Amer

reconcile God's mercy and God's justice. Readings for the course will be interdisciplinary, including philosophical, theological, and legal materials.

Cathleen Kaveny

THEO8630 Authority in the Church (Spring: 3)

Prerequisite: Master's level students must receive permission from the instructor to enroll and must have already taken a graduate course in ecclesiology

Offered Periodically

This advanced graduate seminar is for doctoral students and masters level students who have already taken a graduate course in ecclesiology or its equivalent. The seminar will explore the nature, scope, limits and structures of authority in the church with an emphasis on specific issues and topics that have emerged within the Roman Catholic tradition.

Richard R. Gaillardetz

THEO8816 Inaugural Sermons and Questions (Fall: 3)

Cross listed with PHIL8813

Offered Periodically

A graduate introduction to Inaugural Sermons and Questions in the Arts and Theology faculties of the medieval universities. This course will require the edition of unedited Latin texts or English translations of previously edited Latin texts. The Sermon content illustrates the various senses of Scripture; the Question content deals with the difficult doctrinal questions arising from the study of the literal sense of Scripture. In the Theology faculty these debates are often disputations of those moving up to the level of master's with their fellow classmates.

Stephen Brown

THEO8817 Christ in the New Testament (Fall: 3)

Offered Periodically

This seminar studies the diverse Christological patterns in the New Testament: Jesus as embodiment of Wisdom in sayings and hymns (John); as fulfillment of messianic hopes (Matthew); as crucified and resurrected redeemer (Paul), and as exalted in heaven (Rev). Both Jewish elements in these patterns and their reformulation in second and third century Christianity (Justin Martyr, Irenaeus, Valentinians and Origen) will be discussed. The final section of the seminar will discuss the use of these studies in Catholic systematics (Schillebeeckx, Gutierrez, Schussler-Fiorenza, Johnson, and Benedict XVI).

PHEME PERKINS

THEO8818 Theology of Historical Praxis (Fall: 3)

Offered Periodically

A consideration of Religion in relation to Civil Society (as intersubjective, technological, economic), State (polity), and Culture, with readings from A. de Tocqueville, Christopher Dawson, Robert Bellah, Pierre Manent, Nicholas Boyle, Eric Voegelin, Tony Judt, Wolfgang Böckenförde, Jürgen Habermas, Bernard Lonergan, Robert Doran, et al.

Frederick Lawrence

THEO8819 Jerusalem and Athens: Foundational Methodology

(Fall: 3)

Offered Periodically

Tertullian (c. 155–c. 240 AD) asked, “What has Athens to do with Jerusalem?” (De praescriptione haereticorum, vii)—a question about the relation between philosophy and revelation that has been asked repeatedly down to our own day. We trace the stages of the problematic, focusing on Augustine (354–430), Averroes (1126–1198),

Maimonides (1135–1204), Thomas Aquinas (1225–1274), Spinoza (1632–1677), Kant (1724–1804), Hegel (1770–1831), Heidegger (1889–1976), L. Strauss (1899–1973), Voegelin (1901–1985), Lonergan (1904–1984), with readings from Fortin, Mahdi, Brague, Sala, and Fackenheim.

The Department

THEO8820 Aquinas: Biblical Commentaries (Spring: 3)
Offered Periodically

This course will focus on Aquinas' Biblical commentaries of select Old and New Testament texts in order to explore such issues as Thomistic scriptural hermeneutics, Christology, ecclesiology, Trinitarian theology, soteriology, and sacramental theology. We will look at select portions of Thomas' exegesis of the Psalms, Job, Isaiah, Lamentations, the Gospels of Matthew and John, as well as the Pauline Epistles.

The Department

THEO9901 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

THEO9911 Doctoral Continuation (Fall/Spring: 1)

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

The Department

THEO9981 Seminar: Biblical Studies II (Fall: 3)

Prerequisite: Required of Ph.D candidates in Biblical Studies.

The Department

THEO9982 Ethics Doctoral Seminar (Fall/Spring: 3)

By arrangement.

The Department

THEO9985 Comparative Doctoral Seminar (Fall/Spring: 3)

By arrangement.

The Department

- Your understanding of theological education and/or ministry in the context of the Church's mission;
- How you plan to apply your theological education;
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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

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.

Student Learning Outcomes for the M.Div. Program

Upon completion of the M.Div. Program, students will be able to:

1. demonstrate an understanding of the Catholic theological tradition.
2. bring the insights of the Catholic theological tradition into dialogue with contemporary social and religious issues.
3. integrate theological thinking and ministerial practice.
4. demonstrate capacities conducive to effective ministry.

Master of Arts in Theology and Ministry (M.A.)

The M.A. in Theology and Ministry prepares students for a wide variety of ministries. Designed for students of all ages and career backgrounds, this two-year program (48 credits in the academic year) combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, ministry in Hispanic and/or multicultural communities, campus ministry, religious education, high school religion teaching, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

For the most flexibility, students in the M.A. Theology and Ministry utilize their electives to explore theological and pastoral areas of interest. Those wishing to do so can choose a specific track in either Hispanic Ministry or Religious Education.

Students can work towards completion of the M.A. Theology and Ministry during the Academic Year, Summer Session, or a combination thereof.

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

Student Learning Outcomes for the M.A. in Theology and Ministry

Upon completion of the M.A. program, students should be able to:

- A. bring informed theological, biblical, and pastoral resources to interpret and to enhance the life and ministry of faith-based communities and programs of service;
- B. embody the pastoral and spiritual formation that is needed to provide leadership and empowerment to communities of faith through various functions of ministry and service;
- C. develop effective programs of ministry and service that are well grounded in theological and pastoral studies and that enable persons and communities to integrate life and Christian faith in the context of their everyday lives.

Master of Theological Studies (M.T.S.)

The two-year M.T.S. program (48 credits) offers a broad study of theology with the option to specialize in an area of particular interest. With a flexible curriculum and a special focus on scholarship, the M.T.S. is especially appropriate for students who intend to pursue doc-

- D. Put the Christian social and institutional history in dialogue with theological reflection on the present; and
 - E. Apply critical thinking to areas of focused research and study.
- Doctor of Philosophy, Theology and Education (Ph.D.)

The Ph.D. program educates scholars in the interdisciplinary field of religious education. Participants take courses in theology, education, and religious education; faculty members from each of these areas serve on both the comprehensive examination committee and on the dissertation committee. The program is offered in conjunction with the Boston College Theology Department and the Lynch School of Education, and the degree is awarded by the Graduate School of Arts and Sciences. Master of Theology (Th.M.)

The Th.M. is a one-year, post-master's degree (24 credits) that is intended to deepen and focus a student's foundational knowledge of theological disciplines and ministerial practice. Th.M. graduates come from various backgrounds and go on to use their experience in a diverse array of professions. Graduates take their Th.M. education and serve as teachers, administrators, medical doctors, advocates for refugees and human rights, and ecumenical ministers, as well as in numerous other capacities. Lay students who have already completed a master of divinity and who are interested in pursuing doctoral work, but believe they need additional course work, might also consider the master of theology.

Student Learning Outcomes for the Th.M. Program

- Graduates of the Th.M. program will be able to demonstrate:
- A. deepened knowledge of a specific theological discipline beyond the first-level master's degree (Option A)
- OR
- B. increased competence in ministerial practice beyond the first-level master's degree (Option B).

Ecclesiastical Degrees

The ecclesiastical degrees are part of a three-degree cycle offered by an ecclesiastical faculty and granted in the name of the Holy See. The degrees provide training in advanced theological areas, preparing students to teach in a seminary or for religious and lay leadership positions in the Catholic Church.

The Bachelor of Sacred Theology (S.T.B.) is a first-level, three-year ecclesiastical degree granted in the name of the Holy See through the ecclesiastical faculty of the School of Theology and Ministry (STM) by virtue of its status as an Ecclesiastical Faculty accredited by the Vatican Congregation of Catholic Education. It is offered only in conjunction with the Master of Divinity (M.Div.), a three-year civil degree. Building on the solid theological and practical foundation for ordained and full-time lay ecclesial ministry established by the requirements of the M.Div. degree, the S.T.B. prepares one to pursue the Licentiate of Sacred Theology (S.T.L.), a second-level, research-oriented ecclesiastical degree also offered by the STM.

The Licentiate in Sacred Theology (S.T.L.) is the second degree in a three-degree progression of ecclesiastical degrees. The S.T.L. enables students to build upon previous work and focus more on a particular subject or field within a Catholic context. An advanced degree, it provides students with two full years of work above and beyond the S.T.B. or M.Div. Students use the S.T.L. to continue work in Catholic theological studies, prepare for doctoral work, or teach or build competence for working within the Church. Officially, it is "the academic degree which enables one to teach in a major seminary or

and (c) the reason or reasons why the proposed resolution emanating from step (II) above is not acceptable. Upon receiving the written appeal, the Dean or the Dean's designees must meet with the chairperson, faculty member(s) and student involved, separately or jointly, to seek a timely solution to the issues. If such procedures produce a resolution acceptable to all parties involved, it shall be put in writing and copies given to all of the parties.

If no resolution acceptable to all parties is achieved, the Dean or the Dean's designees shall expeditiously gather all written statements

but having questions about whether the course will be taught at an appropriate level for their needs should contact the instructor of the course directly.

Level 1: Course numbers 7000–7999: No prerequisites required

Level 2: Course numbers 8000–8099: Prerequisites required

Level 3: Course numbers 8100 and above: Doctoral seminar

Cross-Registration

In consultation with their faculty advisors, STM students may cross-register into courses at other universities and schools of theology through the following consortia: the Boston Theological Institute, the Consortium, and the Graduate Consortium in Women's Studies. More information is available in the University Policies and Procedures section of this Catalog. Students can register for courses at BTI institutions by visiting the BTI website: www.bostontheological.org. Note that 50% of coursework required for a Boston College degree must be taken at Boston College, and that 50% of coursework for an ecclesiastical degree (S.T.B., S.T.L., S.T.D.) must be taken with the Ecclesiastical Faculty of the STM.

Directed Research

Directed research may be pursued on a specialized topic not currently covered in the curriculum, depending on the availability of faculty to work with a student. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be worked out with the professor. The agreement must be put in writing on a Readings and Research form, obtainable through the STM Service Center, signed by both the student and facul-

and interrelate course material with other bodies of knowledge or with personal experience; (2) the ability to develop the course material in an original or creative fashion by identifying and developing further implications of the course material; by articulating the underlying assumptions of the course material, the set of values that the underlying assumptions embody, and the relation between this set of values and those espoused by a faith community or those you yourself hold; (3) the ability to take insights from the course material and apply them to other fields of study. Needless to say, this is more than simple mastery of course material. It represents a very active and sophisticated engagement with every aspect of the course, demonstrated through incisive analysis or creative treatment of the ideas covered in the course, and through a developed capacity to synthesize ideas across several course topics.

- “B” work is clearly satisfactory at the graduate level. This work demonstrates consistent engagement with, and a basic mastery of, the course material (shows good, articulate command of the content in an organized, clear, cogent and correct manner). Yet, work does not necessarily demonstrate the ability to interrelate and synthesize the various ideas covered in the course.
- “C” work is minimally acceptable at the graduate level. This is basic mastery of most but not all of the course material. It represents that work is inconsistent, that work has slipped below an acceptable level in one or perhaps two areas.
-

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

Professional Ethics in Ministry Workshop

STM's Professional Ethics in Ministry Workshop, required for all STM students, is intended for students as they begin their programs at STM. The workshop considers ministerial ethics in theological, pastoral, and legal perspectives and invites students into an ongoing, school-wide conversation and reflection on the nature of ministerial roles and the power dynamics and ethics that attend them. Students in ministerial degree programs (except for summers-only degrees) with a field education requirement (Contextual Education or Supervised Ministry) must fulfill this requirement before they begin their placements. All other students must complete the requirement before they graduate. Information about when the Professional Ethics in Ministry Workshop is offered is distributed with admission materials. Students

S.T.L. Thesis Submission

Before your defense, please consult the S.T.L. Handbook, found on the STM website, and follow the process outlined therein, including what to do with your signature page and instructions on how and where to submit your S.T.L. Thesis.

Summer Courses

M.A. students as well as students enrolled in Certificate studies may take summer courses at any time during their studies. Enrollment policies are as follows:

- Students who have not completed a semester or summer at the STM may take up to two on-campus courses (6 credits) per summer, with a maximum of one course (3 credits) per summer session.
- In subsequent summers, students who have and maintain a 3.5 GPA may take up to two on-campus courses (6 credits) per session. This is an intensive schedule and not recommended for all students. Students wanting to take more than one course a session should check with their advisors before registering.
- For students who are primarily 'summers only', Spiritual Formation and Contextual Education may be taken in addition to the guidelines set above.

Ph.D. students should consult with their academic advisor before enrolling in summer courses.

M.Div. and M.T.S. students are eligible to take summer courses after at least one semester of study during the Academic Year*. Currently enrolled M.Div. and M.T.S. students may take up to two courses (6 credits) per summer, with a maximum of one course (3 credits) per summer session.

For Th.M., S.T.L., S.T.D. students, permission of the program director is required before enrolling in summer courses.

*With permission of the program director, incoming biblical studies students have the option of beginning their language courses in the summer term prior to their first semester, not to exceed a total of 6 credits during that summer term.

For students in all STM degree programs, summer courses in languages are acceptable if they conform to the requirements of the degree program to which they are to be applied; the student should contact the relevant program director to determine such suitability before enrolling in a summer language course.

Summer Course Registration

All students must be registered for class before the class begins. Please note: all tuition and housing charges must be paid prior to the first class. Students who have not paid their tuition and housing charges will not be admitted to class until the charges are paid. Persons with questions about this policy should contact the STM's associate dean for academic affairs.

Supervised Ministry: Criteria for Enrollment

Upon beginning their ministerial studies at the STM, students are responsible for knowing and following the guidelines for their respective degree programs regarding supervised ministry requirements. Cultivating a positive working relationship with the appropriate faculty director of supervised ministry is essential to the dynamic and interrelated processes of conscientious self-assessment, enrollment in the supervised ministry course, the appropriate selection of sites and

Mindful of the fact that students admitted to ministerial degree programs at the STM are expected to manifest the faith and religious commitment, the personal responsibility, the emotional maturity, the capacity for collaboration and perspective-taking, and the resiliency, resourcefulness and integrity that a program of preparation for professional ministry presupposes, the faculty members and administrators of the STM take extremely seriously their collective institutional responsibility for guaranteeing that these expectations, among others, are met and verified before any student's enrollment in a supervised ministry course is approved. Associated with such responsibility is ongoing accountability to those supervised ministry sites and supervisors with whom the STM works in partnership.

In the light of such responsibility, when a faculty co-director of supervised ministry and/or the associate dean for academic affairs is provided with substantive evidence indicative of a student's lack of readiness or suitability for undertaking supervised ministry in general or a specialized supervised ministry in particular, it is the responsibility of the co-directors for supervised ministry and the associate dean for academic affairs to delay or deny enrollment in the supervised ministry course. In obtaining and evaluating such evidence, the faculty co-directors and the associate dean may consult with other Boston College personnel, who may reveal relevant information as permitted by law. In addition, the appropriate faculty co-director and/or the associate dean are responsible for providing the student with adequate feedback regarding the reasons for the decision as well as support and guidance regarding subsequent steps. Such advice may include referring the student to appropriate avenues of personal and professional development, inviting the student to apply for supervised ministry at a future time, encouraging the student to consider a change of degree program, or recommending (or in some cases mandating) a leave of absence or withdrawal from the STM.

Syllabi: Incorporated Texts

The following text is incorporated into every STM course syllabus, usually via a link:

For Students with Disabilities: If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (kathleen.duggan@bc.edu) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

Writing Help for All Students: The STM Writing Companions Corner (WCC) offers students one-on-one help with writing research papers, exegeses, reflection papers, and other assignments frequently given by STM faculty. Please watch STM News for more information on signing up for an appointment in the WCC.

Academic Integrity Policy: Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Penalties at Boston College range from a grade penalty to dismissal from the University. To avoid plagiarism, any use of another's words or ideas must be fully cited. If in the original wording, quotation marks or blocked, indented quotations must be used. For more information regarding plagiarism and other violations of academic integrity, please consult the STM website.

Bias Neutral and Inclusive Language: Language is not fixed or static, but is constantly evolving and changing as society's attitudes

- each transfer course must have been taken for a letter grade and a minimum grade of “B” must have been earned;
 - credit must not have been used in obtaining any other degree; and
 - coursework must be relevant to the student’s degree program.
- M.Div. students may transfer in 18 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

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

Jesuit scholastics transferring in courses from First Studies will receive a letter from the Director of Jesuit studies in the spring or summer prior to their arrival at STM with instructions on how to transfer in those credits.

All other students (including Jesuits transferring in courses from sources other than First Studies prior to enrollment) should follow this procedure to transfer in credits to STM degrees:

In order to transfer credits into your STM degree program, you will need to submit the following materials to the Academic Administrative Assistant:

- Transcript containing the courses you wish to transfer in (if you submitted the transcript with your admissions application, stop by the admissions office and ask that it be printed out for you; if you did not submit it already, then contact the institution and have them send an official transcript to Karen Smith, Academic Administrative Assistant, Boston College School of Theology and Ministry, 140 Commonwealth Ave., Chestnut Hill, MA, 02467).
- Syllabi of the courses you wish to transfer.
- An up-to-date program of study/course tracking sheet indicating the courses you’ve taken so far at STM, the courses you are hoping to transfer into the degree, and the requirements that you are proposing that all those courses fulfill (blank forms can be printed from the STM website).
- A completed Transfer of Credits form (to be obtained from the

Brian Dunkle, S.J., Assistant Professor of Historical Theology; A.B., M.S., M.A., S.T.B., S.T.L., Ph.D. (Notre Dame)
Hosffman Ospino, Assistant Professor of Hispanic Ministry and Religious Education; B.A. (Equiv.), M.A., Ph.D. (Boston College)
Michael Simone, S.J., Assistant Professor of Old Testament; B.A., M.A., M.Div., S.T.L., Ph.D. (Johns Hopkins University)

Contacts

- General Information: 617-552-6501
- Admissions: 617-552-6506
- C21 Online: 617-552-4075
- Continuing Education: 617-552-0185

Christian Ethics

Course Offerings

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

TMCE7004 The Moral Dimension of the Christian Life
(Summer: 3)

This 3-credit summer 2016 course will be offered July 18–August 4 (Monday–Thursday) from 8:45 a.m.–11:45 a.m.

This course provides a foundational and systematic overview of the basic components of Catholic moral theology. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment and moral decision making.

James Bretzke, S.J.

TMCE7008 Introduction to Catholic Social Ethics (Fall: 3)

This course introduces the rich tradition of social ethics engaged explicitly by Leo XIII, *Rerum novarum* (1891), continued by his successors and bishops conferences, and enriched by theological reflection

TMHC8507 Seminar: Early Christian Ethics (Fall: 3)

Prerequisite: Early church history and moral theology.

An examination of major ethical themes and issues in early Christian life from the second through the sixth centuries (Apostolic Fathers through Gregory the Great). The goal of the seminar is to explore the range of approaches and sources for Christian ethics in this period through extensive reading and discussion of primary sources (homilies, letters, apologetic writings, ethical and theological treatises) and through seminar presentations. A final research paper allows for in-depth work on a particular figure or topic.

Francine Cardman

New Testament

Course Offerings

Note: Future course offerings and courses offered on a periodic

THEOLOGY AND MINISTRY

TMNT7047 The Gospel of John (Summer: 3)

Offered Periodically

This 3-credit summer 2016 course will be offered July 18–August 4 (Monday–Thursday) from 8:45 a.m.–11:45 a.m.

This course will examine the Gospel of John with attention to its distinctive literary and theological aspects within its historical context. In spring 2016, topics that will be given special consideration include the relationship between the Johannine communities and the Jewish groups of their time, the understanding of discipleship in the Fourth Gospel, and the reception of this Gospel in the history of the Church. In summer 2016, special attention will be given to the development of the narrative. Further topics that will be given special consideration include the relationship between the Fourth Gospel and the Synoptic Gospels, the distinctive Christology of the Fourth Gospel, the Fourth Gospel and the historical Jesus.

Chris Keith

TMNT7050 Gospel of Mark (Spring: 3)

A close exegetical analysis of Mark's Gospel, with particular attention to Markan literary devices and to his portrayal of Jesus Christ, discipleship, and suffering.

Angela Kim Harkins

TMNT7092 The Gospel of Matthew (Fall: 3)

Proverbial language will be analyzed.

Offered Periodically (discipleship, as guided by earug01 Twian.0wides Tdntil b)Tj0 Twteu01 Twianewytin -1.222 TD(discipleship, alightll)T

phases or “quests” for a historical Jesus and discusses the relevance of scholarly reconstructions of the historical Jesus for ministerial contexts today.

Christopher Stroup

TMNT8077 Prayer and Ritual in the Biblical World (Spring: 3)

Prerequisite: OT or NT course

Offered Periodically

This course will examine the experiential elements of prayers and ritual practices described in the canonical Scriptures with some consideration of the literature outside of the Bible (e.g., the Dead Sea Scrolls and pseudepigrapha, ANE, Hellenistic ritual texts). Methodological approaches that understand the body and its experiences as an integrated whole (e.g., ritual studies, cognitive science of religion, emotion studies, and performance studies) will assist us in pursuing the question of how does the embodied experience of prayer and ritual participate in the generation of religious ideas (belief) and commitment? Spring 2017's topic is “Penitential Prayers and Rituals of Mourning.”

Angela Kim Harkins

Old Testament

Course Offerings

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

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

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures, and sections in which students present an exegesis of important passages. Solid knowledge of these books is essential to understand the rest of the Bible. This course does not duplicate other introductions, for we read only Genesis through Kings (not the Prophets, Wisdom Literature, or Psalms), and a third of the class time is devoted to small sections, which are designed to sharpen exegetical and preaching skills.

Michael Simone, S.J.

TMOT7021 Wisdom Literature (Spring: 3)

Prerequisite: Successful completion of Intro to Old Testament or Core Narrative course at the undergraduate or graduate level.

Wisdom literature does not duplicate other Old Testament courses. We will read the above-named books (Proverbs, Job, Qoheleth (Ecclesiastes), Sirach, and the Book of Wisdom). We will read the above-named books (plus Song of Songs) and trace the further development of wisdom in the Second Temple period, the Dead Sea Scrolls, and New Testament. We will read the Epistle of James, the Gospel of John, and such passages referring to wisdom as Luke 7:35 and 10:21–22; Matt 11:19 and 11:25–30; Eph 3:8–10; and Col 1:15–20.

Michael Simone, S.J.

TMOT7055 The Prophets (Fall: 3)

This course provides a historical, literary and theological overview of the prophets and the prophetic literature in the Hebrew Bible. Although we will look at the Former Prophets, most of the class will focus on the Latter (Writing) Prophets. When possible, we will read prophetic literature in their entirety, but for longer books we will read selected texts. By the end of this course I hope that you will better appreciate the rich diversity of form, style and theology we find in the prophetic literature.

Andrew R. Davis

themes, continue to speak to our contemporary church and world. Special attention will also be given to the pastoral and ministerial implications of Merton's insights and contributions.

Daniel Horan, OFM

TMPS7163 Pope Francis: A Challenging Papacy (Summer: 1)

Offered Periodically

This one-credit course meets July 18–July 21 from 4:00 p.m.–7:00 p.m.

Jorge Mario Bergoglio initiated a papacy that not only began to meet the demanding challenges of the times, but also invited—yes, challenged us—to participate anew in the Church's mission. Through an exploration of his pastoral style, informal and formal statements, and pastoral visits, the course will unpack an understanding of Church as a field hospital, a Church of mercy, and a Church of and for the poor. It will touch upon structural revisions Francis has instituted and the challenges that remain as his papal ministry continues to unfold.

Barbara Radtke

TMPS7165 Spirituality, Media and Technology (Summer: 1)

Offered Periodically

This STM summer 2016 1-credit course will be offered July 25–July 28 (Monday–Thursday) from 6:00 p.m.–9:00 p.m.

This course explores the opportunities and challenges presented by digital culture, particularly in the context of pastoral ministry.

feminist theology, spirituality, theory, and ethics will inform the work of the course, along with church documents and sources from the social sciences.

Francine Cardman

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

Prerequisite: TMPS7041 or similar course on adolescent development

This course considers the process of identity formation, which comes to the fore in adolescence and is refined and integrated throughout adulthood. This course examines the questions and concerns that surround that discovery and integration process, particularly attending to how identity is problematized within postmodern contexts. Participants in this course pursue the question: how might we attend ministerially to young people growing through this process? Conducted in seminar format, participants are responsible for conducting topic discussions for the class. Prior coursework in youth and young adult ministry and/or developmental theory is required for registration. Permission required.

Theresa O'Keefe

TMST7054 Introduction to Liturgy (Fall: 3)

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

John Baldwin, S.J.

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

This 3-credit summer course will meet June 27–July 14 (Monday–Thursday) from 8:30 a.m.–11:45 a.m. It will not meet on Monday, July 4. M. Shawn Copeland will teach summer 2016. Colleen Griffith will teach fall 2016.

TMST7158 The Trinity in the Early Church (Spring: 3)

Offered Periodically

An introduction to early Christian Trinitarian theology and its enduring pertinence to the Church's worship of God as one and three, Father, Son, and Holy Spirit. Treating authors from Justin Martyr to John of Damascus, we explore the scriptural and philosophical features of, among other issues, the "Cappadocian solution," the "psychological analogies" of Augustine, the roots of the filioque, and the challenge of Islam. We will consider the retrieval of patristic Trinitarian theology by recent authors, especially in light of debates on ontotheology, the immanent and the economic Trinity, and social analogies for divine perichoresis.

Brian Dunkle, S.J.

TMST7159 Power and Authority in the Church (Summer: 3)

Offered Periodically

the Fourth Crusade; medieval theologians and their attitudes towards Byzantine theology and culture; Byzantine humanists and latinophrones of the fourteenth and fifteenth centuries; the Council of Florence (1439), its achievements and failures. We focus on ecclesial self-understanding of the emerging Churches, and their respective perception of a theological and cultural “other.” Special emphasis will be placed upon the developments in attitudes to sacraments, doctrine, and authority. The course will conclude with reflection on the implications for ecumenical dialogue and current ecclesiology.

Brian Dunkle, S.J.

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or to study as a Non-Degree Student. Consult the Lynch School admissions website for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required

In consultation with an advisor, students have the ability to take up to two graduate-level courses in their senior year. In addition to the time advantage, there is a considerable savings involved. The two graduate-level courses taken during senior year are covered by undergraduate tuition.

Upon successful completion from the undergraduate program, senior year coursework and the additional graduate-level courses are reviewed and a determination about formal admission into the graduate program is made. Upon final admission, the student is sent an official letter of acceptance to the Lynch Graduate School of Education.

Students interested in the 5th Year/Early Admit Program should contact The Office of Graduate Admission, Financial Aid, and Student Services in Campion Hall 135 or at 617-552-4214. Students can also e-mail the 5th Year Team at 5thyear@bc.edu and learn more at www.bc.edu/schools/lsoc/academics/undergrad/fifthyf.

Financial Aid

For a full description of University financial aid loan programs,

EDUCATION

Bristing Urban Scholar Fund

Supports fifth year masters students pursuing specialization in moderate special needs education. Preference given to students seeking experience in urban schools with first preference given to those seeking to work in BPS. **Five students— 3–6 credits.**

Herman J. Dreyer Scholarship Fund Scholarship

Assistance for graduate students enrolled in Lynch School with financial need who have demonstrated academic excellence. **Two students: one new, one continuing—12 credits.**

Barbara Benz Duvnjak and Karlo Duvnjak Scholarship Fund

Support graduate students with financial need who have demonstrated academic excellence. **One student—12 credits.**

Mary Jane Flaherty and William Masella Scholarship Fund

Support to graduate students with financial need enrolled in the Lynch School with a preference for students from New Jersey or New York. **One student—6 credits.**

Fruscione Foundation Scholarship Fund in Counseling Psychology

Support graduate student in the school counseling program. The fellowship will be awarded to graduates who will work for at least three years in an inner-city school following completion of their degree. **One student—12 credits.**

William Randolph Hearst Endowed Fund

Support students in teacher education programs. Preference is for students who intend to reside permanently in the U.S. upon completing their studies. **One student—6 credits.**

Kaneb—Catholic Educator Scholarship

Support students working in Catholic Schools (teachers/administrators). **One student—12 credits.**

William F. Keough Memorial Fellowship Fund

Provide scholarship assistance for both undergraduate and graduate students pursuing studies in international education. **One student—6–9 credits.**

William and Mary Lam Family Endowed Graduate Scholarship

Support for Lynch School students of Chinese origin. It is the donors' wish that recipients of the Lam Scholarship return to their home to work in the education field for one year following graduation. **One student—15 credits + stipend = \$13,000.**

Christine Martin Memorial Scholarship Fund

Support a Lynch School fifth year student during their master's program. The award is a tuition scholarship. Preference is given to students engaged in volunteer service, especially serving children with disabilities. **One student—9–12 credits.**

Listing of Graduate Student Awards: Academic Year 2016–2017

Mary T. Kinnane Award for Excellence in Higher Education

Given annually to master's or doctoral degree students in Higher Education. The award, named for Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

Christine Martin '96 Memorial Award

Gift of Robert J. Martin '66, Martha Tilley Martin '66, and Bradley C. Martin in memory of Christine Martin '96. Presented to an incoming graduate student who has demonstrated creativity, patience, and curiosity in developing special relationships with children with disabilities while engaged in volunteer service; a person who has shown leadership through quiet competence, organizational skills, and enthusiasm inspiring others.

Bernard A. Stotsky/Thomas H. Browne Prize

Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

Donald J. White Teaching Excellence Award

The Donald J. White Teaching Excellence Awards program was established to provide further stimulus toward teaching excellence by graduate Teaching Fellows and Teaching Assistants. Each of the winners will receive a cash award and letter of congratulations from the Provost and Dean of Faculties.

Campus School Students and Families Award

Presented to a Severe Special Needs graduate student who has distinguished her or himself by dedication to the Severe Special Needs population and presented in honor of all those who dedicate themselves to our children at the Campus School with our appreciation, admiration and validation.

Serena B. Strieby Award

Presented to a talented graduate student in the field of Counseling Psychology.

The (Mary) Kim Fries Award

Awarded to a Curriculum & Instruction doctoral student who exhibits academic achievement, belief in social justice education, and enduring commitment to community.

Kelsey A. Rennebohm Memorial Fellowship

The Center for Human Rights and International Justice at Boston College established the Kelsey A. Rennebohm Memorial Fellowship in 2013. The Fellowship will be awarded each summer in her memory to a Boston College student, undergraduate or graduate, who proposed research or activist scholarship is at the interface of psychology, mental health, gender, social justice, and human rights. The recipient will subsequently give a presentation about his or her work at the university upon return.

Urban Education Funding

Donovan Urban Teaching Scholars Program

Up to thirty students, dedicated to urban teaching, are selected to enter the Charles F. Donovan, S.J. Urban Teaching Scholars Program. This one-year intensive cohort program prepares students for the challenges and issues involved in urban education. Students are supported with a tuition scholarship covering at least half of the cost of their program of study. Additional materials are required for admission to the Donovan Program. Details on the Donovan Urban Teaching Scholarship can be found on the Lynch School website.

state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

The 60 credit-hour Mental Health Counselor sequence of study

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 and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching. Only one application to the Lynch School is necessary for admission.

Students may prepare in the following disciplines: biology, chemistry, physics, geology, mathematics, history, and English.

Programs are described under the section of this manual on programs in Teacher Education/Special Education and Curriculum and Instruction.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Higher Education
- International Higher Education
- Counseling
- Applied Developmental and Educational Psychology

Master of Science Degree (M.S.)

- Specialist Teacher of Students with Severe Special Needs (pre K–12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car, however some schools are

At the completion of the program, students will be able to:

-

- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and be aware of how his or her own background experiences are influenced by these systems, and recognizes a professional responsibility to promote and practice principles of social justice teaching.

Applicants who have completed a regular education preparation program can enter directly into the program. Applicants with no previous regular education preparation program must apply for both regular and special education programs. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K–12

This program prepares students to work in schools and community environments with students with intellectual disabilities or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships.

At completion of the program, students will be able to:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and be aware of how his or her own background experiences are influenced by these systems, and recognizes a professional responsibility to promote and practice principles of social justice teaching.

For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Teaching English Language Learners (TELL) Certificate Program

For Candidates in a Licensure Program

All students who successfully complete a teacher licensure program in LSOE will earn the required Massachusetts Sheltered English

Immersion (SEI) Endorsement. This SEI endorsement meets state regulations for working with English language learners (ELLs) as a core academic teacher in Massachusetts. In addition, however, LSOE offers the option of the Teaching English Language Learners (TELL) Certificate Program, a deeper and more extensive preparation for working with ELLs. For candidates in a licensure program this entails adding one course: EDUC7621 Bilingualism, Second Language and Literacy Development for graduates. All TELL certificate program participants are strongly encouraged to work with ELLs in their full practicum sites.

For Candidates in a Non-Licensure Program

Students who are not enrolled in a teaching licensure program may also complete the TELL certificate program. These students complete EDUC7621 Bilingualism, Second Language and Literacy Development as well as EDUC3346 Teaching Bilingual Students and are required to work with English language learners in an instructional setting. The TELL certificate program for students who are not enrolled in a licensure program is ideal for candidates seeking to work with English language learners abroad or in contexts in the United States where Massachusetts SEI Teacher Endorsement is not required. For more information please contact Dr. Maria Brisk, brisk@bc.edu, Dr. Mariela Paez, paezma@bc.edu or Dr. Anne Homza, anne.homza@bc.edu.

Teaching Dual Language Learners (TDLL) Certificate Program

The TDLL Certificate Program is designed for students who would like to work in dual-language classrooms. Students will complete their practicum placements in dual-language classrooms and assignments in EDUC7621 Bilingualism, Second Language and Literacy Development will be geared toward understanding and mastering the complexities of dual-language education. For more information please contact Dr. Patrick Proctor at proctoch@bc.edu.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan Scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum and Instruction, contact Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Doctoral Program (Ph.D.) in Curriculum and Instruction

The doctoral program in Curriculum and Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other

Programs in Educational Leadership

Master of Education (M.Ed.) in Educational Administration

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational leadership. To be licensed, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral or written comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

At completion of the program, students must demonstrate:

- Standard 1. Instructional Leadership: The school leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
- Standard 2. Management and Operations: The school leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
- Standard 3. Family and Community Engagement: The school leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- Standard 4. Professional Culture: The school leader promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Leadership, contact Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Doctoral Program (Ed.D.) in Educational Leadership

The Lynch School offers a three-year accelerated doctoral program for practicing school administrators—the Professional School Administrators Program (PSAP). This program, in conjunction with completion of the requirements for the certification as district superintendent through the Massachusetts Association of School Superintendents

and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

The list of specific courses required for each program is available on the Lynch School website under Programs of Study.

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. Prerequisites for enrollment in the M.A. program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

School Counseling

The School Counseling sequence is a 42 credit-hour program. The first year of the program is devoted primarily to course work; however, School Counseling students do spend one day a week at a school in their second semester to meet pre-practicum requirements. The second year of the program consists of a full-year, 600 hour practicum placement and the completion of remaining academic requirements. Students may select the elementary/middle school track (grades pre-K–9) or the middle/high school track (grades 5–12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

At completion of the program, students will be able to:

- Demonstrate foundational training in, and foster identification with, the field of psychology generally, and counseling and school counseling, specifically.
- Become competent as practitioners, and knowledgeable of the ways in which science influences practice and how practice can inform scientific investigation.
- Promote social justice in their professional work.

Mental Health Counseling

Students enrolling in the Mental Health Counseling sequence can take a 60-credit or 48-credit track. The 60-credit track fulfills the course requirements for licensure in the state of Massachusetts, while the 48-credit track does not. The first year of the program is devoted

Within the Mental Health Counseling sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

At the completion of the program:

- Students demonstrate foundational knowledge, and identification with, the field of psychology, generally and counseling psychology, specifically.
- Students demonstrate competency as theorists, researchers, and scholars, who are knowledgeable of the ways in which practice influences science.
- Students demonstrate competency as practitioners and are knowledgeable of the ways in which science influence practice.
- Students demonstrate social justice practices in their professional work.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002; 202-336-5979) and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts. The program is also recognized by the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understand-

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psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. in Curriculum and Instruction or Educational Leadership or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617- 552-8550.

Dual Degree Program—Higher Education and Management (M.A./ M.B.A.)

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers. Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School of Education and the Carroll School of Management.

All Lynch School admissions requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu. All M.B.A. admissions requests should be addressed to the Office of Graduate Admissions, Carroll School of Management, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3813, 517-552-3920.

Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate

studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. All Pastoral Ministry admissions requests should be addressed to the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6506.

Interdisciplinary Certificate in Human Rights and International Justice

The Center for Human Rights and International Justice offers an Interdisciplinary Certificate in Human Rights and International Justice to graduate students enrolled in affiliated academic departments in all of the university's graduate schools. The Certificate requires the student to: (1) follow a curriculum within his or her graduate studies that emphasizes human rights and international justice issues; (2) widen his or her interdisciplinary understanding of these issues by completing one or more courses designated by the Center in other academic departments; (3) complete the Center's Interdisciplinary Seminar in Human Rights; and, (4) write a research paper under the Center's auspices or complete a practicum supervised by the Center. For more information, visit www.bc.edu/centers/humanrights/academics.html.

Certificate and Specialization Programs

All Lynch School Certificate and Specialization Programs requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Certificate in Child and Family Mental Health

The Certificate in Child and Family Mental Health and Wellness is designed for students who would like to broaden and deepen their understanding of developmental psychology, and the mental health and wellness of children, adolescents, and families. The courses included in this certificate foster an understanding of children and families from strengths-based, developmental-contextual framework.

Certificate in Positive Youth Development

The Certificate in Positive Youth Development equips professionals with an understanding of the theoretical, empirical and experiential bases of the Positive Youth Development (PYD) model. PYD offers an applied perspective to frame applications (programs and policies) for promoting positive development among youth living in diverse

communities. The certificate benefits early- and mid-career professional youth development leaders for careers in agencies, institutions, schools, nonprofits, and community organizations that serve youth.

Specialization in Autism Spectrum Disorder

The Specialization in Autism Spectrum Disorder assists teachers and other professionals who work with students diagnosed with Autism Spectrum Disorder (ASD), in K-12 schools in understanding the nature of ASD and the educational techniques used to meet their needs. The population of student being diagnosed with ASD has grown dramatically over the past decade. This specialization will benefit special educators and many general education teachers, who are being asked to serve these students at all grade levels.

Specialization in Assessment Literacy & Data Use for Educators

Teachers, school administrators, and educational evaluation professionals face continuous pressure to administer and use the results of a variety of assessment instruments. The purpose of this specialization is to assist these professionals in understanding the value and the makeup of assessment instruments that may be used in schools where they work.

Certificate in Serving Exceptional Learners in Catholic Schools

The Certificate in Serving Exceptional Learners in Catholic Schools is designed to help participants prepare to serve the diverse learning and behavioral needs of their students who are atypical learners. Although this certificate does not fully prepare teachers to be special educators, it addresses the key strategies needed for serving these students in Catholic school classrooms.

Certificate in Early Childhood Leadership

The Certificate in Early Childhood Leadership equips professionals with knowledge of current research and theory related to early childhood, the policy landscape, diversity, and theories of leadership. Courses develop skills in translating empirical research into practice and policy and collaboration with the multiple stakeholders in young children's lives.

Certificate for Institutional Research Officer/Analyst

The Certificate in Institutional Research prepares professionals for higher education careers as institutional research officers and analysts where addressing institution-related questions and problems requires: skill in program evaluation, assessment development, general research design, and applied social science statistics; and familiarity with institutional structures and operations.

Lynch School Graduate Programs

Department of Teacher Education/Special Education and Curriculum and Instruction

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading /Literacy Teaching: M.Ed., C.A.E.S.

Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.

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.

International Higher Education: M.A.

Department of Counseling, Developmental, and Educational Psychology

Counseling Psychology: M.A., Ph.D.

Applied Developmental and Educational Psychology: M.A., Ph.D.

Department of Educational Research, Measurement, and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

Applied Statistics and Psychometrics: M.S.

Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum and Instruction/Law: M.Ed./J.D.

Educational Leadership/Law: M.Ed./J.D.

Higher Education/Law: M.A./J.D.

Higher Education/Business Administration: M.A./M.B.A.

Counseling/Pastoral Ministry: M.A./M.A.

Faculty

Albert Beaton, **Professor Emeritus**; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, **Professor Emerita**; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, **Professor Emeritus**; A.B., Harpur College; M.Ed., Ph.D., Cornell University

Curt Dudley-Marling, **Professor Emeritus**; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

George T. Ladd, **Professor Emeritus**; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

George F. Madaus, **Professor Emeritus**; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Vincent C. Nuccio, **Professor Emeritus**; A.B., Boston College; M.E., Ed.D., Cornell University

Bernard A. O'Brien, **Professor Emeritus**; A.B., Boston College; A.M., Ph.D., Catholic University of America

John Savage, **Professor Emeritus**; A.B., Iona College; Ed.D., Boston University

Charles F. Smith, Jr., **Professor Emeritus**; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University;

Ed.D., Michigan State University

Mary Griffin, **Associate Professor Emerita**; B.A., Mundelein College; M.A., Ph.D., University of Chicago

Irving Hurwitz, **Associate Professor Emeritus**; A.B., Ph.D., Clark University

Jean Mooney, **Associate Professor Emerita**; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Phillip Altbach, J. Donald Monan, S.J., **Research Professor**; A.B., A.M., Ph.D., University of Chicago

G. Michael Barnett, **Professor**; B.S., University of Kentucky; M.S., Ph.D., Indiana University

David Blustein, **Professor**; A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

Henry Braun, **The Boisi Professorship of Education and Public Policy**; B.A., McGill University; M.S., Ph.D., Stanford University

María Estela Brisk, **Professor**; A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico

Susan Bruce, **Professor and Chairperson**; A.A., B.A., M.A., Ph.D., Michigan State University

Richard M. Jackson, Associate Professor; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
Lauri Johnson, Associate Professor; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington
Elida V. Laski, Associate Professor; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University
Zhushan Li, Associate Professor; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana-Champaign
Belle Liang, Associate Professor; B.S., Indiana University; Ph.D., Michigan State University
Katherine McNeill, Associate Professor; B.A., Brown University; M.S., Ph.D., University of Michigan
Patrick McQuillan, Associate Professor; A.B., A.M., Wesleyan University; Ph.D., Brown University
Gilda Morelli, Associate Professor; B.A., University of Massachusetts Boston; M.A., Ph.D., University of Massachusetts Amherst
Laura M. O'Dwyer, Associate Professor; B.S, M.S., National University of Ireland, Galway; Ph.D., Boston College
Mariela Paez, Associate Professor; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University
Lisa Patel, Associate Professor; B.J., University of e

Julie Pacquette MacEvoy, Assistant Professor; B.A., Reed College; M.A., Ph.D., Duke University
 David Miele, Assistant Professor; B.A., M.A., Columbia University; M.S., Ph.D., Northwestern University
 Rebecca Mitchell, Assistant Professor; B.S., M.S., Florida State University; Ed.D., Harvard University
 Nelson Portillo, Assistant Professor; B.S., University of Central America; M.A., Ph.D., Loyola University Chicago
 Lauren P. Saenz, Assistant Professor; A.B., Princeton University; Ph.D., University of Colorado
 Patricia Weitzel-O'Neill, Executive Director, Barbara and Patrick Roche Center for Catholic Education and Senior Lecturer; B.A., Wheeling Jesuit University; M.A., Ph.D., St. Louis University
 Nathaniel Brown, Lecturer; B.S., Harvey Mudd College; M.Sc., Cambridge University; Ph.D., University of California, Berkeley
 Hans de Wit, Lecturer; B.A., M.A., Ph.D., University of Amsterdam
 Nettie Greenstein, Lecturer; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology
 Margaret (Penny) Haney, Lecturer; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University
 Anne Homza, Lecturer; B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University
 Michael James, Lecturer; B.A., University of Notre Dame; M.A., Indiana University; Ph.D., Indiana University

Contacts

- Dean's Office, Campion 101, 617-552-4200
- www.bc.edu/lsoe

APSY7305 Transgender Issues in Higher Education (Summer: 1)
 Cross listed with ELHE7305

This course will provide an in-depth look at the experiences of transgender students on college campuses, as well as the institutional challenges that shape those experiences. Participants will be introduced to the topic through research, popular media, and case studies of individual transgender college students. Participants will then be guided through the macro, systems issues facing transgender students using an Activist-Change Framework to develop institution-specific action plans. This course will be a combination of lecture, group work, and exploratory learning to provide all learners with a deeper understanding of the experiences of transgender students. This course is ideal for mental health clinicians, educators and students and practitioners interested in creating systems change for marginalized populations.

The Department

APSY7306 Contemporary Student Activism (Summer: 1)
 Cross listed with ELHE7306

This course utilizes experiential learning techniques to explore contemporary student activism from historic foundations, present-day causes, and possible burgeoning motivations for student protests and activism. It describes student movements in the context of the times in which they existed and where college students served as foot soldiers for activism. Student activism is explored through use of artifacts such as video footage, pictures, documents and discussion. Students in the course will work in task groups to understand and experience administrators' roles in addressing student activism. Students will also engage in activities such as addressing scenarios, participating in role plays and other hands-on activities that enrich their understanding and practice.

Vanessa Johnson

APSY7404 College Student Development (Spring: 3)

Not open to non-degree students; this policy will be strictly enforced.

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

APSY7410 Special Topics: Queering in the Classroom (Summer: 3)
 Cross listed with EDUC7410

This course will review and critique current theory, research, and practice related to sexual orientation in psychology and education. There will be a focus on lesbian, gay, bisexual, and transgender issues during earlier developmental periods. Four broad areas include: (1) terminology and models related to sexual orientation identities, gender expression, and prejudice; (2) the intersection of sexual orientation with other social identities; (3) experiences of LGBT individuals across contexts and implications for therapy and educational interventions broadly considered; and, (4) relevant policy issues. The course will provide a framework on which to base empirically-supported practices with LGBT clients and students.

The Department

APSY7445 Theories of Counseling and Personality II (Spring: 3)

Prerequisite: APSY7444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

The Department

APSY7446 Child Psychopathology (Fall: 3)

Preference in enrollment will be given to students in the School Counseling program.

Introduces the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.

Julie MacEvoy

APSY7448 Career Development (Fall/Spring: 3)

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology

Director of Humanitarian Response at Oxfam America, and with participation by others affiliated with the Center for Human Rights and International Justice (see <http://www.bc.edu/humanrights>). It will explore human rights in the context of contemporary humanitarian crises and the forced migration that results from such crises. The relation between such crises and both warfare and economic justice will be explored. The ethical perspectives that should guide responses by political, religious and civil communities to humanitarian crisis and the plight of refugees today will be considered throughout the course.

David Hollenbach

APSY7462 Assessment and Test Construction (Fall: 3)

This course addresses the major issues in educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Statewide testing programs are also examined.

Joseph Pedulla

APSY7465 Psychological Testing (Fall/Spring: 3)

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will gain laboratory experience in administration, scoring, and interpretation of psychological tests.

Janet Helms

Julie MacEvoy

APSY7468 Introductory Statistics (Fall: 3)

An introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

Zhushan Mandy Li

Laura O'Dwyer

APSY7469 Intermediate Statistics (Fall/Spring: 3)

Prerequisites: ERME/APSY 7468 or its equivalent, and computing skills

This course normally follows APSY7468 or its equivalent.

Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

Joseph Pedulla

APSY7470 Advanced Practicum: Human Development (Fall/Spring: 3)

Students meet once a week to discuss their required field work (8–10 hours per week) and to relate their field work to psychological theories, research, and applications. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class, and diversities of language,

ability, sexuality, etc. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options.

The Department

APSY7471 Psychological Responses to Humanitarian Crises

(Fall: 3)

Cross listed with UNAS4471

Offered Biennially

This course develops a critical framework for understanding the psychological and social effects of selected natural and unnatural disasters and current responses to them. Course goals include: the development of a critical understanding of gendered oppression in contexts of war and humanitarian crises; an analysis of selected psychosocial interventions in the context of development and humanitarian aid; a critical analysis of international human rights as potential resources; and, the formulation of programmatic responses for mental health and human rights workers seeking to creatively respond to women and child survivors in collaboration with community-based indigenous workers and advocates.

Brinton Lykes

APSY7518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

The Department

APSY7528 Multicultural Issues (Fall/Summer: 3)

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

The Department

APSY7529 Psychology of Drug and Alcohol Abuse (Summer: 3)

Designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

The Department

APSY7540 Issues in School Counseling (Fall: 3)

Restricted to students in the School Counseling program

This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, culture, and community. Professional issues related to the practice of school counseling are examined, and recent innovations in the field are reviewed.

Mary Walsh

APSY7543 Psychopathology (Fall: 3)

Prerequisite: APSY7444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples,

of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

The Department

APSY7743 Counseling Families (Spring: 3)

School Counseling students should take section .01 and Mental Health students should take section .03.

The purpose of this course is to provide students with an introduction to family and couple counseling theory, and perspectives of family therapy along with issues of diversity. This course will focus on theory and practice, viewing the couple/family as a unitary psychosocial system. Major topics will include history, theory, and practice models, healthy family functioning, family dysfunction, and intervention techniques. This course will also address issues relative to diversity in families and couples along with perspectives of family therapy.

The Department

APSY7748 Practicum in Counseling II (Spring: 3)

Continuation of APSY7648; Open only to Counseling Psychology students.

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

The Department

APSY7940 Practicum in School Counseling Pre-K-8 (Fall: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days per week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

APSY7941 Practicum in School Counseling Pre-K-8 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8

Continuation of APSY7940.

The Department

APSY7950 Practicum in School Counseling 5–12 (Fall: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5–12.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

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versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.

Larry Ludlow

APSY8668 Multivariate Statistical Analysis (Spring: 3)

Prerequisite: ERME/APSY 8667

Offered Biennially

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

The Department

APSY8670 Psychometric Theory II (Fall: 3)

Prerequisite: ERME/APSY 8669 Psychometric Theory I

Offered Biennially

This course continues the examination and application of the principles of item response theory and educational measurement introduced in previous courses. The first section of the course will address the use of a variety of item response theory models for dichotomous and polytomous items. The second section of the course will focus on application of the principles of item response theory to a variety of practical situations and problems commonly encountered in educational testing. In the final section of the course, overarching theoretical and practical issues are addressed and future directions in item response theory are discussed.

Zhushan Mandy Li

APSY8714 Advanced Research in Applied Developmental and Educational Psychology (Fall: 3)

Restricted to doctoral students in Applied Developmental and Educational Psychology and M.A. students in the research focus. Permission of instructor required.

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal

and/or have ongoing collaborative work in a site. We reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

The Department

APSY8915 Critical Perspectives on the Psychology of Race, Class, and Gender (Spring: 3)

Offered Biennially

Using social and critical psychological frameworks, introduces multiple strategies for thinking culturally about select psychological constructs and processes (for example, the self, family and community

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and contextual roots, and analyze the values inherent in mainstream psychological practice. Considers strengths and limitations of each school, and uses case examples to gain expertise in applying theory to practice.

A.J. Franklin

APSY9844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall: 1/Spring: 2)

For doctoral students in Counseling Psychology, and others by permission only. This is a year-long course, 1 cr in the Fall, 2 cr in the Spring.

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso- (community, organizations) and macro (government, policy, social norms) levels, in addition to the more traditional micro (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

Lisa Goodman

APSY9846 Advanced Pre-Internship Counseling Practicum (Fall: 1/Spring: 2)

Prerequisite: Advanced Pre-Internship Counseling Practicum. Master's-level counseling practicum.

This is a year-long course, 1 cr in the Fall, 2 cr in the Spring.

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Belle Liang

Elizabeth Sparks

APSY9849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)

Prerequisites: Permission of Director of Training; minimum of 400 clock hours of counseling practicum (e.g., APSY7660, 7661, 9846) Doctoral candidates in Counseling Psychology only. By arrangement only.

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) or two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

David Blustein

APSY9864 Advanced Qualitative Research (Fall: 3)

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and

methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

The Department

APSY9901 Doctoral Comprehensives (Fall/Spring: 1)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Elizabeth Sparks

APSY9911 Doctoral Continuation (Fall/Spring/Summer: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Students are expected to work on their dissertation at least 20 hours per week.

The Department

APSY9920 Seminar on Current Issues in Counseling, Applied Developmental and Educational Psychology (Fall/Spring: 3)
Open only to doctoral students in Applied Developmental and Educational Psychology.

Introduces students to a variety of current research topics, professional development issues, teaching preparation, and application in the fields of Applied Developmental and Educational Psychology. Includes colloquia by invited speakers and by students.

The Department

APSY9941 Dissertation Seminar in Counseling/Developmental Psychology (Fall: 1/Spring: 2)

Prerequisites: Advanced Statistics and Research Design. Permission of instructor required.

This is a year-long course, 1 cr in the Fall, 2 cr in the Spring.

This course is designed to assist students in the preparation of a formal doctoral dissertation intent. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation intent is required for completion of the course.

The Department

APSY9988 Dissertation Direction (Fall/Spring: 3)

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are ELHE/APSY9988. The other three are typically the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

Teacher Education and Curriculum and Instruction

Course Offerings

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

EDUC7101 Readings and Research In Curriculum and Instruction (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

Alec Peck

placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon notification.

Fran Loftus

Melita Malley

EDUC7431 Graduate Inquiry Seminar: One (Fall: 1)

Corequisite: EDUC7429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (EDUC7420).

The Department

EDUC7432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)

Corequisite: EDUC7420

Donovan Urban Scholars must enroll in EDUC432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfies the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.

The Department

EDUC7435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

The Department

EDUC7436 Curriculum Theories and Practice (Fall/Spring: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

The Department

EDUC7438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to

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intervention, and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services, and supports available for creating a more just society through education.

Richard Jackson

EDUC7447 Literacy and Assessment in the Secondary School
(Fall/Summer: 3)

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

The Department

EDUC7461 Human Rights Interdisciplinary Seminar
(Fall/Summer: 3)

This interdisciplinary seminar gathers students from across the graduate schools and professional programs. Themes will include the historical and philosophical origins of modern human rights; the categorizations of civil, political, economic, social, and cultural rights; and international, regional, national and local methods of implementation and enforcement. For several sessions, the seminar will follow a colloquium format, and invited speakers will present works in progress.

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(poetry, short fiction, memoir, reader response essay) with group discussion on process and implementation in their individual classrooms and based on their own students' needs. Grade is based on a portfolio of finished writing and a strategic plan for implementing writing protocols and ideas in the classroom.

Susan Roberts

EDUC7492 Deaf/Blind Seminar (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

The Department

EDUC7520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall/Spring: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

Rebecca Mitchell

EDUC7529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

EDUC7542 Teaching Reading (Fall/Summer: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

The Department

EDUC7543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

Maria Estela Brisk

whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

EDUC7678 Advanced Classroom Research: Experienced Teacher as Researcher (Spring: 3)

Offered Biennially

This course is appropriate for experienced teachers and others working in educational settings, graduate students with school-based experience, and current or prospective teacher educators. The course focuses on the possibilities and consequences of taking an "inquiry stance" as a framework for posing, investigating and addressing problems of practice. The course explores what it means to be a practitioner researcher in educational institutions, including schools, colleges and universities, museums and adult learning programs. The course will pay particular attention to the conceptual and experiential frameworks that practitioners bring to site-based educational inquiry.

The Department

EDUC7901 Urban Catholic Teacher Corps (Fall/Spring: 0)

Open only to teachers participating in the Urban Catholic Teacher Corps program

See Urban Catholic Teacher Corps' website (<http://www.bc.edu/content/bc/schools/lsoe/cce/uctc.html>) for details or contact the program office at 617-552-0602.

Charles Cownie

EDUC8100 Master's/C.A.E.S. Comprehensive Exam (Fall: 3)

The Department

EDUC8101 Interim Study: Master's/C.A.E.S. Students (Fall: 3)

The Department

EDUC8528 Understanding Learning Disabilities and Education (Summer: 3)

Prerequisite:

historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

Ana M. Martínez Alemán

Katya Salkever

ELHE7102 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

The Department

ELHE7103 Education Law and Public Policy (Fall/Spring: 3)

Cross listed with LAWS7703

Registration by LSOE students is by department permission only. LSOE students please contact the department by e-mail elhe@bc.edu. Law students register through the normal Law School registration process.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

Phil Catanzano

Michael Joyce

Diana Pullin

Norah Wylie

ELHE7201 Philosophy of Education (Spring: 3)

The course will explore underlying principles of K-16 education and the nature of knowledge, and how classical, modern and post-modern theories have impacted such things as curricula, pedagogy, and research. We will consider the roots, tensions and controversies surrounding the democratic character of American education, especially as it relates to meritocratic and egalitarian principles, equality and equity, and the objectives of liberal education.

Ana Martinez Aleman

ELHE7202 Global and Comparative Systems in Higher Education (Spring: 3)

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

Laura Rumbley

ELHE7205 College Student Mental Illness: Campus Responses (Summer: 1)

Cross listed with APSY7205

From the groundbreaking Shin suicide case at MIT to the tragedy of the Virginia Tech shootings, issues surrounding mental health strategies and policies on college campuses have risen significantly in the past two decades. As a result higher education professionals have needed to increase their understanding to work with, and work for, a population that has surged exponentially. Unlike courses using counseling theories for clinical practitioners, this course will prepare participants for program management and policy development that meets the safety, legal, community, and individual needs related to campus mental health issues. The goal is to deliver a solid, practical foundation for administrators dealing with this complex matter.

Richard DeCapua

ELHE7301 Organization and Administration of Higher Education (Spring: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

Ted I.K. Youn

ELHE7302 Organizational Decision Making in Higher Education (Fall: 3)

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

Ted I.K. Youn

ELHE7303 Financial Management in Higher Education (Spring: 3)

This course strives to provide a comprehensive introduction to modern day financial management theories and techniques in higher education. A specific focus will be placed on real life context and practical application across a broad range of specialized topics including: endowment management, fundraising, budgeting, long range planning, debt management, financial statement analysis, cash management, resource allocation and risk management. These topics will be examined through the lens of the recent economic downturn, which has structurally changed the financial and economic landscape of higher education. The trade-off between risk and return will serve as a common framework for class discussions.

John Zona

ELHE7305 Transgender Issues in Higher Education (Summer: 1)

Cross listed with APSY7305

This course will provide an in-depth look at the experiences of transgender students on college campuses, as well as the institutionalized challenges that shape those experiences. Participants will be introduced to the topic through research, popular media, and case studies of individual transgender college students. Participants will then be guided through the macro, systems issues facing transgender students using an Activist-Change Framework to develop institution-specific

EDUCATION

action plans. This course will be a combination of lecture, group work, and exploratory learning to provide all learners with a deeper understanding of the experiences of transgender students. This course is ideal for mental health clinicians, educators and students and practitioners interested in creating systems change for marginalized populations.

The Department

ELHE7306 Contemporary Student Activism (Summer: 1)
Cross listed with APSY7306

This course utilizes experiential learning techniques to explore contemporary student activism from historic foundations, present-day causes, and possible burgeoning motivations for student protests and activism. It describes student movements in the context of the times in which they existed and where college students served as foot soldiers for activism. Student activism is explored through use of artifacts such as video footage, pictures, documents and discussion. Students in the course will work in task groups to understand and experience administrators' roles in addressing student activism. Students will also engage in activities such as addressing scenarios, participating in role plays and other hands-on activities that enrich their understanding and practice.

Vanessa Johnson

ELHE7401 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

Heather Rowan-Kenyon

ELHE7402 College Student Experience: Access, Choice, and Persistence (Spring: 3)

This course explores the ways in which the higher education community has addressed three basic questions: Who goes to college? What sorts of experiences do students have in college? And, as a consequence of their experiences, who do they become by graduation? The course will familiarize students with the nature and characteristics of the college student population in American higher education, the variety of research methods used to study college students, and some of the many effects and outcomes of college student experiences.

Heather Rowen-Kenyon

ELHE7403 Counseling Techniques in Higher Education (Fall/Summer: 3)

Not appropriate for Mental Health or School Counseling students.

Provides an introduction to theoretically-based counseling skills for professionals in higher education and other education and community settings. The areas of communications skills involving the use of role-playing, observation, and practice components are emphasized. Postsecondary case studies cover a range of counseling issues and are applicable to a wide range of settings involving late adolescents and adults.

The Department

ELHE7404 College Student Development (Spring: 3)
Not open to non-degree students; this policy will be strictly enforced.

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ELHE7405 Assessment in Student Affairs (Spring: 3)

The purpose of this course is to introduce students to aspects of student affairs assessment including: (1) understanding different approaches to assessment, (2) choosing appropriate research designs and methods, and (3) following professional standards and guidelines. At the end of this course students will be able to read, interpret, and critique research and assessment in student affairs and higher education, and design appropriate assessments in the field of student affairs.

Heather Rowan-Kenyon

ELHE7501 Catholic Higher Education Administration and Leadership (Summer: 3)

Cross listed with TMRE7155

Offered Periodically

Please see website for more information on the Institute for Administrators in Catholic Higher Education: <http://www.bc.edu/schools/lsoe/cce/highered/iache.html>

This course explores contemporary issues, organizational and governance structures and distinct characteristics of successful Mission leadership for administrators at Catholic Colleges and Universities focusing on effective campus policy development, strategic planning, and assessment. Students will engage research, historical literature, Church documents, lectures and group exercises. A unique component to this course is participation in the Institute for Administrators in Catholic Higher Education (IACHE)—a four-day seminar for senior administrators and leaders in Catholic higher education where internationally recognized scholars and practitioners address the challenges and opportunities that Catholic higher education faces on a daily basis.

Michael James

ELHE7502 Institute for Administrators/Catholic Higher Ed (Summer: 1)

Each July, the Institute for Administrators in Catholic Higher Education hosts a five-day seminar providing a singular opportunity for administrators and leaders at Catholic colleges and universities around the globe to interact with some of the nation's most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. The seminar is designed to serve administrative leaders such as presidents, provosts, vice-presidents, deans, mission officers, major program directors, and others in positions responsible for institutional mission and identity. For more information, please visit the website: <http://www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html>.

Michael James

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education reform issues, including educator quality, access to meaningful opportunity to learn, curriculum control, and student, teacher, administrator, and parental rights. The focus of the course will be inquiry on the role of law in school reform, the limits of law-based education reform, and the consequences of statutory requirements for scientific evidence-based approaches to education programs.

Diana Pullin

ELHE7701 Introduction to Educational Leadership and Change (Fall: 3)

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course and, through discussion and the utilization of case studies, to propose improvements to those realities.

Lauri Johnson

ELHE7704 Ethics and Equity in Education (Fall: 3)

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

Robert Starratt

ELHE7707 Leadership for Social Justice (Spring: 3)

This course introduces students to the theory and practice of leadership for social justice at the school and district level. Defi T*7ns

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Lauri Johnson

ELHE77048 Intructuonal aSupervison (Fpring: 3)

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t supervision ,suahi0.6(ans)0.5(the)0.56(relationship to.56(between)0.6(supervision)0.6(1)0.6(Eachien)0.047)Tc 0.37 Tw.0.1.223.TD (development techier

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ELHE7711 Using Data and Evidence for School Improvements (Fall: 3)

This course prepares leaders to manage initiatives around continuous improvement and data-informed inquiry. On one hand, students will develop basic research skills that will contribute to evidence-based school improvement, including action research. On the other hand, students will explore the landscape of supports and barriers to using data and other evidence effectively in schools. In particular, students will explore the role of leadership in the following: the appropriate use and design of assessments; fostering a positive cycle of inquiry among educators; and the effective use of information systems and other technologies.

The Department

ELHE7712 School Leadership for English Learners: SEI, Bilingual, and Integrated Service Delivery (Summer: 2)

The Department

ELHE7726 Organizational Theory and Learning (Spring: 3)

Rather than focusing on traits of the individual leader, this course focuses on the dimensions of organizations and teams that both facilitate and complicate leadership. Examples include managing conflict, developing a shared vision, and differentiating between technical and adaptive change. Students will apply various organizational theories in order to understand group- and system-level patterns in "how groups get things done" (e.g., structures and resources, symbols and values, power and politics). Ultimately, students leave the course better able to plan and evaluate school improvement through the lenses of organizational theory.

The Department

ELHE7727 Family and Community Engagement (Spring: 3)

This course will explore the theory and practice of family-school-community relationships with a particular focus on the role of school leaders in enacting organizational models, educational programs, and political strategies designed to increase authentic parent and community participation in schools and other educational organizations. Topics include community schools/full service schools, parent involvement models, increasing the involvement of diverse families, grassroots organizing for community development, after school/OST (Out of School Time) programs, and school board-community relations

The Department

ELHE7780 Theories of Leadership: District Focus (Fall: 3)

The Department

ELHE7900 Internship in Higher Education (Fall/Spring: 3)

Restricted to M.A. students in the Higher Education program.

A guided practicum experience for students enrolled in higher education programs. The internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Michelle Brown

Paul Brown

Heather Rowan-Kenyon

ELHE7901 Field Experience in Higher Education (Fall: 2)
Restricted to M.A. students in the Higher Education program.

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Michelle Brown

Paul Brown

Heather Rowan-Kenyon

ELHE7902 Advanced Field Experience in Higher Education
(Spring: 1)

Restricted to M.A. students in the Higher Education program.

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers transition into the workforce and relating field work issues to theory and research in higher education.

Michelle Brown

Paul Brown

Heather Rowan-Kenyon

ELHE7952 Practicum in School Principalship (Fall/Spring: 3)

A 500-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

Vincent Cho

The Department

ELHE8100 Master's/C.A.E.S. Comprehensive Exam (Fall: 3)

The Department

ELHE8101 Interim Study: Master's/C.A.E.S. Students (Fall: 3)

The Department

ELHE8806 Lynch Leadership Academy (Fall/Spring: 3)

The Department

ELHE8820 Research Design I (Spring: 3)

Offered Periodically

This course is for PSAP students only.

This course introduces students to the fundamentals of designing and reporting research. Our level of focus is the skills and knowledge necessary for conceptualizing and crafting research projects. This includes developing familiarity with a variety of methods and designs, selecting researchable problems, and prototyping study designs in accord with particular theoretical lenses.

Rebecca Lowenhaupt

ELHE9501 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 Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

Karen Arnold

Ana Martin

ELHE9502 Seminar in Research in Higher Education (Fall: 3)

Prerequisites: ELHE7301 and doctoral standing

Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

Karen Arnold

ELHE9901 Doctoral Comprehensives (Fall/Spring/Summer: 1)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Elizabeth Sparks

ELHE9911 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ELHE9988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

EDUCATION

Educational Research, Measurement, and Evaluation

Course Offerings

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

ERME7101 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a

ERME8668 Multivariate Statistical Analysis (Spring: 3)

Prerequisite: ERME/APSY8667

Offered Biennially

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

Zhushan Mandy Li

ERME8670 Psychometric Theory II (Fall: 3)

Prerequisite: ERME/APSY8669

Offered Biennially

This course will present an advanced study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. Topics include item response theory, methods for estimating latent trait and item parameters, models for polytomously scored items, explanatory item response models, and multidimensional item response models. Some practical applications of IRT: DIF assessment, computerized adaptive testing, test equating, linking, scaling.

Zhushan Mandy Li

ERME8724 Technology-Enhanced Assessment (Spring: 3)

Prerequisites: ERME/APSY7462 and ERME/APSY8667

Offered Biennially

Computers are widely available in schools and are increasingly used for large-scale testing programs. This course examines

EDUCATION

from designed experiments. We will discuss a variety of experimental designs, their advantages and disadvantages, estimation of treatment effects, and significance testing. The topics covered will include the underlying logic of experimental and quasi-experimental designs, regression discontinuity and factorial designs as well as cluster randomized and multi-site trials.

Laura O'Dwyer

ERME9852 Mixed Methods Research: Issues in Theory and Practice (Spring: 3)

Lauren Saenz

ERME9901 Doctoral Comprehensives (Fall: 3)

The Department

ERME9911 Doctoral Continuation (Fall: 3)

The Department

ERME9941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall: 1/Spring: 2)

Prerequisites: Advanced Statistics and Research Design. Permission of instructor.

Offered Biennially

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.

Larry Ludlow

ERME9988 Dissertation Direction (Fall: 3)

The Department

Dual Degree Program in Law and Business Administration

Boston College Law School and the Carroll School of Management offer a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

Dual Degree Program in Law and Social Work

The Boston College School of Social Work and the Law School at Boston College offer a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

Dual Degree Program in Law and Education

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program

approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

Master of Laws (LL.M.) Degree

The LL.M. degree program is designed to expose legal professionals and recent graduates who hold a first degree in law, primarily but not necessarily of foreign origin, to a broad range of subjects in public and private law, including U.S. and international law. The program enables students to explore many cross cutting issues that engage U.S. and international law from courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. Because of our strength in the field of global practice, we are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at www.bc.edu/llm or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our e-mail address is bcllm@bc.edu.

Information

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by e-mailing the office at bclawadm@bc.edu.

Course descriptions and scheduling information are also available on the BCLS website at www.bc.edu/law.

Faculty

Hugh J. Ault, **Professor Emeritus**; A.B., LL.B., Harvard University
Charles H. Baron, **Professor Emeritus**; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University
Arthur L. Berney, **Professor Emeritus**; A.B., LL.B., University of Virginia

faculty supervised. Building on the research, analysis and writing experiences in Law Practice I, students will prepare documents, primarily in the context of advocacy, which involve more complex legal problems than those presented in Law Practice I. The emphasis will be on improving clarity, precision and effectiveness of these communications for a designated audience and purpose in a simulation, with continued attention paid to a lawyer's ethical and professional responsibilities to the client and the legal system. The course involves classroom instruction and discussion, group work, and intensive individual feedback and conferencing

The Department

LAWS2180 Constitutional Law II (Fall: 3)

Prerequisite: Constitutional Law I

This is the second of two required courses on the constitutional law of the United States. It examines the law of civil liberties and individual rights under the U.S. Constitution. Coverage includes the Fourteenth Amendment and the Bill of Rights and/or the First Amendment.

The Department

LAWS2190 Professional Responsibility (Fall/Spring: 2 or 3)

This course focuses on central issues of professional responsibility faced by most lawyers in the practice of law, whether in the public or private sector. Included may be problems of client confidences, conflicts of interest, behavior in court, obligations to represent unpopular clients and other restrictions on a lawyer's own speech and actions. Other topics focus on the fundamental moral responsibility of lawyers, analyzed in terms of the rules governing attorney conduct, principles of moral philosophy and the pressures that create ethical blindness.

The Department

LAWS2810 Negotiation (Spring: 3)

The goal of this course is to teach you to think about negotiation as an opportunity to solve a problem that exists, or create new value where there is none, or try to make a bad situation a bit better. I hope to enhance your ability to think creatively and synthetically as well

students will conduct and critique simulated interviews, case planning and strategy discussions, fact investigation, client counseling sessions, negotiations, and courtroom advocacy presentations.

The Department

LAWS2814 Legal Interviewing and Counseling (Spring: 3)

The special objective is to develop within the student an awareness that mastery of sound interviewing and counseling skills is crucial for the delivery of quality legal services, whether one is engaged in private practice or works for a public agency. Course grade is based on: regular class attendance; active participation in small group exercises; performance of assigned attorney, client or observer roles in simulated interviews and mediation sessions as students working through various problem cases. Students are expected to keep a journal and submit a copy of it at the end of the term when handing in a take-home exercise.

Tracey West

LAWS3310 Advising the Entrepreneur (Fall: 3)

Prerequisites: Corporations, Intellectual Property course (IP Survey, copyright, trademark, or patent). Permission of the instructor is also possible, depending on background.

An introduction to the complex challenge of advising entrepreneurs who are planning or developing a new business. It has two principal components. First, law students attend classes at the law school devoted to the development of legal knowledge and counseling skills related to the advising of new businesses. Second, law students meet with entrepreneurs and business owners, typically, actual clients of the course instructors who become clients of the Law School's Community Enterprise Clinic for purposes of the class, to develop a plan of legal assistance focused on the legal aspects of the client's emerging business. This advising will take place under the supervision of the course's faculty. Each law student will meet and counsel one or two clients, participate in class discussion of the issues raised by these meetings, complete a drafting exercise, and write a final memorandum concerning the legal issues raised for each client.

The Department

LAWS3322 Environmental Law Seminar: Current Topics (Spring: 2 or 3)

Prerequisite: Instructor's permission.

Individually-selected environmental and land law research topics. This seminar includes two elements: (1) book-in-progress review: common readings and discussions, working with an author on an ongoing book project; and (2) research project paper: on topics arranged between the student and teacher. Either researching and writing an article prepared for potential publication in an external law review, or preparing legal research for public interest organizations on significant environmental or land use issues, for use by the client group. In the seminar, students define and develop a project research topic and project schedule. Projects may arise throughout the field of land use and environmental law, focusing on doctrine, litigation, policy analysis, or technology. Opportunities for external public presentation of legal analyses are encouraged.

The Department

LAWS3323 Advanced Contracts: Sales in Practice (Spring: 3)

This course concentrates on the transactional side of contracting in the context of sales governed by Article 2 of the Uniform Commercial Code. The course emphasizes contract drafting, negotiation and interpretation and is particularly focused on commercial contracts between

sophisticated private parties bargaining at arm's length. Student will learn the methodology of using a code to understand the substantive law of sales. The course grade will be based on three out-of-class drafting exercises, an open book final examination, and class participation.

The Department

LAWS3326 Community Enterprise Clinic (Fall/Spring: 4)

Prerequisite: LAWS7750

Corequisite: LAWS3336)

This course introduces students to transactional legal work on behalf of low- and moderate-income entrepreneurs, small businesses, nonprofit organizations, and first-time home buyers. The fieldwork is based at the Law School's Legal Assistance Bureau located in the new Center for Experiential Learning on campus. Students will perform all of the legal work and interact with the clients. Students will be assigned to work with entrepreneurs with business-related legal needs; with emerging, community-based small businesses facing corporate, employment, or similar legal issues; with nonprofit organizations or groups seeking assistance to establish a tax-exempt organization; and first-time home buyers. For fieldwork purposes students will be assigned seven or ten office hours per week at the clinic, depending on the number of credits chosen by the student. A weekly seminar will address substantive law, ethical issues, and legal skills. The fieldwork is complemented by a weekly seminar.

Paul Tremblay

LAWS3332 Litigation Skills: Fact Development (Fall: 2)

Instruction in the theory and fundamental skills of pre-trial advocacy in civil cases. Subjects to be covered include interviewing, fact investigation and analysis, case valuation/risk analysis, client counseling, pleading, discovery, and motion practice. Professional responsibility issues will be considered throughout the course. Grading is weighted heavily toward class participation. In addition, students must maintain a "case file," consisting of a 1-inch 3 ring binder. This binder will be submitted for grading at the end of the course.

Michael F. Mahoney

LAWS3334 Civil Motions Practice (Fall: 3)

Enrollment limited to 20 students.

Practical training in oral and written advocacy with respect to a wide variety of civil motions, including temporary restraining orders, preliminary injunctions, motions for real estate attachments and other prejudgment security, motions to dismiss, discovery motions, motions for summary judgment, motions in limine, and a wide variety of miscellaneous motions. In addition to arguing several motions, each student will present a written memorandum of law with respect to a motion for summary judgment.

The Department

LAWS3336 Community Enterprise Clinic Class (Fall/Spring: 3)

Prerequisite: LAWS7750

Corequisite: LAWS3326

Clinical Education

A weekly seminar that will address substantive law, ethical issues, and legal skills.

Paul Tremblay

LAWS3341 Immigration Practice (Spring: 3)

Prerequisite: LAWS7749

Immigration Practice focuses on the practice of immigration law. Students will advocate for hypothetical clients whose cases deal with

LAWS3376 Business Immigration Law (Spring: 2)

Prerequisite: LAWS7749

This course will provide an overview of the various employment-based non-immigrant and immigrant visa categories, as well as the nuts and bolts of case preparation for the most commonly pursued non-immigrant and immigrant classifications. We will review the process for becoming a lawful permanent resident of the United States through employment-based sponsorship, including the labor certification process under PERM, the I-140 immigrant petition and options

learn how to find and work with criminal court rules. Both print and electronic sources are explored and critiqued. The course covers Westlaw, LexisNexis, Bloomberg Law, and other electronic sources.

The Department

LAWS4459 Semester in Practice Seminar (Fall: 3)

The SiP Seminar brings together extern students for a weekly discussion of common practice issues and seminar discussions of current issues in the practice of law, such as changes in the U.S. legal profession, the adversary system, and unmet legal needs. The goal of the seminar is to develop better understanding of the forces that shape a lawyer's professional identity and to learn to become a reflective legal practitioner. This course enables students to bridge the gap between law school and practice. Students keep a daily journal and share their entries weekly with the instructor. Students are required to write a substantial 20-25 page paper on a topic approved by the professor in lieu of an exam. Enrollment by lottery.

Filippa M. Anzalone

LAWS4460 Professional Response/Prosecutorial Ethics (Spring: 2)

LAWS4488 International Business Transactions (Fall: 3)

This is a course on the globalization of private economic relationships and the global regulation of such activity. In particular, the course will focus on identifying and solving the legal problems affecting cross-border transactions in a global regulatory environment. Students will become familiar with the nature of globalization and the global economy; fundamental patterns of business activity across national boundaries; the international legal framework for regulating such activity; and the unique issues raised by sales of goods, licensing, foreign investment and dispute resolution. Private and public law aspects of international business transactions will be examined, including conflicts of law, foreign law, and select issues in WTO, NAFTA and EU law.

Frank J. Garcia

LAWS4496 The Judge and the Community Court Seminar (Fall: 2)

Corequisite: Must be concurrently enrolled in LAWS4498

This seminar examines through participant observation the functioning of the judicial process in our first-level or community courts. Students undertake this study of judicial performance through clerkship-like fieldwork placements with judges of the Boston Municipal, Frhoreign

LAWS5320 Private Equity (Spring: 3)

A survey of the legal issues raised in Private Equity transactions taught from the perspective of a practitioner who has been practicing in this area since his graduation from BCLS in 1985. The course will include (1) creating the investing Fund, including choice of entity and securities law issues, (2) the implications of Fund economics, including tax issues related to the taxation of the “carried interest,” (3) aligning the interests of the Fund and the target’s management and (4) exit strategies, including private sales and IPOs.

David McKay

LAWS5521 The United States Legal System (Fall: 2)

This course is required of LL.M. students who do not hold a U.S. J.D. degree. The course has several objectives: exposing students to fundamental concepts underlying the U.S. legal system, providing survival skills for the LL.M. year, exposing students to key doctrinal areas, and offering a frame of reference for comparing the U.S. legal system with students own. The course is divided into three units: (a) an overview of our basic legal institutions, including the adversary system, the Constitution, and the Bill of Rights; (b) a case study in product liability law, as both substantive exposure to private law and an exercise in identifying and manipulating legal doctrine; and (c) an examination of how the structure of the legal profession and different modes of lawyering contribute to the functioning of the U.S. legal system as a whole.

The Department

LAWS5522 Legal Research and Writing for LL.M’S (Fall: 2)

Legal Research and Writing for LL.M.’s is a two-credit course that is recommended for LL.M. students who do not hold a degree from a U.S. law school. The course has several complementary objectives: exposing students to the most widely used techniques of U.S. legal research; teaching students to locate primary legal materials from electronic research sources; helping students identify authority that is relevant to a given fact situation; strengthening students’ skills in U.S. legal analysis; and improving students’ English language writing skills. The course builds on writing and analytical skills students have developed in the U.S. legal system.

Susan Simone Kang

LAWS6267 Fiduciary Law (Spring: 3)

Fiduciary obligations arise in a multitude of private relationships, including business organizations, agency, guardianships, trusts, and professional relationships of various kinds. This seminar will consider fiduciary law as a distinctive legal category and explore fiduciary principles across a wide range of legal subjects. Through the study of statutory and common law fiduciaries—including trustees, corporate directors and officers, partners, agents, lawyers, physicians, money managers and advisers—the seminar will explore why fiduciary duties arise and how obligations and remedies vary for different types of fiduciaries. The seminar will also assess the use of fiduciary law in financial regulation, and the challenges of fiduciary governance in a global business environment. Finally, the seminar will consider how fiduciary principles might be applied to public officials and public institutions.

The Department

LAWS6270 Conducting Internal Investigation (Fall: 2)

This seminar will focus primarily on the issues faced by counsel conducting internal investigations. The issues include the “independence” of outside counsel, relationships with law enforcement when there is a parallel criminal investigation or prosecution, conflicts (who

is your client?), the attorney-client privilege, and other matters. The seminar will also consider the impact that public disclosure of the investigation, and/or media interest, may have on counsel’s investigative strategy. We will focus on actual examples of recent investigations in the corporate, non-profit and government context, including what circumstances enabled the crisis to develop, and what was effective, or not, about the investigation which was done to address it. The seminar will also address corporate practices which enhance compliance and responsiveness to internal problems before full blown crises develop.

Mackey/Ware

LAWS6604 BC Defender Program Clinic (Spring/Fall: 4)

Prerequisites or corequisites: Criminal Procedure and Evidence or Trial Practice

Corequisite: Criminal Justice Clinic Joint Class; BC Defender Program Seminar

The BC Defender program is a full-year criminal defense clinic and a weekly seminar class. Practicing under faculty supervision pursuant to SJC Rule 3:03, BC Defenders represent clients charged with crimes and probation violations in the Boston Municipal Court (Dorchester Division). In the course of representing their clients, students broaden their own life experiences and develop professional skills, including interviewing, counseling, investigation, legal research and writing, collaborating, negotiating, oral advocacy, case organization and management, and trial skills.

Lisa Grant

Frank Herrmann, S.J.

LAWS6605 BC Defender Program Seminar (Spring/Fall: 2)

Prerequisites: Evidence or Trial Practice, Criminal Procedure

The weekly defense class involves readings, discussions, role-plays, case rounds, mock trials and hearings, and reflections on the students’ experiences, their clients and cases, professional ethics, the role of the public defender, and other issues relating to the criminal justice system.

Lisa A. Grant

Frank Herrmann, S.J.

LAWS6609 Environmental Lawyering Compliance and Performance Counseling (Spring: 3)

The Department

LAWS6627 Modern Legal Theory (Fall: 2)

The Department

LAWS6632 Jurisprudence (Spring: 3)

This course considers the nature of law, the nature of justice, the nature of the political community, and the purposes of private law. Law has been identified by some thinkers as the commands of the sovereign; the political community and its law have been accounted for based on submission to a common commander. Other approaches propose that law in its fullest sense is embedded in a community which is dedicated to justice. This course compares these approaches in a critical manner. It inquires into the nature of justice and freedom, with special attention to Aristotle, Cicero, and thinkers in the Jewish and Christian traditions.

The Department

LAWS6635 National Security Law (Fall: 2)

This course will cover basic issues in National Security Law, particularly those relating to counter-terrorism. Particular topics include the following: the basic criminal framework; surveillance issues; problems in trying terrorism suspects, sentencing issues, habeas corpus; and

the focus of the seminar is on the practical decision making of general counsel, administrators, students, and others who coexist in the university context.

Philip Catanzano

LAWS7708 Business Law and Health Care Enterprises (Spring: 3)

This seminar focuses on the business and corporate practices of health law. It covers legal issues involving private and government insurance, managed care, tax-exempt status, health care organizations, professional contracts, and labor relations. Evaluation will be based on a substantial paper, class presentation, and class participation.

The Department

LAWS7723 Partnership: Transactions, Planning, and Tax (Fall: 3)

Prerequisite: Tax I

This course will examine tax and economic issues associated with partnerships and limited liability companies. There will be occasional reference to substantive state partnership law as necessary to understand other concepts. Aimed at students interested in small business, venture finance, real estate, or general transactional work as well as taxation.

Linda M. Beale

LAWS7724 Advanced Immigration Clinic (Fall: 3)

The Department

LAWS7731 Administrative Law (Fall/Spring: 3)

This course will examine the legal framework for the work of administrative agencies. We will explore the sources of authority for agency action under the U.S. Constitution and will examine the accountability of agencies to the legislative and executive branches of government. The course will survey the procedures that agencies must follow when they engage in rulemaking, enforcement, and adjudication. We will study the role of the courts in overseeing agency action. This course is intended to introduce students to regulatory agencies in

and scientific evidence, the requirement of unanimity, instructions of law by the judge to the jury, and the effectiveness of the jury in determining the truth.

The Department

LAWS7739 Conflict of Laws (Fall: 3)

Conflict of Laws is the study of the problems that arise when the significant facts of a case are connected with more than one jurisdiction. When different jurisdictions—states or nations—have adopted different substantive law, which law should govern? The answer to that question, in the domestic context, is the study of federalism in practice. And the question itself is one that regularly faces litigators, transactional lawyers, and, increasingly, those interested in domestic relations. This course will address the choice-of-law approaches adopted in American courts. Major topics will include the role of the US Constitution in interstate conflicts; choice of law issues faced by federal courts; preemption; and conflicts with international law.

The Department

LAWS7743 Estate Planning (Spring: 2)

Prerequisites: Estate and Gift Tax

This course provides a practical approach to estate planning, the process by which lawyers work with their clients to provide for the transfer property during life and upon death. Estate planning involves wills as well as trusts to provide for the care of minor children, establish charitable bequests and obtain favorable tax treatment. It also involves planning for succession of businesses and planning for retirement benefits and life insurance. We will be focusing on practical estate planning techniques as well as how an estate planner prepares documents to create a complete estate plan.

The Department

LAWS7746 Copyright (Fall: 3)

This course studies the ability of authors, publishers, artists and others to control the distribution, sale, copying and performance of their works. Topics will include the subject matter of copyright, requirements for copyright, proof of infringement and remedies. The course will cover the application of copyright law to music and literature as well as the rapidly developing use of copyright law to protect high technology products such as computer programs. Students interested in pursuing careers in high technology law should seriously consider taking classes in both copyright and patent law.

The Department

LAWS7747 Family Law (Fall: 3)

The practice of family law applies rights and duties to people who are in relationship to one another, either through love, obligation, or blood. Social norms, customs, and practices are constantly reimagining how and with whom these relationships are formed. This course looks at historical and contemporary ways by which families are formed, maintained, dissolved, and defined by law. The course in particular provides an overview of marriage, divorce, child custody, parental rights, and adoption.

The Department

LAWS7748 Corporate Finance (Spring: 3)

Prerequisite: Corporations

This course will explore the legal and basic finance issues associated with the issuance and trading of the various instruments that companies use to finance their activities, including common stock, preferred stock, long- and short-term debt and derivative securities. We will look

at the question of when and why these securities are utilized, how they are valued and how they interrelate to each other. The discussions will mix practice with theory and will rely on a combination of case law, statutory law and if history is any guide, the *Wall Street Journal*. The focus will be on the legal perspective, and although we will consider valuation and other finance topics, it will be in the context of understanding the lawyer's role.

The Department

LAWS7749 Immigration Law (Spring: 3)

U.S. immigration law involves such technical questions as how to obtain a visa, a "green card," citizenship and who is subject to deportation. It is also "a magic mirror" in which the highest aspirations and the deepest biases of American legal culture and history are reflected. This course explores both aspects of this complex area of law: the technical/legal and the political/philosophical. It involves constitutional law, administrative law, statutory interpretation, among other disciplines. There are traditional lectures, class discussions, in-class exercises, outside speakers, films, and court visits. The three-credit course requires class attendance, participation, and a final exam. More detailed information will be available in the first class. It is a pre- or co-requisite for the Immigration Clinic.

The Department

LAWS7750 Corporations (Fall/Spring: 3)

This is the basic course in corporation law. It focuses on the governance structure of the corporation and the allocation of power and responsibility among shareholders, directors and officers. Topics covered will include corporate formation, choice of entity, shareholder voting fiduciary duties of officers and directors, insider trading, and the role of the corporation in society.

Scott FitzGibbon

Brian J.M. Quinn

LAWS7752 International Aspects of U.S. Income Taxation (Spring: 3)

Prerequisite: Tax I

This course provides an introductory examination of the basic rules and policies bearing upon the taxation of international transactions. The course will cover the major U.S. income tax rules governing the taxation of foreign persons (including corporations) investing and doing business in the United States (inbound transactions) and the taxation of U.S. persons (including corporations) investing and doing business abroad (outbound transactions). The goal of the course is to provide an overview of the structure, issues and rules pertaining to the U.S. taxation of cross border transactions. The major issues examined include jurisdiction to tax, treaties, source of income, mechanisms for reducing or preventing double taxation of income, transfer pricing, and regimes that prevent deferral of U.S. income tax on certain types of income.

The Department

development by counsel. Past cases have included asylum, withholding, and CAT claims, immigration consequences of criminal convictions, and presented issues of first impression. The Court schedules the opening brief to be filed in September, the reply brief in December, and schedules oral argument before a panel of sitting judges in March of the same academic year. Students will travel to the scheduled court hearing to present oral argument. The Court then issues its decision based on the merits of the individual cases

Hong

LAWS7757 Labor Law (Spring: 3)

What do the NFL, Major League Baseball and other professional sport leagues, the entertainment industry, the Writers' Guild, as well as large portions of the health care, hospitality, service and manufacturing industries, to name a few, have in common? Collective bargaining and the law governing that process regulates employment relations in all these industries. This course examines the Nation's basic collective bargaining statute, the National Labor Relations Act, the statute that provides the basic model for public-sector labor relations as well. Among other issues, this course examines the legal framework for bargaining, for dispute resolution through the grievance-arbitration process, the regulation of economic pressure tactics, union organizing and a series of Constitutional issues affecting this area. Current trends are highlighted and existing doctrine is studied in light of its demonstrated or likely impact. Evaluation by examination.

The Department

LAWS7759 Land Use Planning (Fall: 3)

This course will provide participants with a detailed and national review of the techniques used by local and regional governments to regulate the development of real property. Strong emphasis will be placed on the relationship among land use planning, land use law, and natural resources. We will focus in detail on numerous traditional land use planning controls (zoning, subdivision control, and health regulations) but spend considerable time analyzing the legal issues involved in the use of more innovative land use regulations (transfer of development rights, exactions, impact fees, and development agreements). Participants will become well-versed in all aspects of local, regional, and state land use controls and permitting procedures for residential and non-residential development.

Jonathan Witten

LAWS7769 Health Law (Fall: 3)

This course will introduce students to patient care issues within the context of the U.S. health care delivery system. The course will cover both legal and policy aspects of: (1) cost, quality, access and health care delivery in the U.S.; (2) medical liability and the provider/patient relationship; (3) regulation of private health insurance and the impact of health reform; (4) selected current issues in bioethics.

The Department

LAWS7770 Corporations Lab (Spring: 1)

This course must be taken in conjunction with Corporations (Quinn). The Corporations Lab Option is intended to provide students with a real-world corporate law experience. The Lab is organized around a central activity: the incorporation and organization of a Massachusetts corporation. Students in the Lab will undertake all the steps required to incorporate and then organize a Massachusetts corporation. In addition to making the required filings with the Secretary of State of the Commonwealth of Massachusetts, students will also create

litigation. Two to three short written memos (2 to 5 pages) analyzing the problems will be required. The grade will be based upon the final exam.

The Department

LAWS7793 Immigration Clinic (Fall: 5)

Prerequisite: Immigration Law

Students represent non-citizens in their applications for legal status, which involves interviewing, evaluating whether the client is eligible for such status, preparing the application, drafting affidavits of the client and supporting witnesses, gathering documents in support of the application, and representing the client at the interview. Students represent non-citizens in removal proceedings before the Immigration Court, which involves arguing bond motions, conducting direct examination of witnesses, raising evidentiary objections, and arguing points of law. Cases include asylum, waivers of deportation, adjustment of status, visas for victims of violent crimes, relief for noncitizen victims of domestic violence, and visas for juveniles who have been abused, abandoned or neglected. Students conduct “Know Your Rights” presentations for communities in the Boston area and for detained noncitizens.

Mary Holper

LAWS7797 Advanced Legal Research (Fall/Spring: 3)

Advanced Legal Research offers an in-depth, hands-on experience with the process of legal research. Students use a wide range of legal materials and devise practical techniques and strategies for using these materials competently and effectively. The goal of the course is to create self-sufficient legal researchers capable of analyzing and resolving legal problems effectively. Emphasis is placed on the types of legal sources and research not covered in the first year of law school (e.g., treatises, forms sources, administrative law, statutory research, legislative histories and legal practice materials). Both print sources and free and fee-based electronic sources are explored and critiqued. The course covers Westlaw, LexisNexis, BloombergLaw and other electronic sources

The Department

LAWS7799 Independent Study (Fall: 1)

The Department

LAWS7860 How Constitutions Change (Fall: 3)

Constitutions change in ways both seen and unseen. They change when political actors trigger the process of constitutional amendment in order to alter the constitutional text. They change when the Supreme Court interprets a constitutional provision in a way that departs from the prevailing understanding. They change also when the people topple the regime and adopt a new constitution. This advanced course in constitutional law will study the many forms of constitutional change—amendment, revision, interpretation, evolution and revolution—from comparative, doctrinal, historical and theoretical perspectives. There will be a mix of lecture and discussion, with the objective of fostering a stimulating, challenging, and mutually-supportive setting for a productive, provocative and respectful exchange of ideas. The final examination will be essay-based.

Albert

LAWS8250 Administrative Law Externship Seminar (Fall: 1)

For students who are enrolled in a law practice externship in the administrative law area, this is the co-requisite seminar.

The Department

LAWS8252 Business Immigration Law Externship Seminar (Spring: 1)

This one credit seminar is required of students who are enrolled in an externship in the Business Immigration Law field.

The Department

LAWS8254 Corporate Counsel Externship Seminar (Fall: 0)

The Corporate Counsel Externship Program is a tethered externship. Students with participating placements will be automatically enrolled in Prof. Brian Quinn’s Corporations class, as well as the Corporate Counsel Externship Seminar. Students enrolled in this program will have the benefit of a doctrinal course focused on corporate law issues, a dedicated faculty member and cohort of fellow students participating in similar placements, and the opportunity to bridge theory with practice. The 1 credit Seminar meets once every other week and is intended to provide students with an opportunity to reflect on their experiences working in the setting of a corporate counsel’s office.

The Department

LAWS8329 Juvenile Rights Advocacy Project Clinic (Fall/Spring: 5)

Students will represent, as Attorney or Guardian-ad-Litem, youth involved in the justice system on legal issues related to dependency, status offense, delinquency, or special education cases. There is an emphasis on education law in JRAP cases. JRAP In-House students will be exposed to some of the following: special education advocacy (team meetings, hearings, appeals), school disciplinary proceedings, administrative advocacy with the state Departments of Youth Services (DYS) and Children and Families (DCF), and Juvenile Court advocacy. Cases are primarily in Middlesex County.

The Department

LAWS8425 Semester in Practice (Fall/Spring: 10)

Corequisite: Must be concurrently enrolled in LAWS4459

The Semester in Practice (SiP) is an externship available to students in the upper level. Students work in legal externships in placements approved and monitored by the law school. These may take place in (but are not limited to) federal, state or local agencies, not-for-profit organizations or non-governmental organizations. Students also meet in a weekly accompanying seminar. Credits for the placement is determined by the number of hours worked.

The Department

LAWS8804 Leadership and Social Justice Seminar (Spring: 3)

Cross listed with SCWK7734

The Department

LAWS8823 Life Cycle of a Chapter 11 Restructuring Case

(Spring: 3)

Prerequisite: Business Bankruptcy

Chapter 11 cases require lawyers for troubled companies and related parties (creditors, employees, vendors, customers, shareholders and others) to evaluate alternative strategies to maximize value and to minimize losses (or to push those losses onto others). In this interactive course, we’ll use an actual case (in which the professor represented the debtor) to allow students to set and critique strategy; write recommendations to the Board and motion papers from opposing sides; argue positions; negotiate a chapter 11 plan outcome; and try to reconcile some of the competing legal and social implications of corporate restructuring (for example, should poorly managed companies be left

to fail? What if that means the loss of the best employer in a small town? Should vulture funds be allowed to take advantage of distressed situations?).

The Department

LAWS8824 Corporate Governance and Risk (Fall: 3)

Prerequisite: Corporations

This course focuses on corporate governance practices in the U.S. and their impact on risk taking by corporations and financial institutions. Students will gain a firm grounding in the principles of corporate governance including the role of state corporate law, securities law and oversight of the banking system. Topics covered will include the ownership structure of financial firms and professional gatekeepers, executive compensation practices, the role of directors, securities fraud liability, corporate recruitment policies, and shareholder activism. While exploring these topics we will review recent regulatory reforms including the Dodd-Frank Act. The only prerequisite is the basic corporate law course.

The Department

LAWS8834 Judicial Process: Appeals (Spring: 6)

Judicial Process is a course which allows a student to sit as law clerks two days per week with Massachusetts Superior Court Judges (Trial Court). Students will be assigned to individual judges. It is expected that the student will perform one day doing assignments and the second day observing. There will opportunity to work with more than one judge. Students will therefore have the opportunity to observe and work directly with different judges and thereby learn from different judicial styles and perspectives. There will be a bi-weekly two hour seminar meetings, which will be used to discuss various topics including the following: selection and discipline of judges; role of the jury; and a critique of the adversary system.

Robert Bloom

LAWS8835 Judicial Process Appeals Seminar (Fall: 3)

The Department

LAWS8838 Judicial Process (Fall: 5)

Department Permission

Robert Bloom

LAWS8840 Patent Law (Fall: 3)

This course covers the major doctrines and policies at work in modern patent law. While current law will be taught in detail (both the 1952 Act and the America Invents Act), the course will also focus on enough history and policy so that students are equipped to deal with, and make predictions about, the rapid changes in patent law that we have witnessed recently and that we will continue to see. The course also has a skills component. Students will learn to review prior art, analyze the validity and novelty of particular patents in the form of claim construction charts, and make oral arguments for summary judgment on issues of validity, novelty, and claim construction in front of patent practitioners in the field.

David Olson

LAWS8852 Constitutional Politics (Fall: 2)

Prerequisite: Constitutional Law I

This is a seminar on the process of constitutional amendment in the United States. We will explore the many ways in which the United States Constitution has changed since its adoption as a result of both formal and informal amendments. We will study Article V of the Constitution, which sets the rules for formally amending the

Constitution. We will analyze the role of political actors in changing the text and meaning of the Constitution. Additionally, we will discuss the future of the Constitution, specifically whether and how it should be reformed. This course will be conducted as a seminar discussion. One student will be designated as a discussion leader for each seminar meeting and will co-lead that particular seminar meeting with the Professor. Evaluation will be based on a take-home examination.

The Department

LAWS8856 Attorney General Clinical Program (Fall/Spring: 3)

Corequisite: Students register for two components at a time—LAWS8856 and LAWS8858 in the fall and the same again in the spring. See course description at Attorney General Clinical Program Seminar.

Thomas Barnico

LAWS8858 Attorney General Clinical Program Seminar (Fall/Spring: 3)

Prerequisite: Must have taken or be enrolled in Evidence or Trial Practice

Corequisite: Attorney General Clinical Program (Fall: 4/Spring: 3)

The AG Clinical Program is a full-year clinical experience in civil litigation in the Massachusetts Office of the Attorney General. Students work directly with assistant attorneys general in the representation of state agencies and officials in state and federal courts. The clinic teaches includes the following types of legal work: (1) the drafting of pleadings, motions, discovery, and other litigation documents; (2) legal research and writing of briefs in the trial and appellate courts; (3) oral argument in the state courts; and (4) other litigation tasks. Students will be assigned to one of two Divisions in the Government Bureau, either the Administrative Law Division or the Trial Division. Students assigned to the Administrative Law Division will work on cases involving administrative and constitutional law, federal courts, and statutory construction. Students assigned to the Trial Division will work on cases involving employment, tort, contracts and eminent domain and land use law.

Thomas Barnico**James Sweeney**

LAWS8871 Wrongful Convictions (Spring: 3)

Prerequisites: Criminal Procedure and Evidence recommended

This seminar gives students the opportunity to study the phenomenon of wrongful convictions, including the causes of, and possible solutions to, the problem and its significance for the criminal justice system. Readings, films, guest speakers, and discussions provide students with a range of perspectives on the issues. The academic experience is enriched by the students' ability to draw on their clinical and externship experiences

The Department

LAWS8886 International Law (Fall: 3)

This course is designed to familiarize students with the operation and institutional structure of the international legal system, the law of nations that govern relations among states. The first portion of the course, consisting of somewhat more than half of the semester, will address the principal attributes of the international legal system, including (1) sources of international law; (2) subjects of international law; (3) jurisdiction of states; (4) international adjudication and dispute settlement; and (5) the law of treaties. The remainder of the course, as time permits, will be devoted to special topics, including such subject

LAWS9922 American Legal History (Spring: 3)

This course surveys major developments of American legal culture, legal institutions, and the Constitution: (1) the seventeenth-century and British colonization (founding ideas of law and legal institutions; regulation of the family; the witchcraft trials; indentured servitude and slavery; property law; and legal practice and education); (2) the founding period (the legal formation of the United States); (3) the early nineteenth-century and Civil War (antebellum legal culture; the corporation; the Cherokees cases; antislavery and the Fugitive Slave Law; the Civil War and emancipation); (4) Reconstruction to the twenty-first century (women's suffrage; race relations; labor, property, and the corporation; legal education and the legal profession; the rising

restrictions, prohibitions against mixing banking and commerce, minimum capital and other prudential requirements, and limits on risky activities by bank conglomerates. Special attention will be devoted to federal deposit insurance and the FDIC's procedures for resolving insolvent banks. Students will consider how well these rules work and the reforms enacted after the financial crisis of 2008. This course does not cover consumer financial protection or provisions of the Uniform Commercial Code.

The Department

LAWS9975 Criminal Procedure (Adjudication) (Spring: 2)

Prerequisite: Criminal Law

Through a combination of simulated courtroom presentations and readings, this course covers the law of post-arrest criminal procedure from bail and grand jury proceedings through pre-trial discovery, plea bargaining, jury selection, trial and sentencing. In addition to simulated exercises and feedback, discussion topics will range from Supreme Court cases to policy issues such as the ethics of plea bargaining and the role of race in our criminal justice system. This course provides three credits toward the experiential learning requirement.

Robert Ullmann

LAWS9978 Civil Litigation Clinic (Fall/Spring: 3)

Prerequisite: Students must take or have taken Evidence.

Enrollment, by lottery, is limited to 18 students in the fall, and 12 in the spring.

This civil clinical course allows students the opportunity to practice law under the close supervision of clinical faculty at the BC Legal Assistance Bureau (LAB). Students are legally certified to advise and represent clients in every aspect of civil litigation. Practice areas are family law, landlord-tenant, and public benefits appeals. Clinical faculty provide thorough feedback about students' work at all stages in order to help them build on their skills and learn from their experiences, including written feedback at both mid-semester and end of term. Seven-credit students are expected to spend an average of 20-25 hours/week on clinic matters; ten-credit students average 30-35 hours/week. Pass/fail and variable credit options can only be exercised at the beginning of the term.

Alexis Anderson

Jane Biondi

Alan Minuskin

LAWS9979 Civil Litigation Clinic Class (Fall/Spring: 2)

Prerequisite: Students must take or have taken Evidence.

Students enrolled in the Civil Litigation Clinic also participate in a weekly seminar where issues related to students' actual cases are examined. The practical, legal and ethical issues of lawyering are explored in detail through discussion, simulations, and review of video recorded portions of students' meetings with their clients. In addition to class participation, students draft four reaction papers during the term, reflecting on their lawyering, systemic challenges, and social justice issues which they have observed. Students receive the same grade for both their clinic and seminar work. Pass/fail can only be exercised at the beginning of the term. Selection by lottery.

Alexis Anderson

Alan Minuskin

LAWS9983 U.C.C. Reporter Digest (Fall: 3)

Department Permission

Ingrid Hillinger

LAWS9986 Journal of Law and Social Justice (Fall: 3)

Kent Greenfield

LAWS9987 International Comparative Law Review (Fall: 3)

The Department

LAWS9989 Environmental Affairs Law Review (Fall: 3)

The Department

LAWS9993 Estate and Gift Tax (Fall: 4)

Estate and Gift Tax considers the federal estate, gift and generation skipping tax provisions as they apply to transfers during life and at death. There are no prerequisites for this course, although students interested in practicing in the trusts and estates area are encouraged to also take Tax I. It is required of any student wishing to take Estate Planning. The course is taught using the Socratic and problem method and class participation is expected and encouraged.

The Department

LAWS9996 Evidence (Fall/Spring: 3, 4)

Evidence is the study of the methods by which litigants prove facts at trial. This course emphasizes the Federal Rules of Evidence and the common law from which those rules were developed. After examining the concept of relevance, the basic requirement for the admissibility of evidence, the course covers more complex topics such as hearsay, character evidence, impeachment, expert and lay opinion, and authentication of exhibits.

The Department

LAWS9999 Law Review (Fall: 3)

The Department

Master of Science in Finance

The Master of Science in Finance offers you a comprehensive curriculum grounded in fundamental economic principles to develop specialized knowledge and skills as well as insights into innovative methodologies.

Two scheduling options are available. The full-time option allows you to complete the Master of Science in Finance in one full year of study, while the part-time option offers a part-time curriculum for students who wish to continue their careers.

All Master of Science in Finance candidates must meet certain prerequisite requirements prior to entering the program.

Curriculum

The traditional 30-credit M.S. in Finance Program comprises seven core courses and three electives. All M.S. in Finance students first master the sophisticated framework of financial understanding, tech-

a student works as a research assistant for 15 hours a week during the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years. In exchange, the Carroll School provides financial support for doctoral students in the form of a stipend and tuition remission.

Advanced Standing and Equivalency for Graduate Degrees

Undergraduate Course Work (Full-Time M.B.A.)

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive equivalency and thus be allowed to substitute an elective for a core course. Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive equivalency.

Undergraduate Course Work (Evening M.B.A.)

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a Core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses the student is required to complete for the M.B.A. degree by giving students credits toward their degree requirements. Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit. Students who have demonstrated mastery at the undergraduate level in more than two subjects may be granted equivalency and be allowed to substitute an elective for a Core course.

Graduate and Professional Course Work (Full-Time M.B.A.)

Students who have completed graduate management courses at other institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB) may receive equivalency and be allowed to substitute an elective for a core course. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency. Students must have a minimum grade of B in all completed course work.

Graduate and Professional Course Work (Evening M.B.A.)

Students who have completed graduate management courses at other AACSB accredited institutions may receive advanced standing for a maximum of 12 semester credit hours. Students who have recognized professional certification (e.g., CPA, CFA) may also receive advanced

AACSB) may receive e
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linguistics, sociology, and engineering). Advanced standing for graduate degrees is granted only to accepted students with masters or doctorates from nationally accredited, established programs in the United States.

Transfer Policy

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Director of M.B.A. Advising to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

Admission Information

Master of Business Administration

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Additional information can be found at www.bc.edu/schools/csom/graduate/mba/admission.html.

Master of Science in Accounting

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. All applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement, are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at www.bc.edu/schools/csom/graduate/msa/admission.html.

MANAGEMENT

ACCT8814 Financial Accounting Practice II (Fall/Spring: 3)

Prerequisite: ACCT8813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments. A thorough analysis of cash flow reporting is also included.

Gil Manzon

ACCT8815 Financial Auditing (Fall: 3)

Prerequisite: ACCT8813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

Mike O'Hara

ACCT8816 Federal Taxation (Fall: 3)

Prerequisite: ACCT8813

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Ed Taylor

ACCT8817 Internal Cost Management and Control

(Fall/Summer: 3)

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also discussed.

Dianne Feldman

ACCT8824 Financial Statement Analysis (Fall/Spring/Summer: 3)

Prerequisite: ACCT7701 or ACCT7713 or ACCT8813

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Elizabeth Bagnani

Mark Bradshaw

Amy Hutton

Billy Soo

ACCT8825 Assurance and Consulting Services

(Fall/Spring/Summer: 3)

Prerequisite: ACCT3309 or ACCT8815

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

Larry Davis

Fred Husk

Emil Ragonas

ACCT8826 Taxes and Management Decisions

(Fall/Spring/Summer: 3)

Prerequisite: ACCT4405 (undergrad), or ACCT7701 or ACCT7713 or ACCT8816 (graduate)

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g. tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

Gil Manzon

ACCT8848 Business Systems Consulting (Summer: 3)

Prerequisite: ACCT7701 or ACCT7713 or ACCT8813

This course is designed to give students an immersion in the process, mindset and techniques employed by management consultants and business practitioners committed to driving next-level business performance improvement across an enterprise. The course builds upon four principal discussion threads, designated required readings, student project initiatives, and online investigation to provide a deep introduction to business performance management.

Scott McDermott

ACCT8891 Empirical Topics in Accounting I (Spring: 3)

Prerequisite: Permission of department

The objective of this course is to provide students with a sound framework for understanding and appreciating empirical archival research in financial accounting and reporting. In particular, the course aims to facilitate understanding of the economic determinants and consequences of the the information conveyed by financial statements and related voluntary disclosures.

Sugata Roychowdhury

ACCT8897 Directed Readings in Accounting (Spring: 3)

Prerequisite: Permission of department chairperson

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

Billy Soo

ACCT8898 Directed Research in Accounting

(Fall/Spring/Summer: 3)

Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills. A written proposal is required and a paper of publishable quality is expected.

Billy Soo

ACCT8899 Directed Readings and Research (Fall: 3)

Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

Billy Soo

BSLW8811 International Business Law (Summer: 3)

This course covers the major principles, concepts, organizations and individuals involved in creating, interpreting, enforcing and forging policy in international business law today. International business law involves a system of law beyond the laws of any country. Major cases interpreting international law in the business context are analyzed including the jurisprudence of the U.S., European Union and the World Trade Organization. International organizations, treaties, arbitration, contracts, payment methods, sovereign immunity and corruption are among a myriad of topics covered. Instruction includes lecture, discussion, cases, websites, films and news reports. This course provides an additional framework to enhance students' global business perspective.

Mark Blodgett

BSLW8856 Legal Aspects of Real Estate (Spring: 3)

This course will provide a general introduction into commercial and residential real estate practice. Prior experience in real estate is not required. Subjects such as acquisition and disposition, restructuring, taxation, tax abatements, financing, marketing, mortgages, zoning, sustainability, disasters 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. There will be a term paper and final exam. Course is restricted to graduate students.

Frank J. Parker, S.J.

MANAGEMENT

Rui Albuquerque, Associate Professor; Ph.D., M.S., University of Rochester; Licenciatura in Economics, Universidade Catolica Portuguesa

Edith Hotchkiss, Associate Professor;

of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

The Department

MFIN7722 Financial Management (Spring: 2)

This is a First Year M.B.A. Core course in finance. The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions and working capital management. Investors' valuation of securities is linked to both the net present value rule for corporate decisions, and possible sources of value creation.

The Department

MFIN8801 Investments (Fall/Spring: 3)

Prerequisites: MFIN7704/MFIN7722 or equivalent

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 trade-off.

The Department

MFIN8803 Portfolio Theory (Fall/Spring/Summer: 3)

Prerequisites: MFIN8801 and MFIN8852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management.

The Department

MFIN8807 Corporate Finance (Fall/Spring/Summer: 2)

Prerequisites: MFIN7704/MFIN7722 or equivalent

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MFIN8808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisites: MFIN8801 and MFIN8807

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

The Department

MFIN8820 Management of Financial Institutions (Fall/Spring/Summer: 3)

Prerequisites: MFIN7704/MFIN7722 or equivalent

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and

development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

The Department

MFIN8880 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MFIN8801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

The Department

MFIN8881 Corporate Finance Theory (Fall/Spring: 3)

Prerequisite: MFIN8807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

The Department

MFIN8890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)

ISYS7700 Information Technology for Management
(Fall/Spring: 3)

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

John Fox

ISYS7720 Data Analytics II: Technology and Management (Fall: 2)
This course is intended for full-time M.B.A. students.

Data has become an ever more powerful driver of business innovation and competitive advantage in modern enterprises. It is essential that managers develop a deep understanding of data—and the most effective methods to capture, structure and analyze it—in order to make better decisions and develop strategic insights. In this course, students will learn about data from a technical and a managerial perspective. They will learn database fundamentals and how to gain insight into data using SQL. The course will also address the role that data analytics and related information technologies play in enabling new strategies, product offerings, and ways of working in modern enterprises. Through a series of business cases, students will learn to combine data analytics concepts with IT managerial frameworks to analyze and address innovation opportunities and business challenges.

Robert Fichman

ISYS7730 Data Analytics III: Business Intelligence (Spring: 2)

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on This capabis-

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Judith Clair, **Associate Professor**; B.A., University of California; Ph.D., University of Southern California
Spencer Harrison, **Associate Professor**; B.A., University of Utah; M.B.A., Brigham Young University; Ph.D., Arizona State University
Metin Sengul, **Associate Professor**; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD
Mohan Subramaniam, **Associate Professor**; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University
Mary Tripsas, **Associate Professor**; B.S., University of Illinois, Urbana;

Nailya Ordabayeva, Assistant Professor; B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France

and sampling. SPSS and data analysis are covered from a managerial perspective, and you will learn how to conduct and interpret common forms of data analysis seen in marketing research reports.

Paul Berger

Adam Brasel

MKTG8003 Product Planning and Strategy (Spring: 3)

Prerequisite: MKTG7700 or MKTG7720

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.

Robert Ristagno

MKTG8004 Consumer Behavior (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720

This course integrates marketing theory with insights from other fields of study, including social psychology, cognitive psychology, evolutionary psychology, and behavioral neuroscience. It analyzes consumer processes such as perception, learning, attitude formation, and decision making. These variables are broadly relevant to marketing challenges, given that the success of products and brands depends on their appeal to consumers. Discussion topics range from art and aesthetics to crisis behavior to new product development.

Henrik Hagtvedt

MKTG8008 Integrated Marketing Communications (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720

This course concerns the communication function in marketing. It is designed to introduce students to integrated marketing communications (IMC). It aims at relating the elements of the marketing mix (4P's) to the various aspects of the communications that take place between the firm and its customers. The course builds on a base of strategic marketing planning and consumer behavior and then proceeds to examine the role of the promotional mix (e.g., advertising, direct marketing, sales promotion, Internet and interactive marketing, publicity and public relations) in developing integrated marketing communications programs and helping organizations meet strategic marketing objectives.

Gergana Nenkov

MKTG8010 Business to Business Marketing (Summer: 3)

Prerequisite: MKTG7700 or MKTG7720

This course provides an in-depth understanding of the unique aspects of marketing in a business-to-business environment. Its focus centers on the importance of linking customer needs to the development of high value products and services throughout the value chain in a global, electronic environment. The course examines the scope and challenges of business-to-business markets, including building and managing customer relationships and services, buying behavior, distribution channels, marketing research, managing R&D and technical product development, managing the sales process and sales force support, new-product launch, positioning and pricing.

Jon Kerbs

John Teopaco

MKTG8011 Customer Relationship Management (Fall: 3)

Prerequisites: MKTG7700 or MKTG7720 and MKTG8001 or strong statistical coursework with permission of instructor

Cross listed with ISYS8011 and OPER8011

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

Kay Lemon

MKTG8014 Pricing Policy and Strategy (Fall/Spring: 3)

Prerequisites: MKTG7700 or MKTG7720, and ACCT7701 or ACCT7703

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

The Department

MKTG8015 Strategic Brand Management (Fall/Spring: 2)

Prerequisite: MKTG7700 or MKTG7720

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

John Fisher

MKTG8017 Special Topics: Digital Marketing (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720

Today's most successful companies interest and engage customers like never before by orchestrating a symphony of innovative digital marketing instruments in conjunction with their traditional tactics. The transformation of the marketplace has forced businesses to adapt quickly and frequently to a changing environment. In this course you'll learn how the best companies leverage new tools and strategies like crowd-sourcing, paid/owned/earned media, social channels, e-mail, and search to build world-class brands, delight their consumers, and leave the competition asking: what just happened?

The Department

MANAGEMENT

MKTG8053 Digital Commerce (Spring: 2)

Cross listed with OPER8053 and ISYS8053

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure requirements. The second part of the course focuses on the e-business part of management. The third part of the course focuses on a marketing strategy for e-commerce (with an emphasis on industry).

MKTG4993 Directories (Fall/Spring/Summer: 3)

The Department

MKTG620s Analytics (Spring: 3)

Prerequisite: Must have successfully completed (MKTR770) or (TJ-0.095)

B.S., U.S.

Linda Boardman Liu, **Assistant Professor of the Practice**; Assistant Chairperson; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

Stephanie Jernigan, **Assistant Professor of the Practice**; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

John Neale, **Assistant Professor of the Practice**; B.S., Stanford University; M.S.E., Ph.D., University of Michigan

Delvon Parker, **Assistant Professor of the Practice**; B.S., M.S., Ph.D., Michigan State University

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

Contacts

• Department Secretary: Joyce O'Connor, 617-552-0460,

joyce.oconnor@bc.edu

• www.bc.edu/osm

Course Offerings

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

OPER7700 Operations Management (Fall/Spring/Summer: 3)

Prerequisite: Must have successfully completed OPER7705

Operations, like accounting, finance and marketing, is one of the primary functions of every organization. Operations managers transform human, physical and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision making at the operating level of the firm, converting broad policy directives into specific actions within the organization. Strong emphasis will be placed on the development and use of quantitative models to assist in decision making.

William Driscoll

OPER7705 Statistics (Fall/Spring/Summer: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

OPER7706 Analytics for Managers (Fall/Summer: 3)

Prerequisite: Must have successfully completed OPER7705

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part

of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Jiri Chod

Pieter VanderWerf

OPER7716 Data Analytics I: Model Building (Fall: 1)

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

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Pieter VanderWerf

OPER7720 Operations Management (Spring: 2)

Prerequisite: OPER7725

This course discusses the resource structure and the execution of activities that produce goods or deliver services. It focuses on the design and integration of the supply chain processes that support a company's business strategy. It offers a blend of the theory and practice of operations management. At the same time, the course shows the role of quantitative techniques in guiding the operations decisions. The pedagogy involves lecture, readings, and discussion of case studies.

M.H. Safizadeh

OPER8032 Supply Chain Management (Spring: 3)

Prerequisite: OPER7700 or OPER7720

This course will dive deeply into the design and management of supply chains. Students will develop an understanding of the complexity associated with the supply, distribution, and sourcing decisions related to supply chains in domestic and global markets for both services and good producing operations. The course will include discussions, case analysis, and interactive exercises and simulations.

The Department

OPER8054 Management of Service Operations (Fall: 3)

Prerequisite: OPER7700 or OPER7720

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.

Hossein Safizadeh

OPER8497 Directed Readings (Fall/Spring: 3)

Prerequisite: MGMT 7709, MGMT 7712, or consent of instructor
Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

OPER8498 Directed Research I (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

OPER8499 Directed Research II (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Connell School of Nursing

The William F. Connell School of Nursing offers a Master of Science (M.S.) degree program preparing individuals for advanced nursing practice as nurse practitioners, nurse anesthetists and clinical nurse specialists, and a Doctor of Philosophy (Ph.D.) degree program preparing highly qualified individuals for research and leadership roles in nursing, health care, research, and academic settings.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM WITH A MAJOR IN NURSING

The Ph.D. Program in Nursing emphasizes knowledge development and research to advance nursing science and improve the health of individuals, families, and communities. The graduate of the Ph.D. program is prepared to:

1. Constructively critique and synthesize nursing and interdisciplinary knowledge within a substantive area of inquiry relevant to nursing practice.
2. Design, conduct and disseminate innovative, rigorous, and ethically sound research that draws upon multiple methods to advance nursing science.
3. Assume leadership and collaborate with other disciplines to address contemporary health care concerns affecting health and well-being.
4. Use scholarly inquiry to generate and disseminate knowledge that facilitates humanization, advances the discipline, informs practice and reshapes policy.
5. Articulate the perspective of nursing in interdisciplinary dialogue for the common good of a diverse and global society.

The Ph.D. program includes two phases: coursework and dissertation. After finishing the required coursework, the student completes a comprehensive examination. The purpose of the Ph.D. Comprehensive Examination is to demonstrate mastery of the program objectives through written and oral responses to questions related to knowledge development, research methods, substantive knowledge, ethical judgment, and nursing/health care issues and health policy. After successful completion of the Ph.D. Comprehensive Examination, the student moves to the dissertation phase, in which she/he develops and conducts original dissertation research. The Ph.D. program and defense of the final dissertation must be completed within eight years of initial enrollment. Policies and procedures are consistent with those of the University.

Consistent with the recommendations of leading professional organizations, full-time doctoral study is highly recommended. Fellowships, scholarships, and other financial resources are available to full-time Ph.D. students through the Connell School of Nursing, Boston College, professional nursing organizations and governmental agencies (e.g., HRSA, NIH, NINR). The full-time plan of study allows students to complete required coursework in two years; some students may take longer to complete required coursework or may need to take additional coursework. Most full-time students complete the entire

within the Connell School of Nursing, the University, our consortium University partners, and through research collaborations with research and clinical academic centers of the Greater Boston area. The Ph.D. program offers a variety of learning opportunities through course work, CSON forums, interdisciplinary colloquia, and collaborations through the Harvard Catalyst, independent study, and research practica. An individualized plan of study is developed according to the student's educational background, research interests, and stage of development in scholarly activities.

A combined M.S./Ph.D. option is available for well-qualified individuals with B.S.N. degrees who wish to obtain preparation as advanced practice nurses (e.g., nurse practitioners) and also complete the Ph.D. degree in nursing research and knowledge development. Students who are interested in the M.S./Ph.D. option should contact the Associate Dean for Graduate Programs.

Career Opportunities

Graduates of the Ph.D. program often seek positions in academic settings or in health care, industry, government, or other settings where research is conducted. Some Ph.D. graduates continue on to complete post-doctoral fellowships at research centers located at universities, government or health care agencies.

Program of Study

A minimum of forty-six (46) credits beyond the M.S. degree are required to complete the Ph.D. degree. Additional credits and course work may be needed, depending upon the student's background, previous graduate training and area of research interest. Substantive content expertise is acquired by taking cognates and elective courses in the area of interest. The research component of the program includes qualitative and quantitative research methods, statistics, research seminars, research practica and experiences, and dissertation development and advisement.

The Ph.D. program of study includes:

- NURS9701 – Epistemology: Historical and Contemporary Influences on Knowledge Development in Nursing – 3 credits
 - NURS9712 Integrative Review for Nursing Science —3 credits
 - PHIL5593 Philosophy of Science—3 credits
 - NURS9716 Health Policy & Social Justice—3 credits
 - Cognates in Substantive Area of Study—6 credits
 - Intermediate and Advanced Statistics—6 credits
 - NURS9808 Research Design & Methods I—3 credits
 - NURS9809 Research Design & Methods II—3 credits
 - NURS9810 Responsible Conduct of Research—0–1 credit
 - NURS9812 Research Seminar: Developing the Purpose, Aims and Questions—2 credits
 - NURS9813 Research Seminar: Refining the Research Plan—2 credits
 - NURS9751 Advanced Qualitative Research Methods—3 credits
 - Advanced Research Methods Elective—3 credits
 - NURS9901 Doctoral Comprehensive Examination—1 credit
 - NURS9902 Dissertation Advisement—3 credits
 - NURS9903 Dissertation Advisement—3 credits
 - NURS9911 Doctoral Continuation—1 credit per semester until program
- Total: * 46 credits

Students who complete the M.S. degree or post-master's addi-

Dual Degree Options

M.S./M.B.A.

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist

Application Deadlines and Admission Requirements

The application deadline for the Direct Master's Entry Option is November 15 for September enrollment the following year. The application deadline for the Nurse Anesthesia Program is June 30 for January enrollment. The application deadlines to submit for the traditional Master's Program are as follows: March 15 for fall enrollment, and September 30 for spring enrollment. International Students (students who are not U.S. citizens or permanent residents) must provide additional information. Visit www.bc.edu/nursing for more information. Applications for the Master's Program in the Connell School of Nursing can be accessed from www.bc.edu/nursing. Required application materials include:

- Master's Program application
- Application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B (3.0) or better
- Undergraduate statistics course (not required for Additional Specialty Students)
- Goal statement
- Two or three letters of reference (varies by program and route of entry)
- Graduate Record Examination (GRE) within five years (for Direct Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Direct Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least one year of critical care experience and ACLS and PALS certification.
- Applicants to the Direct Master's Entry Program should plan to complete all prerequisites prior to June. At least 3 science prerequisites should be completed at the time of application.
- Interviews may be required for some programs.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL). (Refer to the website for more information.)
- Students must be licensed as R.N.s in Massachusetts prior to master's level clinical courses.
- Students in dual degree programs must also apply to the other program (M.B.A., M.A. in Pastoral Ministry).

Admission Requirements for Special Student (Non-Degree)

- Special Student application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B (3.0) or better

Program of Study

Master of Science with a Major in Nursing

- Electives: 3 to 6 credits (depending on specialty)
- NURS7415 Conceptual Basis for Advanced Practice Nursing—3 credits
- NURS7416 Ethical Issues in Advanced Practice Nursing—3 credits
- NURS7417 Role of Advanced Practice Nurses—3 credits

- NURS7420 Advanced Pharmacology Across the Life Span—3 credits
 - NURS7426 Advanced Psychopharmacology Across the Life Span (required for PMH Specialty)—3 credits
 - NURS7430 Advanced Health Assessment Across the Life Span—3 credits
 - NURS7520 Research Methods for Advanced Practice Nursing—3 credits
 - NURS7672 Advanced Pathophysiology Across the Life Span—3 credits
 - NURSXXX two Specialty Practice courses—12 credits
 - NURSXXX two Specialty Theory courses—6 credits
- Total: 45 credits (Nurse Anesthesia Total: 70 credits)**

Elective course options within the Connell School of Nursing include: NURS7524 Master's Research Practicum; NURS7525 Integrative Review of Nursing Research; graduate level independent study, palliative care or forensics courses. Other relevant graduate level elective courses are available in other schools or departments at Boston College. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum. Other electives are available through the consortium.

General Information

Accreditation

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

Nursing Licensure and Certification

Students in the Direct Master's Entry (MSE) Program are eligible to take the licensure exam for registered nurses (NCLEX-RN[®]) in the summer after their first full-time year of study, the pre-licensure year. The NCLEX-RN[®] first-time pass-rate for MSE Program students consistently far exceeds state and national averages year after year. The overall first-time pass rate for graduates of the Boston College MSE Program for the past 8 years (2008–2015) was 98.6%. State and national averages ranged from 81%–90% for the same time period. NCLEX pass rates for nursing programs in Massachusetts are available by year and by school at: <http://www.mass.gov/eohhs/researcher/physical-health/nursing/nclex/>.

Graduates of the master's program are eligible to apply to take the certification examination in their clinical specialty from the appropriate national certification organization. Most graduates from Adult-Gerontology, Family NP, and Psychiatric-Mental Health NP programs sit for certification examinations through the American Nurses Credentialing Center (ANCC). Information is available at: <http://www.nursecredentialing.org/certification.aspx>. Women's Health NP graduates are certified through the Nurses Certification Corporation (NCC) <https://www.nccwebsite.org/>. Pediatric Primary Care NP graduates usually take the certification examination offered through ANCC or through the Pediatric Nursing Certification Board (PNCB) <http://www.pncb.org/ptistore/control/index>. First-time passage rates for Connell School of Nursing Graduates on the Nurse Practitioner and Nurse Anesthesia CRNA certification examinations are consistently excellent and exceed national averages. The average 2013–2014 first time pass rates on certification examinations were: Adult-Gerontology

further dialogue and clarification between faculty and student about how the matter was determined, what criteria were used, and any related issues. If such a discussion results in a mutually acceptable resolution, the matter will be considered closed. If either party wishes to have a written statement of the outcome, the parties will put the resolution in writing, sign it, and each retain a copy. This written statement must be completed no later than two weeks after the mutually acceptable resolution has been reached.

If, however, a mutually acceptable disposition cannot be achieved, the student may present the matter in writing to the CSON Chairperson. The student's written statement to the Chair must be submitted no later than two weeks from the date of the final meeting with the faculty member or preceptor and clearly specify the nature of

committee. A formal appeal to the Dean consists of a written explanation of the appeal which should include the reasons the student believes the faculty member's or preceptor's evaluation was arbitrary, unethical, or based on extrinsic error, and the reasons why previous discussions were not satisfactory. Copies of decisions made by the Chairperson and the ad hoc committee will be forwarded to the Dean for the Dean's consideration in this review of the student's appeal. Within thirty (30) days of receipt of the student's appeal, the Dean will render a decision. The decision of the Dean is final, and will be communicated to the student in writing, with copies to the person(s) against whom the grievance was brought, and the relevant CSON Chairperson and Associate Dean.

If a student's grievance relates to the student's legal rights under any law or regulation, the grievance will be addressed in accordance with the applicable legal requirements. In such cases, the faculty member or administrator responding to the grievance should consult with the Associate Dean of Finance and Administration who will facilitate communication with the Office of the General Counsel.

Transfer of Credits

Matriculated graduate students may request permission to transfer in up to 6 credits of graduate course work completed at another accredited graduate university prior to matriculation to be applied toward their degree. Only courses that were completed at a regionally accredited institution within the past five years, have not been applied to a prior degree and in which a student has received a grade of B or better, can be considered for transfer. Currently matriculated students are not permitted to take courses outside of Boston College, other than through the Consortium. Core courses that were taken prior to matriculation may be considered on a case by case basis. Under no circumstances will students be allowed to transfer in more than six (6) credits towards their degree.

To request to have an outside course considered for transfer, the student must provide a copy of the course description for electives and course syllabus for core courses. Electives/cognates may be approved by the faculty advisor. Core courses that were taken prior to matriculation at Boston College must be reviewed for equivalency by the TOR for

progress towards their degree will be reviewed by the Graduate Academic Standards and Progressions Committee and may be subject to dismissal from the program.

Graduate Program Contacts in the Connell School of Nursing

The Dean of the School of Nursing is responsible for the overall administration of the school.

Susan Gennaro, RN, Ph.D., FAAN
Dean
Office: Maloney 294
Telephone: 617-552-4251

The Associate Deans are responsible for academic and financial administration.

M. Katherine Hutchinson, Ph.D., RN, FAAN
Associate Dean for Graduate Programs
Office: Maloney 220
Telephone: 617-552-2613

Christopher Grillo
Associate Dean for Finance & Administration
Office: Maloney 294
Telephone: 617-552-8531

The Program Directors are responsible for the direct oversight of their respective APRN programs.

Graduate Clinical Specialty Program Directors
Rosemary Byrne, RN, M.S.N., FNP-BC
Family NP Program
Office: Maloney 363
Telephone: 617-552-1834

Susan Emery, Ph.D., CRNA
CRNA Nurse Anesthetist Program
Office: Maloney 234
Telephone: 617-552-6844

Jane Flanagan, Ph.D., RN, ANP-BC
Adult-Gerontology Primary Care NP Program
Office: Maloney 353
Telephone: 617-552-8949

Holly Fontenot, Ph.D., RNC, M.S.
Women's Health NP Program
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Sherri St. Pierre, M.S., APRN, PNP-BC
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NURSING

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Family Psychiatric-Mental Health NP Program
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Telephone: 617-552-2328

Kelly Stamp, Ph.D., ANP-C, RN, FAHA
Direct Masters Entry (MSE) Pre-licensure Year
Office: Maloney 351
Telephone: 617-552-2119

Faculty

Mary E. Duffy, **Professor Emerita**; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University
Laurel A. Eisenhauer, **Professor Emerita**; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College
Marjory Gordon, **Professor Emerita**; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College
Carol R. Hartman, **Professor Emerita**; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University
Joellen Hawkins, **Professor Emerita**; B.S.N., Northwestern University; M.S., Ph.D., Boston College
Barbara Hazard, **Professor Emerita**; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut
June Andrews Horowitz, **Professor Emerita**; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University
Miriam Gayle Wardle, **Professor Emerita**; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University
Loretta P. Higgins, **Associate Professor Emerita**; B.S., M.S., Ed.D., Boston College
Margaret A. Murphy, **Associate Professor Emerita**; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College
Jean A. O'Neil, **Associate Professor Emerita**; B.S., M.S., Boston College; Ed.D., Boston University
Ann Wolbert Burgess, **Professor**; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University
Sean P. Clarke, **Professor and Associate Dean for Undergraduate Programs**; B.Sc., University of Ottawa; B.A., Carleton University; M.Sc.(A.), Ph.D., McGill University
Susan Gennaro, **Professor and Dean**; B.A., Le Moyne College; M.S., Pace University; Ph.D., University of Alabama at Birmingham
M. Katherine Hutchinson, **Professor and Associate Dean for Graduate Programs**; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware
Dorothy A. Jones, **Professor**; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University
Sr. Callista Roy, **Professor and Nurse Theorist**; B.A., Mount Saint Mary's College; M.A., M.S., Ph.D., University of California, Los Angeles
Judith A. Vessey, **Leila Holden Carroll Endowed Professor in Nursing**; B.S.N., Goshen College; M.B.A., Johns Hopkins University; M.S.N., Ph.D., University of Pennsylvania
Barbara E. Wolfe, **Professor and Associate Dean for Research**; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College
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Jane Flanagan, **Associate Professor**; B.S.N., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College
Pamela J. Grace, **Associate Professor**; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville
Susan Kelly-Weeder, **Associate Professor**; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell
Ellen K. Mahoney, **Associate Professor**; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; Ph.D., University of California, San Francisco
Catherine Y. Read, **Associate Professor and Director, Keys to Inclusive Leadership in Nursing (KILN) Program**; B.S.N., University of Illinois at Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell
Judith A. Shindul-Rothschild, **Associate Professor**; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College
Kelly D. Stamp, **Associate Professor**; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida
Melissa A. Sutherland, **Associate Professor**; B.S., Cornell University; B.S.N., M.S.N., Binghamton University; Ph.D., University of Virginia
Patricia A. Tabloski, **Associate Professor**; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester
Danny Willis, **Associate Professor and Department Chair**; B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center
Robin Wood, **Associate Professor**; B.S.N., University of Michigan; M.S., Ed.D., Boston University
Lichuan Ye, **Associate Professor**; B.S.N., M.S., Sichuan University, West China School of Medicine; Ph.D., University of Pennsylvania
Viola G. Benavente, **Assistant Professor**; B.S.N., Incarnate Word College; M.S.N., University of Texas, San Antonio; Ph.D., University of Pennsylvania
Stewart M. Bond, **Assistant Professor**; B.S.N., University of Virginia; M.S.N., University of North Carolina, Chapel Hill; M.T.S., Vanderbilt University; Ph.D., University of North Carolina, Chapel Hill
Joyce Katherine Edmonds, **Assistant Professor**; B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University
Holly Fontenot, **Assistant Professor**; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Ph.D., Boston College
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Kyung Hee Lee, **Assistant Professor**; B.S.N., M.P.H., Yonsei University; M.S.N., Ph.D., University of Michigan
Tam H. Nguyen, **Assistant Professor**; B.S.N., University of Maryland; M.S.N./M.P.H., Ph.D., Johns Hopkins University
Stacey Hoffman Barone, **Clinical Associate Professor**; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College
Susan A. DeSanto-Madeya, **Clinical Associate Professor**; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

NURS7450 Women and Children's Health Advanced Practice Theory (Fall: 3)

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

The Department

NURS7453 Women's Health Advanced Practice Nursing I (Fall: 6)
Prerequisites: NURS7430, NURS7420, NURS7672 or NURS6408

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

of theories and models of family and group psychotherapy across the life span, among diverse populations, and in traditional and non-traditional settings.

The Department

NURS7553 Women's Health Advanced Practice Nursing II
(Spring: 6)

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408) and NURS7450

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

The Department

NURS7557 Pediatric Primary Care/Advanced Practice Nursing II
(Spring: 6)

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408) NURS7450, NURS7457

This course builds on NURS7457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

The Department

NURS7562 Primary Care of Adults and Older Adults Theory II
(Spring: 3)

Prerequisite: NURS7462

Corequisites: NURS7415; NURS7417

Second course focused on primary care of adult/older adult. Analysis/synthesis of nursing and knowledge to guide evidenced-based

development of diagnostic, therapeutic, and ethical judgments for the patient undergoing surgery and anesthesia. During the first semester of clinical anesthesia practice the emphasis is on the development and

and specific aims, literature review, sampling strategy and techniques, sample, multiple data collection techniques, data management, multiple strategies for data analysis, differentiating data versus findings, constructing findings that are congruent with the research aims and specific qualitative approaches, and conclusion-drawing. The course will provide students with experience in conducting data analysis from several qualitative approaches, as well as presentation and critique of in-class and homework data analysis activities.

Danny Willis

NURS9808 Research Design and Methods I (Fall: 3)

Prerequisite: Enrollment in Nursing Ph.D. Program or permission of the Teacher of Record (TOR)

This course provides an overview of scientific approaches relevant to nursing and health care research. Current epistemological and qualitative, quantitative and mixed methods approaches are discussed. The application of both classic and emerging quantitative, qualitative, and mixed methods research approaches for answering questions and generating knowledge relevant to the discipline and practice of nursing are explored. Strengths and limitations of research approaches are examined.

The Department

NURS9809 Research Design and Methods II (Spring: 3)

Prerequisites: Enrollment in Nursing Ph.D. Program or permission of Teacher of Record (TOR); NURS9701; NURS9808; NURS9810

This course examines specific methods utilized in the conduct of research. Areas of focus include recruitment and retention, sampling, data collection, measurement, instrumentation, fidelity, and data coding, management, and analyses. Methods are discussed in terms of quantitative, qualitative, and mixed methods research approaches. Topics also address components of building a research trajectory including research proposals for institutional approval, grant funding, and the dissemination of research findings.

The Department

NURS9901 Doctoral Comprehensives (Fall/Spring: 1)

Prerequisite: Permission of Graduate Program Office

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

The Department

NURS9902 Dissertation Advisement (Fall/Spring: 3)

Prerequisite: Successful completion of Doctoral Comprehensives; permission of instructor

This course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NURS9903 Dissertation Advisement (Spring: 3)

Prerequisite: NURS9902; permission of instructor

The student in this course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NURS9911 Doctoral Continuation (Fall/Spring: 0)

Prerequisite: Permission of instructor

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

The Department

Boston College School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a School of Social Work (SSW) in March 1936. The SSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a field-of-practice concentration. The two intervention methods are Clinical Social Work and the Macro Social Work Practice on the master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth, and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursuing knowledge that will advance the field of social welfare and social work practice.

PROFESSIONAL PROGRAM: MASTER OF SOCIAL WORK (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical Social Work Practice or Macro Social Work Practice.

Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psychosocial assessment and intervention model to increase an individual's well-being. Each person, family, or group has a unique story to share, one that is shaped by cherished beliefs, values, and traditions, one that is connected to the larger stories of communities and nations. The complex process of helping others is, fundamentally, one of empowerment. In practicing clinical social work the aim is to strengthen, support, and accom-

The M.S.W. curriculum is divided into four overlapping components: Foundation, Intervention Method, Field-of-Practice Concentration, and Electives. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose a Field-of-Practice Concentration to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentration choices are: Children, Youth, and Families; Global Practice; Health and Mental Health; Older Adults and Families; and an Individualized option.

Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on core competencies: professional identity, ethics, critical thinking, diversity, social justice, research, human behavior, policy, contextual practice, engagement, assessment, intervention, and evaluation.

The following courses comprise the Foundation curriculum:

- SCWK7701 The Social Welfare System
- SCWK7721 Human Behavior and the Social Environment
- SCWK7723 Diversity and Cross-Cultural Issues
- SCWK7747 Research Methods in Social Work Practice
- SCWK7762 Basic Skills in Clinical Social Work
- SCWK8800 Basic Skills in Macro Practice
- SCWK9921 Field Education I

Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work. Required Clinical courses include an advanced human behavior course, SCWK7722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations including groups, the child and adolescent, the individual, family, and group.

The required Clinical courses are as follows:

- SCWK7722 Psychosocial Pathology
- SCWK8855 Clinical Practice with Children and Families Assessment and Evidenced-Based Practice
- SCWK8856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SCWK9932 Field Education II—Clinical Social Work

Required Macro courses include an advanced human behavior course, SCWK8833 Leadership and Social Transformation, and two methods courses that focus on organizational and leadership analysis, marketing, resource development and financial management, and the development of social innovation skills necessary to implement and sustain change.

The required Macro courses are as follows:

- SCWK8833 Leadership and Social Transformation
- SCWK8886 Financial Management and Resource Development
- SCWK8889 Social Innovation
- SCWK9942 Field Education II—Macro Social Work

Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of an advanced practice course and one advanced policy course.

All concentrations require SCWK8841 Program Evaluation and either SCWK9933–9934 Field Education III–IV—Clinical Social Work or SCWK9943–9944 Field Education III–IV—Macro Social Work.

Children, Youth, and Families

SOCIAL WORK

- SCWK8822 Impact of Traumatic Victimization on Child and Adolescent Development
- SCWK8824 Practice in Home and Community Settings with Older Adults
- SCWK8830 Social Work and Spirituality
- SCWK8827 Contemporary Psychodynamic Theories
- SCWK8831 Dying, Grief and Bereavement
- SCWK8835 Veterans' Health and Mental Health
- SCWK8836 Psychodynamic Theories of Individual Development
- SCWK8851 Policy Analysis Research for Social Reform
- SCWK8858 Clinical Practice in Schools
- SCWK8859 Integrating Play in Therapeutic Settings (formerly called Play Therapy)
- SCWK8860 Couples Therapy
- SCWK8862 Cognitive-Behavioral Therapy
- SCWK8864 Group Therapy
- SCWK8867 Internal Family Systems Therapy
- SCWK8868 Dialectical Behavioral Therapy
- SCWK8874 Adult Psychological Trauma
- SCWK8876 Solution-Focused Therapy
- SCWK8877 Narrative Therapy
- SCWK8880 Social Work Practice in Child Welfare
- SCWK8881 School Social Work: Program Development and Educational Policies
- SCWK8883 Creating and Sustaining Social Enterprises
- SCWK8884 Strategic Planning for Public and Nonprofit Organizations
- SCWK8888 Community Organizing and Political Strategies

Dual Degree Programs

In cooperation with the Morrissey College of Arts and Sciences and the Lynch School of Education, the School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Applied Psychology and Human Development majors to complete the Social Work foundation courses during their junior and senior years. Students receive the B.A. at the end of four years, then apply for admission to the School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the School of Social Work Assistant Dean of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SCWK6600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the Morrissey 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 School of Social Work doctoral program offers two programs of study: a Ph.D. in Social Work and a Ph.D. in Social Welfare. The Ph.D. in Social Work is designed for students with an M.S.W. or equivalent degree. The Ph.D. 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 practicums.

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 27 elective credits, six elective credits are specified to be advanced social or behavioral science theory courses and 21 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 successfully defend their publishable paper.

Required courses include the following:

- SCWK9951 Survey of Research Methods in Social and Behavioral Science
- SCWK9952 Tools for Scholarship in Social and Behavioral Science
- SCWK9959 Doctoral Publishable Writing Project

university's academic offerings. The actual number of courses taken by an individual student varies according to prior educational background and coursework.

Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a Master of Social Work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

Financial Aid

SOCIAL WORK

Faculty

June Gary Hopps, **Professor Emerita**; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

Demetrius S. Iatridis, **Professor Emeritus**; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

Richard A. Mackey, **Professor Emeritus**; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

Elaine Pinderhughes, **Professor Emerita**; A.B., Howard University; M.S.W., Columbia University

Albert F. Hanwell, **Associate Professor Emeritus**; B.S., M.S.W., Boston College

Betty Blythe, **Professor**; B.A., Seattle University; M.S.W., Ph.D., University of Washington

Alberto Godenzi, **Professor**; M.A., Ph.D., University of Zurich; M.B.A., Open University

James Lubben, **Louise McMahon Ahearn Professor**; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

Kevin J. Mahoney, **Professor**; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

Ruth G. McRoy, **Donahue and DiFelice Endowed Professor**; B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin

Shanta Pandey, **Professor**; B. Sc. Diploma in Botany, Tribhuvan University, Nepal; M.S.W., Delhi School of Social Work; Ph.D., Case Western Reserve University

Marcie Pitt-Catsoupes, **Professor and Ph.D. Program Director**; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

David Takuechi, **Associate Dean for Research & Dorothy Book Scholar and Professor**; B.A., M.A., Ph.D., University of Hawaii

Thanh Van Tran, **Professor**; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

Gautam N. Yadama, **Dean and Professor**; B.S., Wilkes University; M.S.S.A., Ph.D., Case Western Reserve University

Paul Kline, **Professor of Clinical Practice**; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

Stephanie Cosner Berzin, **Associate Professor**; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

Jessica Black, **Associate Professor**; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

Thomas M. Crea, **Associate Professor**; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Margaret Lombe, **Associate Professor**; B.A., Daystar University; M.S.W., Ph.D., Washington University

Kathleen McInnis-Dittrich, **Associate Professor**; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thomas O'Hare, **Associate Professor**; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

Ce Shen, **Associate Professor**; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

Ronald Ancrum, **Associate Professor of Macro Practice**; B.M., University of Connecticut; M.S., University of Massachusetts McCormack Institute for Public Policy

Tiziana Dearing, **Associate Professor of Macro Practice**; B.A., University of Michigan; M.P.P., Harvard University

Westy Egmont, **Associate Professor of Macro Practice**; B.A., Barrington College; M.Div., Gordon-Conwell Theological Seminary; D.Min., Andover Newton Theological School

Kerry Mitchell, **Associate Professor of Clinical Practice**; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

Susan Lee Tohn, **Associate Professor of Clinical Practice**; B.A., Tufts University; M.S.W., Boston University

Thomas Walsh, **Associate Dean and M.S.W. Program Director, Associate Professor of Clinical Practice**; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

Robin Warsh, **Associate Professor of Clinical Practice**; B.S., American University; M.S.W., University of Connecticut

Rocio Calvo, **Assistant Professor**; B.A., University of Salamanca; M.A., Deusto University; Ph.D., Boston College

Scott D. Easton, **Assistant Professor**; A.B., Harvard University; M.S.W., Ph.D., University of Iowa

Summer Sherburne Hawkins, **Assistant Professor**; B.A., Vassar College; M.S., Drexel University; Ph.D., University of London

Christina J. Matz-Costa, **Assistant Professor**; B.A., University of Massachusetts; M.S.W., Ph.D., Boston College

Erika Sabbath, **Assistant Professor**; B.A., Washington University; MSc., ScD., Harvard School of Public Health

Jessica Shaw, **Assistant Professor**; B.S., University of Illinois at Urbana-Champaign; M.A., Ph.D Michigan State

Samantha Teixeira, **Assistant Professor**; B.A., University of New Hampshire; M.S.W., Ph.D. University of Pittsburgh

Course Offerings

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

Curriculum review is on-going with course requirements subject to change. Any revisions affecting curriculum will be posted on the web.

Elective offerings in any given semester require a course enrollment of at least 10 students.

SCWK7701 The Social Welfare System (Spring: 3)
Prerequisite for all other Policy courses. Required of all M.S.W. students.

The course explores current social welfare issues in the context of history and underlying political rationale and societal values. The course is designed to provide students with an understanding of the relationship between contemporary social welfare policy and social work practice. The course focuses on the historical, political, economic and other social conditions that influence policy development in the United States. Models of social welfare are presented and critiqued. Policy issues and programs that impact specific populations are explored with an emphasis on social and economic justice. The course content will be framed through the lens of distributive equity and social justice. Understanding how policy influences practice and how social workers can influence social welfare policy are examined.

The Department

SCWK7719 Independent Study: International Policy (Fall/Summer/Spring: 3)
Prerequisite: SCWK7701

An opportunity to pursue in more depth a comparative policy analysis that examines the social, political, ideological, and economic

context of social welfare policies and programs, or examines alternatives in evaluating, formulating, and implementing social welfare policies and programs.

The Department

SCWK7721 Human Behavior and the Social Environment (Fall: 3)
Cross listed with PSYC7721

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

The Department

SCWK7722 Psychosocial Pathology (Spring/Summer: 3)

Prerequisite: SCWK7721

Required of Clinical Social Work students; elective for others.

An examination of the etiology and identification of adult mental disorders utilizing the Diagnostic and Statistical Manual of Mental Disorders. Focus is on psychological, genetic, and biochemical theories of mental illness; biopsychosocial stressors in symptom formation, assessment and treatment; cultural determinants in psychopathology; differential diagnosis; and drug therapies.

The Department

SCWK7723 Diversity and Cross-Cultural Issues (Fall: 3)

Cross listed with AADS7493

Required of all M.S.W. students.

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ableism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical, and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

The Department

SCWK7724 Neurobiology of Stress and Resilience in the Life Course (Summer: 3)

Prerequisite: SCWK7721

Elective

This course examines the ways in which stress poses risk to healthy biological, psychological, and social development. Using life course perspective and ecological systems theory (micro through macro), the course also highlights the characteristics, relationships, and contexts that increase resilience at each life stage (in utero through end of life). Circumstances relevant to social work (including but not limited to prenatal stress, trauma, bullying, violence, poverty, and homelessness) are examined through the dual lenses of stress and resilience. Neuroscientific, genetic and related biological research is emphasized in the course; however, no background in biological sciences is required as a prerequisite.

The Department

SCWK7725 Families Impacted by Military Service (Summer: 3)

Prerequisite: SCWK7721

Elective

This course explores how families are impacted by military service (FIMS) emphasizing the effects of military culture within which military families function. Stressors such as deployment, and the protective factors associated with military communities will be discussed. Attachment theory will be explored as it pertains to the loss and separation involved in long-term and sometimes repetitive deployment cycles. Substance use, anxiety, avoidance behaviors, and risk-taking behaviors will be discussed in terms of their impact on family life and family system functioning. Resiliency theory will be highlighted in terms of preventing or ameliorating post-deployment difficulties in families impacted by military service.

The Department

SCWK7726 Neuroscience of Human Relationships and Development (Fall: 3)

Prerequisite: SCWK7721

Elective

Following human development from conception to end of life, the course provides students with an introduction to key neurobiological aspects (such as brain development and genetics) of the life course. Special attention is paid to examining the association between neurobiology and the nested layers and relationships in which development unfolds, including family, school, community and wider society/policy. Concepts important to social work (including but not limited to attachment, trauma, stress, social relationships, emotions, health and mental health) are addressed within various stages of development. No background in the biological sciences is required.

The Department

SCWK7727 Substance Abuse: Alcohol and Other Drugs

(Spring/Summer: 3)

Prerequisite: SCWK7721

Elective

A course providing an overview of alcohol/drug use, abuse, and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

The Department

SCWK7728 Global Perspectives on Gender Inequalities (Summer: 3)

Prerequisite: SCWK7721

Elective

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's physical health, mental health, economic status, families, and general well-being. Beginning with a framework for studying gender and ethnicity that will enable comparative analysis of women's issues among different cultures, the course focuses on basic concepts and theories that help our understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

The Department

SCWK7777 Services to Migrants: A Border Perspective (Spring: 3)

Prerequisite: SCWK7701

Elective

The right to migrate and protective stance of sovereign nations creates an inevitable conflict. Along the U.S. border with Mexico there has arisen a variety of responses by government, religious and community organizations that seek to address various aspects of migration. This field based study of policy and services will seek understanding of the conflicts, explore the wants and needs of migrants, pursue the social policies that impact migration north from Central America and assess the range of human services and their outcomes in the Nogales AS corridor.

The Department

SCWK7790 Global Citizenship: Interdisciplinary Seminar (Fall: 3)

Prerequisite: Students who want to take this course and the field trip it entails will be interviewed. Requirement for STM students: one year of theological studies.

Cross listed with TMST8078 and LAWS7078

Offered Periodically

Elective

Today's world is a maelstrom of cultures, languages, races, issues, perspectives, hopes, and challenges. In this course, we will look at some burning issues of our time: e.g., poverty, ecology, migration, refugees. This exploration will be achieved in an interdisciplinary manner by combining the cross-perspectives of social work, law, and theology. Special attention will be given to "agent"—the person called to face world issues through the existential notion of mission, values, and purpose/vocation. Consideration will be given to the situation of Haiti, where the whole class will travel over the winter break for a field trip.

Andre Brouillette, S.J.

in countries of the global south. Areas of focus include working with vulnerable populations such as children in a variety of settings, gender issues, migration as well as working with various NGOs, governmental and United Nations systems. Emphasis will be placed on working with diverse client populations in each practice setting.

The Department

SCWK7799 Independent Study: Practice Sequence (Fall/Spring: 3)

Prerequisites: SCWK7762 and SCWK8800

Elective for M.S.W. students.

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

The Department

SCWK8800 Basis of Social Work Practice (Fall/Spring: 3)

Prerequisites: SCWK7762 and SCWK8800

Elective for M.S.W. students.

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

The Department

SCWK8801 Introduction to Social Work Practice (Fall/Spring: 3)

Prerequisites: SCWK7762 and SCWK8800

Required for, and restricted to, Global Practice Field-of-Practice Concentration.

An advanced policy course that introduces approaches, issues, and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

The Department

SCWK8802 Legal Aspects of Social Work (Spring: 3)

Prerequisite: SCWK7701

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SCWK8817 Health and Mental Health Policy (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or by permission

Required for Health and Mental Health Field-of-Practice Concentration; elective for others.

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U.S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, and general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally, the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

The Department

SCWK8819 Social Welfare Policy Sequence Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7701

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating,

and domestic violence; maternal, child, and family health; education; juvenile justice; cultural issues; immigration/refugees; and approaches in other nations.

The Department

SCWK8806 Global Policy Issues and Implications (Fall: 3)

Prerequisite: SCWK7701

Required for, and restricted to, Global Practice Field-of-Practice Concentration.

An advanced policy course that introduces approaches, issues, and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

The Department

SCWK8809 Introduction to Social Work Practice (Spring: 3)

Prerequisite: SCWK7701

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SCWK8817 Health and Mental Health Policy (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or by permission

Required for Health and Mental Health Field-of-Practice Concentration; elective for others.

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U.S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, and general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally, the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

The Department

SCWK8819 Social Welfare Policy Sequence Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7701

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating,

SOCIAL WORK

and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior and national priorities.

The Department

SCWK8822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer/Fall: 3)

Prerequisite: SCWK 7762

Elective

A course that examines how stress, especially of a violent nature, can impact child and adolescent development. Exploration of selected theories and evidence-based practice will assist students in identifying skills necessary for effective clinical practice with children, adolescents, families, and communities coping with the consequences of traumatic exposure to violence. Students will be encouraged to reflect on the impact of exposure to the injured child and consider how their reactions may identify potential sources of lost empathy or uncover other personal vulnerabilities that might interfere with effective practice.

The Department

SCWK8823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)

Prerequisites: SCWK7762 and SCWK8800

Corequisite: SCWK9934 or SCWK9944 or by permission

Required for Older Adults and Families Field-of-Practice

Concentration; elective for others.

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying, and bereavement facing the older adults are also covered.

The Department

SCWK8824 Practice in Home and Community Settings with Older Adults (Spring: 3)

Prerequisites: SCWK7762 and SCWK8800

Elective

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship, and end-of-life decision making while considering issues of diversity, including race, ethnic group, sexual orientation, and gender, that affect the appropriateness of services.

The Department

SCWK8827 Contemporary Psychodynamic Theories (Summer: 3)

Prerequisite: SCWK7721

Elective

Beginning with a brief background on the historical precedents of psychodynamic theory, the course focuses specifically on the developments and critiques of the last 20 years as well as specific

populations originally overlooked, misunderstood, or stigmatized by early psychodynamic theory, including current psychodynamic expansions and critiques of classic theories, relational theory, intersubjectivity, and feminist theory. The utility of each theory in the completion of biopsychosocial assessments will be demonstrated. Special attention will be paid to the current psychodynamic theory as it pertains to oppressed populations in terms of race, ethnicity, social class, gender, sexual orientation, and religion.

The Department

SCWK8830 Social Work and Spirituality (Spring: 3)

Prerequisite: SCWK 7721

This course explores spirituality as a core dimension of human development and as a necessary area of concern for social workers including non-religious expressions of spirituality as well as spirituality shaped by religious traditions. We will explore how spirituality contributes to optimal human development and, in particular, the power of spirituality to advance psychosocial competence, coping, and well-being. Although all students will explore common questions and topics students have freedom to responsibly shape their learning experience to advance their specific professional objectives.

The Department

SCWK8831 Dying, Grief, and Bereavement (Fall/Spring: 3)

Prerequisite: SCWK7721

Elective

Beginning with an overview of the social phenomena of death and how social attitudes and practices influence the environmental context in which death takes place in contemporary society, the course explores the influence of cultural diversity in the way death is experienced by diverse groups. The tasks of mourning following a person's death and the bereavement process present complex socio-emotional challenges for family and friends throughout the life span. Issues in self-reflection and self-care are presented to offer practitioners ways to grow personally and professionally through the process of their clients' losses.

The Department

SCWK8833 Leadership and Social Transformation (Spring: 3)

Prerequisite: SCWK7721

Required of Macro Social Work students; elective for others.

An overview of general principles of management, this course provides students with a broad understanding of theories of organizational functioning combined with a focus on leadership for change in organizations. The role of leader-manager is explored in three theoretical perspectives of organizations: the structure of human service organizations and requisite management skills; the human resource perspective and promoting the recruitment and development of people as a vital component of organizational functioning; and organizational change with emphasis on advocating for and sustaining change within human service organizations.

The Department

SCWK8835 Veterans' Health and Mental Health (Spring: 3)

Prerequisite: SCWK7721

Elective

Social workers who understand issues that are unique to the military can comfortably engage with them and more effectively interact and treat this population. The health of veterans will be discussed in terms of the physical wounds of war such as traumatic brain injuries (TBIs) and other service-connected injuries to the body.

SOCIAL WORK

from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies, the course addresses strategies for practice evaluation.

The Department

SCWK8858 Clinical Practice in Schools (Spring: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course that provides a comprehensive overview of the skills necessary to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships, family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues, including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

The Department

SCWK8859 Integrating Play in Therapeutic Settings

(Spring/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and n of indecaes.

SCWK8862 Cognitive-Behavioral Therapy (Spring/Fall: 3)

Prerequisite: SCWK7762

Elective

An advanced practice course that integrates CBT theory, practical assessment tools, and treatment applications with work with children and adults. Lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model, the course focuses on the CBT assessment and treatment of specific disorders, including anxiety, pain, depression, bipolar disorder, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation, and disability will be addressed.

The Department

SCWK8864 Group Therapy (Fall/Summer: 3)

Prerequisite: SCWK7721

Elective

This course considers many applications of social work group treatment. Through a thoughtful review of selected group therapy literature, analysis of process recordings of group therapy sessions, lectures, class discussion, and/or role-play exercises, students will develop an appreciation of the unique ways in which group treatment can promote individual psychosocial competence. Students will develop skills in the practice of social work treatment.

The Department

SCWK8865 Family Therapy (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or by permission

Required of Clinical Social Work students in the Mental Health Field-of-Practice Concentration; elective for others.

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender, and race will be interwoven with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to the stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths and problems of minority families, families living in poverty, blended families, adoptive families, and families of same sex parents will be reviewed.

The Department

SCWK8867 Internal Family Systems Therapy: A Contemporary Approach for Working with Individuals, Couples, Families and Groups (Spring/Fall: 3)

Prerequisite: SCWK7762

Elective

This advanced clinical course focuses on the Internal Family Systems Model (IFS) into a comprehensive approach that includes guidelines for working with individuals, couples, families and groups. The IFS Model is a new synthesis of two already existing paradigms: systems thinking and the multiplicity of minds. One major and unique contribution of IFS is the concept that it is the connection of the Self to the Parts that brings healing. The IFS Model offers a non-pathologizing approach to identifying and unburdening the faulty beliefs people carry from childhood trauma and troubling patterns of interaction and replacing them with Self-led resources.

The Department

SCWK8868 Dialectical Behavioral Therapy (Fall/Summer: 3)

Prerequisite: SCWK7762

Elective

This course is designed to instruct and prepare students to integrate and apply Dialectical Behavioral Therapy (DBT), a comprehensive and flexible evidence-based treatment. Students will learn to conduct thorough risk assessments, develop crisis management

SCWK8873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or by permission

Required of Clinical Social Work students in the Health Field-of-Practice Concentration; elective for others.

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SCWK8874 Adult Psychological Trauma: Assessment and Treatment (Fall/Spring/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

The Department

SCWK8876 Solution-Focused Therapy (Fall/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course focusing on time-effective treatments with individuals, families and groups. The course focuses primarily on Solution-Focused Therapy. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation as key to the process, which involves building rapport, identifying a goal, and understanding the client's relationship to that goal. The course examines pivotal treatment strategies, including language, task setting, and creating hope in clients through our interventions.

The Department

SCWK8877 Narrative Therapy (Summer: 3)

Prerequisite: SCWK7762

Elective

This course focuses on narrative practice skills that are based on a belief in the power of the meaning-making systems. The course will examine models, research, and theoretical and clinical foundations of narrative therapy. Using lecture, discussion, and exercises, students will be introduced to various narrative therapy practices.

The Department

SCWK9932 Field Education II-CSW (Spring/Summer: 3)
Prerequisites: SCWK9921, SCWK7762, SCWK8800 (academic year)
Corequisites: SCWK8855 and SCWK8856 (academic year)
 Required of Clinical Social Work students.

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in the second semester.

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SCWK9933 Field Education III-CSW (Fall/Spring: 4)
Prerequisites: SCWK9932 and Advanced Practice Field of Practice Concentration course for Global Practice Concentrators.
Corequisite: Advanced Practice Field of Practice Concentration course.
 Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

The Department

SCWK9934 Field Education IV-CSW (Spring: 4)
Prerequisites: SCWK9933 and Advanced Policy Field of Practice Concentration course for Global Practice Concentrators.
Corequisite: Advanced Policy Field of Practice Concentration course.
 Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

The Department

SCWK9939 Field Continuation-CSW (Fall/Spring/Summer: 0)
Prerequisite: Department permission

The Department

SCWK9942 Field Education II-Macro (Spring/Summer: 3)
Prerequisite: SCWK9921
Corequisites: SCWK8886 and SCWK8889
 Required of Macro students.

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SCWK9943 Field Education III Macro (Fall/Spring: 4)
Prerequisites: SCWK9942 and Advanced Practice Field-of-Practice Concentration course for Global Concentrators.
Corequisite: Advanced Practice Field-of-Practice Concentration course
 Required of Macro students.

Advanced learning and practice which emphasize knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project

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SCWK9944 Field Education IV Macro (Spring: 4)

Prerequisites: SCWK9943 and Advanced Policy Field-of-Practice Concentration course for Global Practice Concentrators.

Corequisite: Advanced Policy Field-of-Practice Concentration course. Required of Macro students.

Advanced learning and practice that emphasize knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

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SCWK9949 Field Continuation-Macro (Fall/Spring: 0)

Prerequisite: Department permission

The Department

SCWK9951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)

Required for all Doctoral Students

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

The Department

SCWK9956 The Dialectics of Social and Behavioral Theory

(Spring: 3)

Prerequisite: Permission of Social Work required

In this course, students will read selected original publications of classical and contemporary theorists in psychology, sociology, political science, urban planning and community development, and economics. They will consider how theories which are foundational to different disciplines in the social and behavioral sciences can inform their studies and predict empirical findings. The theories selected for examination in the course will include: theories of identity and stigma, social integration theories, exchange theory, conflict theories, theories of social integration, critical race theory, role theories, rational choice theory, life course theories, role theories, social justice theories, theories of social change, and epidemiology. The students will use the assumptions of different theories to prepare three papers, each of which will examine a single issue from a different perspective.

The Department

SCWK9959 Doctoral Publishable Paper Writing Project

(Fall/Spring: 1)

Required for all Doctoral Students

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral

or social science theory and related methods of scientific inquiry. The paper will be evaluated by a faculty review committee appointed by the chair of the doctoral program.

The Department

SCWK9960 Regression Analysis for Social and Behavioral Sciences (Spring: 3)

Required for all Doctoral Students

This course assumes knowledge of basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as experience of using common statistical package such as SPSS, SAS or STATA. The course will focus on regression-based methods for analyzing quantitative social and behavioral science data using STATA. The topics include multiple regression analysis, major regression diagnostics, and logistic regression analysis for categorical dependent variables.

The Department

SCWK9961 Introduction to Structural Equation Modeling

(Summer: 3)

Prerequisite: SCWK9960 Statistical Analysis for Social Work Research or equivalent

Required for all Doctoral Students

The course assumes knowledge of multiple regression analysis. This course will use Lisrel-8 and cover matrix algebra, exploratory factor analysis (EFA), path analysis, confirmatory factor analysis (CFA), general structural equation modeling (latent and measurement models combined), and multiple sample analysis.

The Department

SCWK9971 Doctoral Group Independent Study

(Spring/Fall/Summer: 3)

Prerequisite: Permission of Social Work required

This elective offers students the opportunity for an in-depth examination of a substantive topic that is not comprehensively addressed by other required or elective doctoral courses. The topic is considered from either a theoretical, policy and/or research perspective. The topic area should have direct and substantial relevance to social work research, social work education, evidence-based practice, and/or social policy analysis. A course syllabus should be submitted to the Doctoral Program Director prior to registration.

The Department

SCWK9980 History and Philosophy of Social Welfare in U.S.

(Fall: 3)

Required of Doctoral Social Work students. Elective for Doctoral Social Welfare students.

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

The Department

SCWK9990 Doctoral Independent Study (Fall/Spring: 1)

Elective for doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

The Department**SCWK9991 Doctoral Teaching Practicum (Fall/Spring: 1)**

Prerequisite: SCWK9992

Elective for doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development,

SCWK9996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SCWK9995

Required of all doctoral students.

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

Woods College of Advancing Studies

The James A. Woods, S.J., College of Advancing Studies (WCAS) offers both full and part-time study to undergraduate and graduate students who want to make a difference with their degree. The WCAS actively engages students in maximizing previous work and academic experiences. Our faculty and advisors help direct previous learning toward degree completion and career advancement.

As one of the eight schools that make up Boston College, the WCAS fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them

As a working professional, you may wish to attend full- or part-time.

Admission Requirements

Online Application

- Bachelor's degree from an accredited college/university (minimum 3.0 GPA)
- Official Transcript
- GRE (reporting code 7534) or GMAT (reporting code 44X-HX-74)—Not required, but recommended for students with lower undergraduate GPA
- TOEFL (reporting code 3276) or IELTS scores (if applicable) from within the past two years
- Personal statement
- Two letters of recommendation
- Resume
- At least two years of previous experience in a health care management or supervisory role.

Degree Requirements

Twelve courses are required to complete the Master of Health Administration. There are no electives.

Required Courses

- Introduction to Health Care Systems and Organizations
- Health Policy
- Health Care Quality Management
- Health Care Innovation-Based Strategy: Managing Change
- Management Theory and Organizational Behavior
- Leadership in Health Care
- Health Care Human Resources Management
- Health Care Information Technology
- Health Care Law and Ethics
- Health Analytics for Decision Making and Critiquing and Assessing Evidence
- Health Care Finance
- Health Care Strategic Planning and Marketing

Tuition for WCAS MHA is \$1100 per credit or \$4400 for a 4-credit course.

Master of Science in Applied Economics

Program Description

The Master of Science in Applied Economics offers a practical and comprehensive curriculum to students interested in acquiring skills related to the analysis and interpretation of data across a variety of fields. Graduates will be equipped to understand the context of data they are analyzing, analyze the data, interpret and present results to decision makers, and make recommendations bolstered by the results of the data analysis. The program provides individuals with extensive training in the tools and methods necessary for understanding complex policy issues, industry trends, and analytic strategies within specialized fields of economics including health care, finance, marketing, and environmental policy. These skills are developed within a curricular framework that emphasizes reflective, people-centered, ethical decision making that reflects the Jesuit, Ignatian tradition. The program is intended for individuals seeking to begin or advance careers in industry, policy and government, or the financial sector.

The Master of Science in Applied Economics is a ten-course degree program. The program can be completed in a 16-month period, but is designed to be flexible in meeting the needs of our students. As a working professional, you may wish to attend full- or part-time.

Course Offerings

- ADEC7200 Applied Macroeconomic Theory
- ADEC7201 Applied Microeconomic Theory
- ADEC7310 Data Analysis
- ADEC7320 Econometrics
- ADEC7500 Ethics, Economics, and Public Policy
- ADEC7370 Applied Stress Testing for Economists
- ADEC7380 Empirical Health Economics
- ADEC7430 Big Data Tools for Economists
- ADEC7450 Private Sector Development and Economic Growth

Master of Science in Cybersecurity Policy and Governance

Program Description

The Master of Science in Cybersecurity Policy and Governance

- Those with less than 3 years of professional experience must have completed recent coursework in computer science or computer engineering, or coursework in an approved information technology course, with a grade of B or higher.**

*Waiver of GRE/GMAT may be granted based upon relevant professional work experience and GPA from accredited college.

**Students who do not meet this requirement may be considered for admission with the following condition: the completion of an approved computer science or computer engineering course at the Woods College, with a grade of B or higher.

Program Requirements

Ten courses are required to complete the Master of Science in Cybersecurity Policy and Governance. See Admission Requirements for prerequisites, if applicable.

Core Requirements (6 Courses)

ADCY6000 Cyber Ecosystem and Cybersecurity: This course provides an overview of Cyberspace, defines the scope of Cybersecurity, and addresses information classification and system compartmentalization. Course includes an appreciation of information confidential-

Establishing the Business Case & Resource Allocation: This course provides guidance and the necessary skills to lead, design, and frame a business case for investment. Course outlines cost-benefit analysis and return-on-investment (ROI) by utilizing incident analysis, threat, and residual vulnerability analyses to determine and quantify the underlying business parameters. Course also addresses supporting techniques, including benchmarking and normalization, to enable data-based decision making. Additionally, the course covers executive dashboard design, security metrics, key performance indicators (KPIs), graphics, illustrative techniques, business reach-out, and leadership engagement.

Security in the Cloud: This course provides an understanding of basic cloud deployment models, including private, public, hybrid, and community, and the various service platforms (e.g., SaaS, PaaS, IaaS). Course addresses governance control and responsibility for cloud security together with cloud security components, and covers service provider security and its evaluation, security standards (e.g., SSAE-16, CSA-CCM, Shared Assessments, NIST, CIS), procurement, and service level agreements (SLAs). Security topics include traffic hijacking,

- ADGR7739 Public and Non-Profit Accounting
- ADGR7740 Behavioral Economics: Emerging Perspectives
- ADGR7744 Leadership: Theory and Practice in Organizations*
- ADGR7745 Critical Thinking
- ADGR7746 Continuous Organizational Improvement: A Dynamic Psychosocial Perspective
- ADGR7747 Lives in Motion: Increasing Personal Effectiveness
- ADGR7753 Employment Law
- ADGR7775 American Corporation/Global Business: The World in an Age of Terror & Economic Crisis
- ADGR7778 Emerging Environmental Issues
- ADGR7782 Law & Society
- ADGR7783 Sustainability: Survival Science

- ADGR7740 Behavioral Economics: Emerging Perspectives
- ADGR7741 Persuasive Communication
- ADGR7743 Mastering the Media: Social and Psychological Effects of Mass Media
- ADGR7744 Leadership: Theory and Practice in Organizations
- ADGR7745 Critical Thinking
- ADGR7747 Lives in Motion: Increasing Personal Effectiveness
- ADGR7748 Elements of Competitive Performance
-

issues (immigration, ecology and sustainability, health, mental health and substance use etc), allows us to examine how modern life impacts productive outcomes.

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ADGR7740 Behavioral Economics: Emerging Perspective (Fall: 3)

Prerequisite Principles of Economics

Cross listed with ADEC5002

Why do people often behave in ways that are clearly not in their best interest? Integrating an understanding of human behavior into the more traditional economic models offers a fuller explanation of how behavior influences seemingly rational choices and suggests ways to optimize decision-making. This course explores the impact of the current economic crisis, competition, procrastination, certainty/uncertainty, investments, emerging technologies, career flexibility, obesity and divorce to explain outcomes and performance.

Robert Anzenberger

ADGR7741 Persuasive Communication (Fall: 3)

In our culture, image is about conveying success. It is what makes us want to buy a brand or vote for a candidate. Course explores the powerful role of imaging, the use of trademarks as a vehicle to convey a corporate image, and how a “marketable personality” (for a product, service, organization or individual) is defined, developed and communicated. Examines strategies for balancing the emotional and rational factors of a message, finding a position with “soul,” and using research to full advantage in relation to image failure and crisis management. A look at how imaging is affected by the exploding world of media and how it influences the corporate bottom line. Video and audio presentations and case studies provide stimulating examples. Students will better understand the imaging process and develop the know-how to evaluate and use it.

The Department

ADGR7743 Mastering the Media (Fall: 3)

In-depth knowledge of how mass media shapes and reshapes thoughts, attitudes and behavior brings desired expertise to professional responsibilities and personal opportunities. This course explores the theories and data documenting the impact of mass media and examines the positive and negative effects of different types of media content on different individuals to help tailor decision making and execute solutions. Discusses future innovations and global implications.

The Department

ADGR7744 Leadership: Theory and Practice (Fall: 3)

Cross listed with ADBM5005

Hybrid course.

Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? Course examines a number of theories, and provides a bedrock of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leadership instruments for both the individual and organizations. A hybrid course utilizing required classroom attendance on specific dates posted each semester. The other weeks will require monitoring and posting to the virtual classroom on Canvas two to three days each of those online weeks to submit work and engage in online discussion.

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ADGR7746 Organizational Improvement (Fall: 3)

A hybrid course utilizing required classroom attendance on specific dates. The other weeks will require monitoring and posting to the virtual classroom on Canvas two to three days each of those online weeks to submit work and engage in online discussion.

Designed to identify and explore current strategies and measures that enhance organization productivity within a healthy workplace environment. The course examines the current literature that focuses on workplace productivity in the public, private and non-profit sectors. A look at the changing roles of the game, the melding of the physical and virtual worlds; the evolution from a more vertical hierarchical design into more collaborative, interactive, and horizontal structures, joining with global endeavors. This course is sensitive to cultural dynamics, new patterns of participation and behavior, examines personal, interpersonal, and group behavior and suggests practical approaches to better respond.

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ADGR7750 Geographic Information Systems and Planning

(Fall: 3)

Cross listed with ADIT5001

Geographic Information Systems (GIS) is an information technology used for the management, analysis, and display of geographic--or spatial--data, and is represented by information sets such as common maps and more sophisticated data models. This course introduces the fundamental concepts of spatial technology and the increasing application of GIS in academic research, government, and business. The course provides an overview of spatial analysis as a decision support tool, the use and management of spatial data, an introduction to GIS applications, and the unique demands GIS places on IT. Requires no programming experience.

Donald Brady

ADGR7751 Public Affairs Challenges (Fall: 3)

One of every seven jobs in Massachusetts is found in the not-for-profit sector. In many ways, our non-profit higher education and health care institutions define our state's economy and help to create entire industries such as biotechnology, green technology, financial services and consulting services to name but a few. This course explores the emerging public relations, government relations, branding and strategic communication challenges faced by not-for-profit entities such as hospitals, universities, and other non-profit organizations, as they work to promote and protect their brand and reputation. Case studies draw on recent crises and management challenges to explore responses in communications, strategic planning, and innovative initiatives designed to advance the non-profit mission and market position.

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ADGR7753 Employment Law (Spring: 3)

This introduction to the rapidly evolving law of the workplace focuses on how the law works in practice today providing important information for employees and managers. Looks at traditional common law such as “Employment At Will” and areas of employment law topics including hiring, promotion and termination, workplace security, privacy and safety, compensation and benefits, immigration, and labor-management relations. This course also covers the various laws prohibiting discrimination in the workplace, with a focus on federal statutes and regulations as well as the emerging legal issues around Social Media in the workplace.

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decision-making. Applying those strategies to real world case studies, we will develop tools to help navigate those situations where there is pressure to compromise values or disengage from our moral compass.

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ADGR7790 Workforce Planning and Employment (Fall: 3)

Offered Periodically

The Department

ADGR9902 Applied Research Project (Fall/Spring/Summer: 3)

The Applied Research Project for Leadership and Administration is designed to give students the opportunity to apply the knowledge they have acquired throughout their graduate program to real-world situations. The culmination of such knowledge will be directed at a final presentation and major paper. Also, the learning objectives of their particular M.S. specialization will be encapsulated through their in-depth, individualized research. An applied research project is meant to be a cumulative experience. As such this course provides opportunities for students to integrate knowledge from their core and concentration courses, to gain insight into the meaning of professionalism and professional practice, and to produce a research project that can be utilized in their current work setting to showcase their skills and talents. Alternatively it can also be used to highlight their background to prospective employers or in fields in which they have an interest but may not be currently employed.

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Applied Economics

Course Offerings

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

ADEC7200 Applied Macroeconomic Theory (Spring: 3)

This course covers the theory and practice of macroeconomics. The course focuses on the underlying determinants of economic growth, unemployment and inflation by developing and assessing a variety of simple models. The course will also teach the skills needed for interpreting and using macroeconomic data to formulate macroeconomic policy. A central feature of the course includes understanding the ability and limitations of policy for stabilizing the business cycle and promoting long-term growth.

The Department

ADEC7201 Applied Microeconomic Theory (Spring: 3)

This course examines the basic models economists use to study the choices made by consumers, investors, firms, and government officials, and how these choices affect markets. The course focuses on both policy and theory. The course is designed to provide students with a solid understanding of the basic models of microeconomics and how these models are applied to real-world situations.

Prerequisites: 50.6(3) or 50.6(4) or 50.6(5) or 50.6(6) or 50.6(7) or 50.6(8) or 50.6(9) or 50.6(10) or 50.6(11) or 50.6(12) or 50.6(13) or 50.6(14) or 50.6(15) or 50.6(16) or 50.6(17) or 50.6(18) or 50.6(19) or 50.6(20) or 50.6(21) or 50.6(22) or 50.6(23) or 50.6(24) or 50.6(25) or 50.6(26) or 50.6(27) or 50.6(28) or 50.6(29) or 50.6(30) or 50.6(31) or 50.6(32) or 50.6(33) or 50.6(34) or 50.6(35) or 50.6(36) or 50.6(37) or 50.6(38) or 50.6(39) or 50.6(40) or 50.6(41) or 50.6(42) or 50.6(43) or 50.6(44) or 50.6(45) or 50.6(46) or 50.6(47) or 50.6(48) or 50.6(49) or 50.6(50) or 50.6(51) or 50.6(52) or 50.6(53) or 50.6(54) or 50.6(55) or 50.6(56) or 50.6(57) or 50.6(58) or 50.6(59) or 50.6(60) or 50.6(61) or 50.6(62) or 50.6(63) or 50.6(64) or 50.6(65) or 50.6(66) or 50.6(67) or 50.6(68) or 50.6(69) or 50.6(70) or 50.6(71) or 50.6(72) or 50.6(73) or 50.6(74) or 50.6(75) or 50.6(76) or 50.6(77) or 50.6(78) or 50.6(79) or 50.6(80) or 50.6(81) or 50.6(82) or 50.6(83) or 50.6(84) or 50.6(85) or 50.6(86) or 50.6(87) or 50.6(88) or 50.6(89) or 50.6(90) or 50.6(91) or 50.6(92) or 50.6(93) or 50.6(94) or 50.6(95) or 50.6(96) or 50.6(97) or 50.6(98) or 50.6(99) or 50.6(100)

work will aid your understanding of multiple firm problems such as why does a firm chooses a specific investment or place of manufacturing. In addition, studying term structures and discounted cash flows are important to understanding the decision to invest over time.

The Department

ADEC7410 Operations Research in Applied Economics (Fall: 3)

Prerequisite: ADEC7201 Applied Microeconomic Theory or approval of the instructor.

Offered Periodically

This course provides an introduction to the use of operations research methods in economics. For this purpose, the course starts with a brief review of the basics from microeconomic theory, calculus and linear algebra, which is followed by the conceptual foundations of economic modeling and the applications of optimization techniques on various economic problems. The course provides a very sound perspective on how to use operations research techniques in any kind of economic and managerial decision making, which has becoming an increasingly sought after skill. We will work on various problems, including portfolio management, resource management, environment and energy related regulations, etc.

The Department

ADEC7420 Development Economics (Spring: 3)

Prerequisites: Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, Data Analysis, and Econometrics

Offered Periodically

This course examines global differences in the standard of living and economic growth. It also explores policies and programs that help in the alleviation of poverty, with emphasis on policies related to education, health, and foreign aid, etc. The focus of the course is on empirical examination of topics, evaluation of research designs, and interpretation of statistical/econometric evidence. Students can be concurrently enrolled in the Econometrics course.

The Department

ADEC7500 Ethics, Economics and Public Policy (Fall: 3)

Offered Periodically

The focus of the course is to ascertain how public policy makers decide to either regulate or legislate how an industry/firm will operate in society. We will examine the process from three different vantage points: ethics, economics, and policy. The first part of the course will be spent examining the role (or lack thereof!) that ethical thinking plays in motivating public policy makers to take action. The second

Cybersecurity

Course Offerings

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

ADCY6000 Cyber Ecosystem and Cybersecurity (Spring: 3)
Offered Periodically

This course provides an overview of Cyberspace, defines the scope of Cybersecurity, and addresses information classification and system compartmentalization. Course includes an appreciation of information confidentiality, integrity, and availability, and covers Cybersecurity architecture, strategy, services, hardware, software, and cloud services. The course also examines national security issues, critical infrastructure, and the potential for cybercrime and cyber terrorism, as well as the need for corporations to align their security with business needs and consider the threat from malicious employees, contractors, and/or vendors.

The Department

ADCY6050 Cybersecurity Policy: Privacy and Legal Requirements (Spring: 3)
Offered Periodically

This course provides a comprehensive examination of the laws, regulations, and Executive Orders concerning privacy, including PCI, HIPAA, GLBA and their overseas counterparts, and the roles of Federal, State and local law enforcement. The course also examines national security issues governed by various Federal agencies (e.g., SEC, FTC, FCC, FERC), including suspicious activity reporting (SAR) requirements under the Patriot Act. Additionally, the course addresses intellectual property protection (e.g., SOX, FISMA, NIST), security classifications, data location requirements, audits, compliancy assessments, and individual, class-action, and shareholder derivative litigation and liability.

The Department

ADCY6300 Network and Infrastructure Security (Summer: 3)
Offered Periodically

This course provides an understanding of the threats and vulnerabilities in Cybersecurity and an introduction to the concepts of layering defense and providing for defense-in-depth. Specific topics include

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traffic, activity logs (SIEM) for data breaches, denial of service (DoS), and integrity events, and outlines the roles of information security operations centers (ISOCs) and network operations centers (NOCs).

The Department

ADCY6400 Managing Cyber Risk: Mobile Devices and Social Networking (Fall: 3)

The Department

ADCY6500 Organizational Effectiveness: Governance, Risk Management, and Compliancy (Fall: 3)

The Department

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses or in special programs not offered by Boston College at any other time of the year.

The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual needs.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs at Boston College should obtain permission from the Dean of their home school. Students from outside Boston College who wish to transfer their course credit to their home institution should seek permission from the Dean of their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in St. Mary's Hall South, Ground Floor.

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FALL SEMESTER 2016

August 29	Monday	Classes begin
September 5	Monday	Labor Day—No classes
September 7	Wednesday	Last date for graduate students to add a course or drop a course online
September 7	Wednesday	Last date for all students who plan to graduate in December 2016 to verify their diploma names online
September 8	Thursday	Mass of the Holy Spirit; classes canceled from noon to 1:15 p.m.
September 30 to October 2	Friday to Sunday	Parents' Weekend
October 10	Monday	Columbus Day—No classes
November 10	Thursday	Graduate/WCASU registration period for spring 2017 begins
November 23 to November 25	Wednesday to Friday	Thanksgiving Holidays
November 28	Monday	Last date for official withdrawal from a course or from the university
December 1	Thursday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2016 graduation.
December 14 to December 21	Wednesday to Wednesday	Term examinations

SPRING SEMESTER 2017

January 16	Monday	Martin Luther King, Jr. Day —No classes
January 17	Tuesday	Classes begin
January 25	Wednesday	Last date for graduate students to add a course or drop a course online
January 25	Wednesday	Last date for all students who plan to graduate in May 2017 to verify their diploma names online
March 6 to March 10	Monday to Friday	Spring Vacation
April 3	Monday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2017 graduation
April 5	Wednesday	Graduate/WCASU registration period for fall and summer 2017 begins
April 13 to April 17	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Patriot's Day (Monday).
April 20	Tuesday	Last date for official withdrawal from a course or from the university
May 1	Monday	Last date for all students who plan to graduate in August 2017 to verify their diploma names online
May 9 to May 16	Tuesday to Tuesday	Term examinations
May 22	Monday	Commencement
May 26	Friday	Law School Commencement

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