

# BOSTON COLLEGE

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### INTRODUCTION

#### The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,309 full-time undergraduates and 4,542 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and



### Walk-in Help Desk

The Walk-in Help Desk (located on Level 3 of O'Neill Library) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, Ask a Librarian (Including librarians by subject specialty) and password assistance. To learn more, visit [www.bc.edu/helpdesk](http://www.bc.edu/helpdesk). [library.bc.edu/ask-a-librarian](http://library.bc.edu/ask-a-librarian) (Innyspecialty)

### The Help Center (2-HELP)

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

### The Hardware Repair Center

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

### Language Laboratory

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

The Language Laboratory boasts an extensive catalog of resources in more than 40 languages and in multiple formats (analog and digital audio, videocassette, DVD/Blu-ray, cable television and online subscription services programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

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

### The Libraries

open access environment. eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College. As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design, and technical support to the journal staff. For access and more information about eScholarship@BC, visit: [dlib.bc.edu](http://dlib.bc.edu).

Interlibrary Loan: Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the Find It option that appears in many online databases.

### The Libraries of Boston College

The Thomas P. O'Neill, Jr. Library is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip"



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

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

**Association of Research Libraries (ARL):** ARL is a nonprofit organization of 124 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

### Media Technology Services

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

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services is located in Campion Hall, Room 36. For more information, call 617-552-4500 or visit [www.bc.edu/mts](http://www.bc.edu/mts).

Divisions within MTS include:

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who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit [www.bc.edu/humanrights](http://www.bc.edu/humanrights).

#### Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection

## ABOUT BOSTON COLLEGE

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

- **Workplace Partnerships:** The Center is home to highly successful workplace partnerships: the BC Workforce Roundtable and the Boston College Work and Family Association (BCWFA). Each membership group offers interactive events, access to informational resources, and a robust community dedicated to sharing leading practices.
  - **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force engagement, productivity and commitment while also improving the quality of employees' lives. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
  - **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as expert-led presentations at corporate, regional and international conferences and events. Center reports, videos and other publications are available as educational resources for individuals, corporate leaders, HR Professionals, academics and the media.
- For more information, visit [www.bc.edu/cwf](http://www.bc.edu/cwf) or follow @BCCWF.

### Global Leadership Institute

The Global Leadership Institute (GLI) specializes in professional development and leadership training for mid and senior level leaders from around the world. Offering custom and open enrollment professional development programs for international executives, developing leaders, private corporations, and government agencies, GLI enables professionals to develop applied skills for contemporary challenges. The GLI offers programming in areas of importance to leaders in business, government, the sciences, and the community: strategic marketing, organizational change management, e-commerce, policy development, and the applied sciences.

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

For more information, visit our website at [www.bc.edu/gli](http://www.bc.edu/gli) or contact Director, Dr. Robert Mauro at 617-552-4503.

### Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and runs a research center to assist in the publication of monographs and articles in the diverse areas

of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit [www.bc.edu/schools/cas/theology/graduate/special/med-phil.html](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### Institute for Scientific Research

Formed in 1954, the Institute for Scientific Research (ISR) is the largest sponsored research center at Boston College. It embodies the University's motto "Ever to Excel." It has been and continues to be at the forefront of world-class innovative research.

Our highly skilled team of scientists, engineers, mathematicians, and research associates uses its expertise for theoretical and experimental studies that include space physics, space chemistry, solar-terrestrial research, space weather, and seismic studies.

Our current projects include heavenly explorations, such as observing the celestial sky to interpret the changes in infrared emissions in space, and earthbound pursuits, such as defining the effects of solar storms on space-based communication and navigation systems.

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include the following:

- Air Force Research Laboratory (AFRL)
- Air Force Office of Scientific Research (AFOSR)
- Office of Naval Research (ONR)
- National Science Foundation (NSF)
- National Aeronautics and Space Administration (NASA)
- Federal Aviation Administration (FAA)

Other sponsors and partners from industry and academia As an organized research institute at Boston College, ISR supports the research mission of Boston College to conduct national and international significant research that advances insight and understanding, enriches culture, and addresses pressing social needs. Through our research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit [www.bc.edu/isr](http://www.bc.edu/isr).

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

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

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

### Irish Institute

The Irish Institute is a unit at Boston College dedicated to promoting 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. In addition to exchange programming, the Irish Institute works to promote relationships between Boston College and the island of Ireland through events like the Aer Lingus College Football Classic, networking receptions, and “fireside chats” with leaders from across the island of Ireland. The Irish Institute’s reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

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

### 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](http://www.bc.edu/centers/jesinst).

### Loneragan Center

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

### TIMSS and PIRLS International Study Center

The TIMSS and PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (“Trends in International Mathematics and Science Study”) and PIRLS (“Progress in International Reading Literacy Study”). Over the past 20 years, the TIMSS and PIRLS International Study Center has attracted over 115 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science achievement every four years at the fourth and eighth grades, while TIMSS Advanced has assessed advanced mathematics and physics at the twelfth grade. TIMSS 2015 provides 20 years of trends, with p mathemarT0.5onesall around

## ABOUT BOSTON COLLEGE

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.

Graduate students can stay informed by checking the Career Center website for career resources and program information. Graduate students may also utilize Eaglelink, the Career Center's database of hundreds of active job postings and events. Boston College also works with university administrators to develop policies and prescribes to Versatile Ph.D., a unique online resource for Ph.D. students considering careers outside of the academy.

Graduate students are welcome at all Career Center programs and events. Several career fairs are held each year including both general industry-specific fairs. Employers registering for a career fair can indicate their interest in recruiting graduate students. Graduate students are encouraged to connect with professionals in their field by conducting informational interviews with BC alumni. One way to network with BC alumni is through the Boston College Career Community on LinkedIn, which currently has over 13,000 members. The Career Center also hosts panels and workshops designed to introduce students to alumni.

The Boston College Career Center is located at 38 Commonwealth Avenue. Graduate students may come to drop-ins or schedule on-one career advising appointment through Eaglelink for resume review, LinkedIn profile critique, practice interview, job search assistance, and more. For a full list of our services please visit us at [careercenter.bc.edu](http://careercenter.bc.edu).

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

### Office of Campus Ministry Within the Division of Mission and Ministry

Boston College is a Catholic Jesuit University. Its Office of Campus Ministry is dedicated to the faith formation of all of its students, faculty and staff through worship, religious retreats, sacramental catechesis, prayer, spiritual companionship, small faith communities, pastoral care as well as an array of service opportunities. Campus Ministry's mission is to help faith influence every aspect of Boston College life from classrooms to libraries, from laboratories to residence halls, from student organizations to athletic teams, and from chapels to wherever students, faculty and staff gather as a university. All are welcome. The Campus Ministry's main office is located in McElroy, Room 233. The phone number is 617-552-3475, and the e-mail is [ministry@bc.edu](mailto:ministry@bc.edu). For further information, please go to [www.bc.edu/ministry](http://www.bc.edu/ministry).

### Dining Services

Graduate students may open an optional Eagle-One account which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts that are ideal for graduate and law students. Opening an optional Dining Bucks account saves students 10% on every purchase made in a dining hall or outlet such as the Bean Counter, Hillside, or the Chocolate Box. Dining Bucks are also accepted in vending machines and the three On The Fly Eagle Marts, although with no discount. Students can also choose one of our Flex Dining Plans, which provide two options for buy in with significant bonus dollars at \$800 and \$1,200. Specific

details regarding these plans can be obtained on the dining website at [www.bc.edu/dining](http://www.bc.edu/dining) or by contacting the Office of Student Services at 617-552-3300. These accounts, which are fully refundable if not used, may be opened online any time of the year at [www.bc.edu/myservices](http://www.bc.edu/myservices).

### Disability Services Office

The Disability Services Office serves undergraduate and graduate students with physical, medical, psychological and temporary disabilities. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. The Assistant Dean also works with university administrators to develop policies and procedures pertinent to students with disabilities while acting as a general referral service on disability issues.

For more information, contact: Office of the Dean of Students  
Maloney Hall—Suite 448A  
140 Commonwealth Ave  
Chestnut Hill, MA 02467  
Phone: 617-552-3470  
E-mail: [disabsrv@bc.edu](mailto:disabsrv@bc.edu)  
Services for students with learning disabilities and Attention Deficit Hyperactivity Disorder, as well as all testing accommodations, are coordinated through the Connors Family Learning Center (CFLC). The CFLC, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The CFLC's services are extensive and vary depending upon the unique needs of the individual student.

For more information, contact:  
Kathleen M. Duggan, Ph.D.  
Associate Director for Support Services  
The Connors Family Learning Center (CFLC)  
Thomas P. O'Neill Jr. Library, Room 200  
140 Commonwealth Avenue  
Chestnut Hill, MA 02467  
Phone: 617.552.8093  
E-mail: [dugganka@bc.edu](mailto:dugganka@bc.edu)

### Graduate Student Association

The Graduate Student Association (GSA) of Boston College is a student-run organization that serves graduate students in the Graduate School of the Morrissey College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Boston College School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA supports the functions and activities of the Graduate Students of Color Association (GSCA), the Graduate International Student Association (GISA), and the Graduate Pride Alliance (GPA). The GSA serves two primary purposes: providing programming to meet graduate students' needs and providing advocacy within the Greater Boston College community for issues of importance to graduate students. Involvement in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is led by an Executive Board as well as Senators from each of the constituent schools, GSCA, GISA, and the GPA. The GSA is advised by the Office of Graduate Student Life. The GSA office is located in the Murray Graduate Student Center at 292 Hammond Street, across Beacon Street from Middle Campus. For more information, visit [www.bc.edu/gsa](http://www.bc.edu/gsa).

The Office of Graduate Student Life/John Courtney  
Murray, S.J. Graduate Student Center

As part of the Division of Student Affairs, the mission of the Office of Graduate Student Life is to facilitate student learning and formation in their fullest sense (integrating intellectual, ethical, religious and spiritual, and emotional-social development) and to promote an inclusive community of engaged learners while advancing the Jesuit Catholic heritages and values of Boston College. To this end, the Office of Graduate Student Life provides a variety of programs and services for graduate and professional students and works with the Graduate

## ABOUT BOSTON COLLEGE

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VSLC services include:

- An online volunteer database located on our website ([www.bc.edu/vslc](http://www.bc.edu/vslc)) available for students to find service placements with community partners in the Greater Boston area that fit their interests and schedules.

may be directed to the Family Policy Compliance Office,  
U.S. Department of Education, 400 Maryland Avenue, SW,  
Washington, D.C., 20202-4605.

Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information at [www.bc.edu/myservices](http://www.bc.edu/myservices) ("Privacy Preferences Confirm/Review)." This must be done by the end of the first week of enrollment.

Disclosures to Parents of Students

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student.

Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
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activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information. 0.07 Tw T90.3rst activities an eTw 10 (Wii5 from a ststudent4E)



the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Aid Associate.

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

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

The office maintains a database of rentals and roommate postings, as well as a list of local agents/brokers, resources, and events. On average, it takes from 5 to 7 days to secure a place to live near Boston College.

## TUITION AND FEES

Tuition and fees for the Graduate Schools of Management, Morrissey College of Arts and Sciences, Education, Nursing, Social Work, and School of Theology and Ministry are billed on or about July

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Master's Thesis: .....	105
Copyright Fee (Optional): .....	45
Student Identification Card: .....	45

(mandatory for all new students)

\*All fees are proposed and subject to change.

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

### Collection Cost and Fees

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

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

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

Matriculated students at Boston College are individually, personally, and primarily responsible to the University for paying all tuition and other fees associated with enrollment and room and board, and fees resulting from adjustments to course schedules. Students are responsible in accordance with University policy for tuition and fees for classes from which they have been withdrawn, been dropped, failed, or failed to attend. Students must formally withdraw from any/all classes that they do not attend in a particular semester. Failure to properly withdraw from these classes, according to the withdrawal time published by the Office of Student Services ([www.bc.edu/cont/bc/offices/stserv/academic/univcat/grad\\_catalog/grad\\_policies/index.dudes.html#withdrawfromcourse](http://www.bc.edu/cont/bc/offices/stserv/academic/univcat/grad_catalog/grad_policies/index.dudes.html#withdrawfromcourse)), will not relieve students of their responsibility to pay any tuition/fees owed for such classes.

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

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

#### Notice of Consent to Collection Communications

I expressly consent to you, your affiliates, agents, and service providers using written, electronic, or verbal means to contact me as the law allows. This consent includes, but is not limited to, contact by manual calling methods, prerecorded or artificial voice messages, e-mails and/or automated telephone dialing systems. I also expressly consent to you, your affiliates, agents, and service providers contacting

me by telephone at any telephone number associated with my account, currently or in the future, including wireless telephone numbers, regardless of whether I incur charges as a result. I agree that you, your affiliates, agents, and service providers may record telephone calls regarding my account in assurance of quality and/or other reasons. I have read this disclosure and agree that the Lender/Creditor may contact me/us as described above.

### Massachusetts Medical Insurance

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

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

- Woods Graduate College of Advancing Studies—7 or more
  - Lynch School of Education, Graduate Programs—7 or more
  - Carroll School of Management, Graduate Programs—7 or more
  - O'Connell School of Nursing, Graduate Programs—7 or more
  - Boston College School of Social Work—7 or more
  - Boston College Law School—12 or more
  - School of Theology and Ministry—7 or more
- Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered by the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at [www.bc.edu/medinsurance](http://www.bc.edu/medinsurance).

Domestic students may waive the BC insurance plan by completing the electronic waiver form at [www.bc.edu/myserVICES](http://www.bc.edu/myserVICES). Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at [www.bc.edu/ssforms](http://www.bc.edu/ssforms). The waiver must be completed and

[www.b-1](http://www.b-1)

[semduemdr@bc.edu](mailto:semduemdr@bc.edu)

- Notice of withdrawal must be made in writing to the dean of the student by the institution for non-instructional purposes, is an student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

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

### Graduate Refund Schedule (Excluding Law)

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

#### First Semester

- by Sept. 6, 2017: 100% of tuition charged is cancelled
- by Sept. 8, 2017: 80% of tuition charged is cancelled
- by Sept. 15, 2017: 60% of tuition charged is cancelled
- by Sept. 22, 2017: 40% of tuition charged is cancelled
- by Sept. 29, 2017: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 24, 2018: 100% of tuition charged is cancelled
- by Jan. 26, 2018: 80% of tuition charged is cancelled
- by Feb. 2, 2018: 60% of tuition charged is cancelled
- by Feb. 9, 2018: 40% of tuition charged is cancelled
- by Feb. 16, 2018: 20% of tuition charged is cancelled

No cancellations are made after the fifth week of classes.

### Law Refund Schedule

Law students are subject to the refund schedule outlined below.

#### First Semester

- by Aug. 25, 2017: 100% of tuition charged is cancelled
- by Sept. 8, 2017: 80% of tuition charged is cancelled
- by Sept. 15, 2017: 60% of tuition charged is cancelled
- by Sept. 22, 2017: 40% of tuition charged is cancelled
- by Sept. 29, 2017: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 12, 2018: 100% of tuition charged is cancelled
- by Jan. 26, 2018: 80% of tuition charged is cancelled
- by Feb. 2, 2018: 60% of tuition charged is cancelled
- by Feb. 9, 2018: 40% of tuition charged is cancelled
- by Feb. 16, 2018: 20% of tuition charged is cancelled

### Summer Sessions Refund Schedule: All Schools

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

### Federal Regulations Governing Refunds

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund at [www.bc.edu/myservices](http://www.bc.edu/myservices). If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

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

the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

### NATIONAL STUDENT CLEARINGHOUSE

The National Student Clearinghouse maintains a comprehensive electronic registry of student records that provides a single, highly automated point of contact for organizations and individuals requiring timely, accurate verification of student enrollment, degree, and loan data.

Today, over 2,700 colleges, representing 91% of the nation's enrollment, participate in the Clearinghouse by providing regular student record updates on all of their currently enrolled students. Student loan providers, employers, student credit issuers, student health insurance providers, the Federal government, and others access the Clearinghouse's registry over 100 million times annually to conduct electronic student record verifications.

### Degree and Enrollment Verification

Boston College has authorized the National Student Clearinghouse

## ABOUT BOSTON COLLEGE

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Medieval Studies/History: M.A., Ph.D.  
Philosophy: M.A., Ph.D.  
Philosophy and Theology: M.A.  
Physics: M.S.T., Ph.D.  
Political Theory: M.A., Ph.D.  
Quantitative Psychology: Ph.D.  
Russian Language and Literature: M.A.  
Slavic Studies: M.A.  
Social Psychology: Ph.D.  
Sociology: M.A., Ph.D.  
Systematic Theology: Ph.D.  
Theological Ethics: Ph.D.

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

Biology: B.S./M.S.  
English: B.A./M.A.  
Linguistics: B.A./M.A.  
History B.A./M.A.  
Philosophy: B.A./M.A.  
Psychology: B.A./M.A., B.S./M.A.  
Russian: B.A./M.A.  
Slavic Studies: B.A./M.A.  
Sociology: B.A./M.A.  
Theology: B.A./M.A.

### Dual Degree Programs—Graduate School of the Morrissey College of Arts and Sciences

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

### School of Theology and Ministry

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

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

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

Dual Degree Programs—School of Theology and Ministry  
Theology and Ministry/Business Administration: M.A./M.B.A.  
Theology and Ministry/Counseling Psychology: M.A./M.A.  
Theology and Ministry/Nursing: M.A./M.S.  
Theology and Ministry/Social Work: M.A./M.S.W.

Joint Degree Programs—School of Theology and Ministry  
Educational Leadership, Catholic School Leadership (with LSOE): M.Ed.  
Higher Education, Catholic University Leadership Concentration (with LSOE): M.A.

### 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.  
International Higher Education: M.A.  
Mental Health Counseling: M.A.  
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.  
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.

### 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.  
 (in conjunction with Tufts University)  
 Law/Social Work: J.D./M.S.W.  
 Law/Urban and Environmental Policy and Planning:  
 J.D./M.A. (in conjunction with Tufts University)  
 Law/Environmental, Energy, or Food and Agriculture Law:  
 J.D./M.A. (in conjunction with Vermont Law School)

Carroll School of Management, Graduate Programs

Accounting: M.S., Ph.D.  
 Business Administration: M.B.A.  
 Finance: M.S., Ph.D.  
 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)  
 Nursing: M.S./Ph.D.

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

Nursing: B.S./M.S.

Dual Degree Programs—Connell School of Nursing, Graduate Programs

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

Boston College School of Social Work

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

Fifth Year Programs—Boston College School of Social Work

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

Dual Degree Programs—Boston College School of Social Work

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

Woods College of Advancing Studies, Graduate Programs

Applied Economics: M.S.  
 Cybersecurity Policy and Governance: M.S.  
 Healthcare Administration: M.H.A.  
 Leadership and Administration: M.S.

Students may choose from the following specializations:  
 Corporate Communication and Marketing  
 Executive Leadership and Organizational Development  
 Human Resources  
 Project Management  
 Sports 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 others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but it also undermines the educational process. Cases of falsification, fabrication, and plagiarism that occur in the course of research are also subject to Boston College's research misconduct policy, which can be found at [www.bc.edu/research/oric/compliance/integrmisconduct.html](http://www.bc.edu/research/oric/compliance/integrmisconduct.html).

### Standards

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

Cheating is the fraudulent or dishonest presentation of work.

Cheating includes but is not limited to:

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

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

Other breaches of academic integrity include:

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

- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
  - the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
  - the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.
- Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from plagiarism by its nature, which is to say it is a valuable component of students'

for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.

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

#### Academic Deans

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

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

#### Procedures

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

### ACADEMIC REGULATIONS

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



soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to the course should be made with the Graduate Associate Dean's Office as soon as the student's health and other circumstances permit.

### Absences for Religious Reasons

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

### Audits

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

### Comprehensive Examination or Qualifying Papers:

#### Doctoral Students

Graduate and professional students should consult their school or department for specific policies regarding comprehensive examinations  
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the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online at [www.bc.edu/myservices](http://www.bc.edu/myservices) by the following dates:

- Last day of drop/add February 1 for May graduation
- May 1 for August graduation
- Last day of drop/add October 1 for December graduation

### Leave of Absence

#### Voluntary Leave of Absence

Graduate students who do not register for course work, Thesis or Dissertation Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are usually granted for more than two semesters at a time, and are rarely granted for students on Doctoral Continuation. Students may apply for a personal or medical leave of absence. As described below, appro

at [www.bc.edu/myservices](http://www.bc.edu/myservices) 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



## Financial Aid

### Academic Awards

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

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

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study.

No separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to GSMCAS.

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

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

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

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

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

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

Sarah McMenimin, Assistant Professor; B.S., Mount Holyoke College; Ph.D., Stanford University

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

Babak Momeni, Assistant Professor; B.S., M.Sc., Sharif University of Technology; M.Sc, Ph.D. Georgia Institute of Technology

Jeff DaCosta, Assistant Professor of the Practice; B.S., University of Massachusetts; M.Sc., University of Nevada; Ph.D., Boston University

Rebecca Dunn, Assistant Professor of the Practice; B.A., Bucknell University; Ph.D., Northwestern University

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, Charles.hoffman@bc.edu
- Associate Director, Administration and Graduate Programs: Dina Goodfriend, dina.goodfriend@bc.edu
- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Administrative Assistant: Diane Butera, diane.butera@bc.edu
- Office Coordinator: Colette McLaughlin, colette.mclaughlin@bc.edu
- Biology Department 617-552-3540 [www.bc.edu/biology](http://www.bc.edu/biology)
- Technology Coordinator: tc.bio@bc.edu

BIOL9901 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

BIOL9911 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Chemistry

**Faculty**

Evan R. Kantrowitz, Professor Emeritus; A.B., Boston University;

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

Lawrence T. Scott, Professor Emeritus; A.B., Princeton University;

Ph.D., Harvard University

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

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

#### M.S.T. Degree

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

#### Course Offerings



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

### Course Offerings

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

CLAS7790 Readings and Research I (Fall: 3)

Kendra Eshleman

Gail Hoffman

CLAS7791 Readings and Research II (Spring: 3)

The Department

CLAS8888 Interim Study (Fall/Spring: 0)

Gail Hoffman

Earth and Environmental Sciences

Faculty

## Contacts

- Administrative Assistant: Farhana Cannon, cannonf@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

## 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 graduate-level 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 two 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, 617-552-3649, 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 include Exploring the Earth and Earth Materials, and the following: (1) No more than four credits from Weather, Climate, and the Environment, Oceanography, or Astronomy; and (2) Eight credits from Petrology, Structural Geology or Advanced Structural Geology, Environmental Geology, Environmental Chemistry, Introduction to Geophysics, and graduate courses (numbered 3000 or above). Students who have previously taken these courses may substitute other graduate courses within the Department of Earth and Environmental Sciences, with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts—one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

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

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

**Course Offerings**

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

**EESC7798 Graduate Reading and Research in Geophysics**  
 (Fall/Spring: 3)  
 Prerequisite: Permission of the instructor  
 A graduate research study of a topic in geophysics under the supervision of a faculty member.

**EESC7799 Graduate Reading and Research in Geology**  
 (Fall/Spring: 3)  
 Prerequisite: Permission of the instructor  
 A graduate research study of a topic in geology under the supervision of a faculty member.

**EESC8801 Thesis Seminar** (Fall/Spring: 3)  
 Thesis research under the guidance of a faculty member.  
 The Department

**EESC8888 Interim Study** (Fall/Spring: 0)  
 Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations or 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  
 Harold A. Petersen, Associate Professor Emeritus; A.B., DePauw University; Ph.D., Brown University  
 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  
 Stefan Hoderlein, Professor; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics  
 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

## Contacts

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

## Graduate Program Description

## Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives, for a total of 47 credits. The first-year program consists of core courses in Micro Theory (ECON7740, 7741), Macro Theory (ECON7750, 7751), Mathematics for Economists (ECON7720), Statistics (ECON7770), and Econometric Methods (ECON7772). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of two courses taken in the second semester of the first year: ECON7741 and ECON7751. These two courses are each worth four credits.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometrics, economic development, industrial organization, international economics, international finance and macroeconomics, labor economics, advanced macro and monetary economics, public sector economics, advanced micro theory, and finance. Most exams are 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 to write field comprehensives at the end of the second year.

ECON7798 Economics Practicum (Fall/Spring: 1)

Prerequisite: Permission of the Director of Graduate Studies  
Richard Tresch

ECON7799 Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of the Director of Graduate Studies

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

Richard Tresch

ECON8085 Labor Economics I (Fall: 3)

With ECON8086, this course prepares students to do research in labor economics. Topics include labor supply and demand, human capital, education, job search, wage determination, unemployment, immigration, family and gender, and discrimination.

The Department

ECON8802 Advanced Microeconomic Theory (Fall: 3)

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

Tayfun Sonmez

ECON8819 Mechanism Design (Spring: 3)

This course is going to cover some fundamental topics in mechanism and market design as well as some advanced ones. We will start with Bayesian mechanism design and dominant strategy mechanisms. Other topics include dynamic mechanism design, robust mechanism design, and axiomatic mechanism design. We will also consider non-transferable utility settings.

Utku Unver

Bumin Yenmez

ECON8821 Time Series Econometrics (Fall: 3)

Prerequisite: 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)

Prerequisite: 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)

Prerequisite: 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 autorati5ssel sCF ARFIMA(l2 d8l8rpanvoaetla2n n

ECON8870 Economic Development (Spring: 3)

Prerequisite: ECON7770 and ECON7772 or equivalents.

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

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

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,

Andrew Sofer, Professor; B.A., University of Jerusalem, Israel; M.F.A., Thomas Kaplan-Maxfield, Associate Professor of the Practice of English; Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

Min Song, Professor; B.A., 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

Angela Ards, Associate Professor; B.A., University of North Carolina at Chapel Hill; M.A., University of California at Los Angeles; Ph.D., Princeton 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 McAlevey, Associate Professor; B.A., Stanford University; M.A., 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

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; M.F.A., University of Iowa

Treseanne Ainsworth, Associate Professor of the Practice of English; Assistant to the Chair; B.A., M.A., Boston College

John Anderson, Associate Professor of the Practice of English; B.S., University of Colorado; M.A., Ph.D., Boston College

#### Contacts

- Administrative Assistant: Linda Michel, 617-552-3701, michelli@bc.edu
- Administrative Assistant: Tracy Downing, 617-552-3708, downingt@bc.edu
- [www.bc.edu/english](http://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 and 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



Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated

and Rancière; Neil LaBute and aesthetic theory; Tom Stoppard and epistemology; Michael Frayn and quantum uncertainty; Caryl Churchill and ethics. This class does not presume any previous background in either western philosophy or drama. All are welcome.  
Andrew Sofer

first issue of *The Criterion* his masterpiece, *The Waste Land*, a poem that Pound called “the justification of the ‘movement,’ of our modern experiment...” In this class we will focus on the literature, criticism, and visual art produced as part of the “modern experiment” in which Pound saw himself and Eliot participating between 1908 and 1922. Writers and painters to be studied may include H. D., Eliot, Epstein, Fry, Ford, Gaudier-Brzeska, Hulme, Lewis, Marsden, Pound, Woolf, and others.  
Robert Lehman

ENGL7749 Poetics (Spring: 3)

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

Alan Richardson

ENGL7753 Reading Jacques Derrida (Spring: 3)

Cross listed with FREN7750 and PHIL7753

Open to undergraduates with permission of instructor

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

Kevin Newmark

ENGL7762 Fourth Genre: Contemporary American Literary

Nonfiction (Spring: 3)

The “fourth genre” refers to works of nonfiction that contain literary features more commonly associated with fiction, poetry, and drama. We will examine a few pioneers of the form, including Woolf, Thoreau, and Freud, but our study will focus primarily on subgenres of contemporary American creative nonfiction, including immersion journalism; autobiography; graphic memoir; and literary and lyric essay. Readings will include work by creative nonfiction by writers such as Wolfe, Didion, Talese, Dillard, Kincaid, Bechdel, and Slater. Writing assignments will include both academic and creative essays.

ENGL7749 Poetics (Spring: 3).5 (associa(-)Tj 0.0J 0.129

ENGL7775 Seminar: Nabokov (Fall: 3)

Cross listed with SLAV5163

All readings are in English. Instructor's permission required for undergraduates.

The bilingual and bicultural achievement of Vladimir Nabokov is the subject of a polemical examination of Nabokov's writings, with particular attention to connections among his aesthetics, ethics, and metaphysics. The course also addresses to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as autobiographic, and discursive works.

Maxim D. Shrayer

ENGL7780 Readings in Theory (Spring: 3)

Cross listed with PHIL7780 and FREN7780

Conducted in English. Open to undergraduates with permission of instructor only. Fulfills a Ph.D. requirement in Romance Languages and Literatures

This course is organized as an introduction to the readings of literary theory for graduate students in various disciplines. Its goal is to develop an awareness of and sensitivity to the specific meanings and consequences of interpreting literary and extra-literary language

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psychoanalysis, cultural studies, and critical pedagogy) have influenced the teaching and study of composition. Requirements will include a theoretically-informed analysis of a student essay; a piece of creative nonfiction and an accompanying description of the process used to produce it; an annotated syllabus for a first-year college course; and a week of student teaching in a First Year Writing classroom.

Paul Mathieu

ENGL887 Introduction to Advanced Research (Fall/Spring: 3)

This course will acquaint you with the essential resources to carry out the central tasks of literary scholarship. Bibliography (broadly defined as the investigation of the production, dissemination, collection, location, and identification of literary artifacts) is indispensable to scholarship and criticism of all kinds, just as a critical sensibility guides our choice of what books to look for. You will be guided through the reference works and databases available in the Boston College library and others, discuss the goals, purposes, and future of the field of literary studies, and produce an original project based on archival sources.

James Najarian

ENGL888 Interim Study (Fall/Spring: 0)

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

ENGL889 Readings and Research (Fall/Spring: 3)

The Department

ENGL9001 Ph.D. Seminar: Desire in the Novel (Fall: 3)  
Degree restricted

Desire, for this course on the history of the novel, will lead to formal questions: the construction of plot, the creation of character and calibration of sympathy, the genre's complex modalities of narration and perspective. Does the tradition offer a progressive elaboration of techniques for representing psychology or interiority? What possibilities does its mapping of social relations adumbrate for how such relations might change? Developing a critical vocabulary for the careful reading of fiction, and focusing especially on free indirect style (represented thought), we will move between a series of eighteenth to twentieth-century novels and theoretical accounts of the genre.

Kevin Ohi

ENGL9002 Ph.D. Seminar: Transnational Literary Studies  
(Spring: 3)

In this seminar we will consider recent theories and methods that have productively complicated national paradigms that often define the field of literary studies. Taking a selection of nineteenth-century American novels as case studies, we will read major works in transatlantic and Afro-diasporic studies, border and hemispheric studies, and world-systems analysis, among others. Throughout, we will examine how national cultures and national literatures take shape and transform within larger networks of global interaction and exchange.

Adam Lewis

ENGL934 Advanced Research Colloquium (Spring: 3)

This seminar for Ph.D. students in their third or fourth years will be run as a series of workshops structured to provide practical advice about how best to facilitate the successful transition from graduate

## ARTS AND SCIENCES

student life to a professional life in academia. Topics will include the Conference Paper, the Scholarly Article, the Dissertation, Teaching and the Academic Job Market.

Aeron Hunt

ENGL9998 Doctoral Comprehensive (Spring: 1)

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

The Department

ENGL9999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

### History

#### Faculty

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

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

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

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

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

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

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

Mark I. Gelfand, Associate Professor Emeritus; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

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

Deborah Levenson, Associate Professor Emeritus; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

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

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

Frank Fonda Taylor, Associate Professor Emeritus; B.A., M.A., University of West Indies; Ph.D., University of Geneva

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

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

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

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

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

Kevin Kenny, Professor; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

Patrick Maney, Professor; B.S., Wisconsin State University; Ph.D., University of Maryland

James O'Toole, Clough Millennium Professor; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

Praveen Parthasarathi, Professor; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

David Quigley, Professor and Provost and Dean of Faculties; B.A., Amherst College; M.A., Ph.D., New York University

Heather Cox Richardson, Professor; B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University

Alan Rogers, Professor; A.B., M.A., Ph.D., University of California, Santa Barbara

Sarah Ross, Professor; Chairperson of the Department; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

Conevery Valencius, Professor; B.A., Stanford University; Ph.D., Harvard University

Julian Bourg, Associate Professor; A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley

Benjamin Braude, Associate Professor; A.B., A.M., Ph.D., Harvard University

Charles R. Gallagher, S.J., Associate Professor; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London;

M.A., Binghamton University; Ph.D., Marquette University

Priya Lal, Associate Professor; B.A., Columbia University; Ph.D., New York University

William P. Leahy, S.J., Associate Professor and University President; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

Cynthia Lyerly, Associate Professor; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Robert A. Maryks, Associate Professor; M.A., University of Warsaw; S.T.B., Pontificia Facoltà Teologica; Ph.D., Fordham University

Arisa Oh, Associate Professor; B.A., Yale University; M.A., Ph.D., University of Chicago

Kevin O'Neill, Associate Professor; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Devin Pendas, Associate Professor; B.A., Carleton College; M.A., Ph.D., University of Chicago

Virginia Reinburg, Associate Professor; A.B., Georgetown University; M.A., Ph.D., Princeton University

Dana Sajdi, Associate Professor; B.A., American University of Cairo; M.A., Ph.D., Columbia University

Sylvia Sellers-Garcia, Associate Professor; B.A., Brown University; M.Phil., St. Antony's College, Oxford; Ph.D., University of California, Berkeley

Franziska Seraphim, Associate Professor; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Owen Stanwood, Associate Professor; B.A., Grinnell College; M.A., Ph.D., Northwestern University

Martin Summers, Associate Professor; B.A., Hampton University; Ph.D., Rutgers University

Ling Zhang, Associate Professor; B.A., Peking University; M. Phil., Ph.D., University of Cambridge

Thomas W. Dodman, Assistant Professor; B.A., M.A., University College London; Ph.D., University of Chicago





HIST9898 Dissertation Seminar (Spring: 3)

Prerequisite: Graduate Student Standing

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

Prasannan Parthasarathi



## ARTS AND SCIENCES

Office of International Programs, will direct students toward opportunities for language immersion, internships abroad and other invaluable opportunities for professional development outside the classroom.

### Mathematics

#### Faculty

Gerald G. Bilodeau, Professor Emeritus; B.A., University of Maine; A.M., Ph.D., Harvard University  
Paul R. Thie, Professor Emeritus; B.S., Canisius College; Ph.D., University of Notre Dame  
Gerard E. Keough, Associate Professor Emeritus; A.B., Boston College; Ph.D., Indiana University  
Avner Ash, Professor; A.B., Ph.D., Harvard University  
Jenny A. Baglivo, Professor; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University  
Martin J. Bridgeman, Professor; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University  
Solomon Friedberg, Professor; 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  
Julia Elisenda Grigsby, Professor; A.B., Harvard University; Ph.D., University of California at Berkeley  
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 Mirolo, Professor; B.A., Columbia College; Ph.D., Harvard University  
Mark Reeder, Professor; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University  
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  
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  
Dubi Kelmer, Associate Professor; B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University  
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  
Brian Lehmann, Assistant Professor; B.S., Yale University; Ph.D., Massachusetts Institute of Technology  
Juliana V. Belding, Assistant Professor of the Practice; B.A., Bryn Mawr College; Ph.D., University of Maryland  
Marie Clote, Assistant Professor of the Practice; M.A., D.E.A., University Paris VII  
Ellen J. Goldstein, Assistant Professor of the Practice; B.A., Skidmore College; Ph.D., Tufts University  
Robert C. Reed, Assistant Professor of the Practice; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison  
Jamison Wolf, Assistant Professor of the Practice; B.A., Bucknell University; Ph.D., Tufts University

#### Contacts

- Department Offices: Maloney Hall, Rooms 561 and 562
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- [www.bc.edu/math](http://www.bc.edu/math)

### Graduate Program Description

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

#### Ph.D. Degree Requirements

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

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

Preliminary: All students must take preliminary exams in two of the three following subjects: Real and Complex Analysis; Algebra; Geometry and Topology. These exams cover the material in the core first-year courses, and are typically taken at the end of May following the first year. They may also be taken at the start of the academic year and in mid-year. Preliminary exams are graded as follows: Ph.D. pass, M.A. pass, or fail. Students are strongly encouraged to complete two preliminary examinations at the Ph.D. pass level by the start of their second year. The following two rules apply: (1) Students may re-take each preliminary exam once. (2) Students must pass two preliminary examinations at the Ph.D. pass level by the middle of their second year in order to continue in the program after their second year. Exceptions to these two rules require the approval of the Chair, who will consult the Assistant Chair for Graduate Programs and the student's instructors before arriving at a decision. Exceptions will be granted when there is clear evidence of potential to complete a degree in a timely way, or for

Committee after the oral examination. After ensuring that the format

MATH8820 Introduction to Representation Theory (Fall: 3)

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

MATH8821 Number Theory I (Fall: 3)

Along with MATH8822, possible topics include factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and idèles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

MATH8822 Number Theory II (Spring: 3)

Along with MATH8821, possible topics include factorization of ideals, local fields, local-versus-global Galois theory, Brauer group, adles and idles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

MATH8831 Geometry/Topology III (Fall: 3)

This course, along with MATH8832, will cover topics from this list of possibilities: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

MATH8832 Geometry/Topology IV (Spring: 3)

This course, along with MATH8831, will cover topics from this list of possibilities: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

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

## Philosophy

### Faculty

Richard Cobb-Stevens, Professor Emeritus; Ph.D., University of Paris  
 Jacques M. Taminiaux, Professor Emeritus; Doctor Juris, Ph.D.,  
 Maître-Agrégé, University of Louvain  
 James Bernauer, S.J., Kraft Family Professor; A.B., Fordham  
 University; A.M., St. Louis University; M.Div., Woodstock College  
 S.T.M., Union Theological Seminary; Ph.D., State University of New  
 York at Stony Brook  
 Oliva Blanchette, Professor; B.A., A.M., Boston College; S.T.L.,  
 Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de  
 Louvain  
 Patrick Byrne, Professor; B.S., A.M., Boston College; Ph.D., State  
 University of New York at Stony Brook  
 Jorge Garcia, Professor; B.A., Fordham University; Ph.D., Yale  
 University  
 Richard Kearney, Charles Seelig Professor; B.A., University of Dublin;  
 M.A., McGill University; Ph.D., University of Paris  
 Peter J. Kreeft, Professor; A.B., Calvin College; A.M., Ph.D.,  
 Fordham University  
 Arthur R. Madigan, S.J., Albert J. Fitzgibbons Professor;

Micah E. Lott, Assistant Professor; M.A., Fuller Theological Seminary;  
 Ph.D., University of Chicago  
 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  
 David E. Storey, Assistant Professor of the Practice; B.A., Boston  
 College; Ph.D., Fordham University  
 Mary Troxell, Assistant Professor of the Practice; B.A., Amherst  
 College; Ph.D., Boston University  
 Holly Vande Wall, Assistant Professor of the Practice; B.A., Macalester  
 College; M.A., Boston University; M.A., Pacific School of Religion;  
 Ph.D., University of Notre Dame  
 Laura L. Garcia, Resident Scholar; B.A., Westmont College; Ph.D.,  
 Notre Dame

### Contacts

- Administrative and Graduate Program Assistant:  
RoseMarie DeLeo, 617-552-3847, deleoro@bc.edu
- Administrative and Undergraduate Program Assistant:  
Paula Perry, 617-552-3845, paula.perry@bc.edu

### Graduate Program Description

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

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

Joint M.A. Program in Philosophy and Theology

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





## Research Information

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



PHYS8910 Seminar: Topics in Physics (Fall: 3)

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

The Department

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

Timothy W. Crawford, Associate Professor; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University  
 Boston University, Tufts University (not at the Fletcher School of Law and Diplomacy) and at Brandeis University with the approval of the Graduate Director or the Master's Program Director.

Jennifer L. Erickson, Associate Professor; B.A., Saint Olaf College; M.A., Ph.D., Cornell University  
 Master of Arts Degree

Dennis Hale, Associate Professor; A.B., Oberlin College; Ph.D., University of Michigan, Ann Arbor  
 The master's program requires ten courses (30 credits) with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a written comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other Boston College departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the comprehensive examination is waived.

Kenji Hayao, Associate Professor; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor  
 Doctor of Philosophy Degree

David A. Hopkins, Associate Professor; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley  
 Fourteen courses (42 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 14 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

Jennie Purnell, Associate Professor; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology  
 Admissions

Michael T. Hartney, Assistant Professor; B.A., Vanderbilt University; M.A., Ph.D., University of Notre Dame  
 An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future. Three letters of recommendation must be submitted at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work such as a term paper.

Lauren Honig, Assistant Professor; B.A., Northwestern University; M.A., Ph.D., Cornell University  
 • Completed applications for the Ph.D. program should be submitted by January 2.

Peter Krause, Assistant Professor; B.A., Williams College; Ph.D., Massachusetts Institute of Technology  
 • Completed applications for the M.A. program should be submitted by February 1.

Lindsey O'Rourke, Assistant Professor; B.A., Ohio State University; M.A., Ph.D., University of Chicago  
 Financial Aid

Emily A. Thorson, Assistant Professor; B.A., Williams College; M.A., Ph.D., University of Pennsylvania  
 The Department is usually able to provide financial support to our doctoral students for a period of four to five years, pending satisfactory performance. This financial support to our doctoral students consists of a service stipend and full tuition remission during the period that the doctoral student is funded. The service stipend is compensation for twelve to fifteen hours per week of research assistance or teaching assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards a Thomas P. O'Neill, Jr. Fellowship to one incoming student in American politics in honor of the late Speaker of the House.

Paul T. Wilford, Assistant Professor; B.A., St. John's College; B.A., M.Phil., University of Cambridge; M.A., Ph.D., Tulane University  
 Course Offerings

Kathleen Bailey, Associate Professor of the Practice; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College  
 Note: Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

Paul Christensen, Associate Professor of the Practice; B.A., University of Washington; M.A., Ph.D., Princeton University  
 POLI7101 Graduate Readings and Research (Fall/Spring: 3)  
 By arrangement; by instructor permission.

David M. DiPasquale, Assistant Professor of the Practice; B.A., Kenyon College; M.A., Boston College; A.M., Ph.D., Harvard University  
 A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

Contacts  
 • Chairperson: Susan Shell, 617-552-4168, [susan.shell@bc.edu](mailto:susan.shell@bc.edu)  
 • Assistant Chairperson: Gerald Easter, 617-552-3491, [gerald.easter@bc.edu](mailto:gerald.easter@bc.edu)  
 • Graduate Director: Nasser Behnegar, 617-552-1897, [nasser.behnegar@bc.edu](mailto:nasser.behnegar@bc.edu)  
 • Master's Program Director: Gerald Easter, 617-552-3491, [gerald.easter@bc.edu](mailto:gerald.easter@bc.edu)  
 • Department Administrator: Shirley Gee, 617-552-4144, [shirley.gee@bc.edu](mailto:shirley.gee@bc.edu)  
 • Staff and Graduate Program Assistant: TBA  
 • Phone: 617-552-4160  
 • Fax: 617-552-2435  
 • [www.bc.edu/politicalscience](http://www.bc.edu/politicalscience)

Graduate Program Description  
 The department offers advanced study in American Politics, Comparative Politics, International Relations, and Political Philosophy.

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## ARTS AND SCIENCES

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POLI7727 American Political Development I (Spring: 3)

This seminar looks at the course of American history from the Federalist period of the 1790's through the end of the nineteenth century for the purpose of understanding subsequent American political developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

POLI7801 Master's Thesis Seminar (Fall/Spring: 3)

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

POLI7804 Politics and Society in the Middle East (Spring: 3)

This graduate course is open to undergraduate students with the permission of the instructor.

This graduate seminar provides a comparative survey of the

POLI7817 The Political Economy of Development (Fall: 3)

This is a graduate-level course on the political economy of development. This course examines the political roots of economic development with attention to the role of institutions, redistributive politics, and governance. In addition to studying the key debates within the political economy of development, this course examines comparative methodologies and how empirical evidence is used.

POLI7818 Global Public Goods and Cooperation in International Politics (Spring: 3)

Some of our most urgent challenges, from global warming and international financial crises to nuclear proliferation, global epidemics or disruption of the internet, can be understood as "global public goods." These require international actors to bargain, coordinate and collaborate in reaching effective responses. This seminar investigates the nature of public goods and collective action in order to help understand these pressing challenges, possible responses to them, and how political limits and opens opportunities for policy formation. It begins with a review of the literature on the production of public goods, from the local to transnational and global, and analysis of their governance. It then studies in depth three case studies, providing international financial stability, slowing the spread of nuclear weapons worldwide, and mitigating global climate disruption. It concludes by examining the implications of rising socio-economic inequality in major countries worldwide.

David Deese

POLI7819 Seminar: Current Issues in the U.S. Foreign Policy (Fall: 3)

This graduate course will deal with current issues in U.S. Foreign Policy.

Lindsey O'Rourke

POLI7901 Contemporary Political Theory (Spring: 3)

An introduction to the major contemporary political theorists, including Weber, Schmitt, Arendt, and Oakeshott.

Paul Wilford

POLI7902 Field Seminar in Political Philosophy (Spring: 3)

This course will read some of the classic texts in political theory and consider issues such as the nature of the regime, the modern state, constitutionalism, and religion and politics. Authors read will include Aristotle, Machiavelli, Hobbes, Aquinas, Augustine, Montesquieu, Rousseau, and Nietzsche.

Christopher Kelly

POLI7911 Aristotle's Politics (Spring: 3)

A close study of Aristotle's Politics.

Robert C. Bartlett

POLI7919 Kant's Politics (Fall: 3)

In his famous essay *Toward Perpetual Peace* [1795/97] Kant writes: "True politics...cannot take a single step without already having paid homage to morality." What does Kant mean "the true politics" and in what sense must it first "pay homage" to morality? We will address these questions through a reading of Kant's principle political works, including through a study of *Perpetual Peace*, *Metaphysics of Morals* (Part One), *Theory and Practice*, *What is Enlightenment?* and *For a Universal History*, and *The Conflict of the Faculties*, Part Two.

Readings include:

Theory and Practice, What is Enlightenment, For a Universal History, and The Conflict of the Faculties, Part Two.

Susan Shell





Elizabeth Rhodes, Professor; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

Sarah H. Beckjord, Associate Professor; B.A., Harvard University; M.A., Ph.D., Columbia University

Stephen Bold, Associate Professor; B.A., University of California; M.A., Ph.D., New York University

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

Ernesto Livon-Grosman, Associate Professor; B.A., Empire State College; M.A., Ph.D., New York University

Irene Mizrahi, Associate Professor; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

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

Mattia Acetosio, Assistant Professor; B.A., University of Bologna; M.A., M.Phil., Ph.D., Yale University

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

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

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

Brian O'Connor, Assistant Professor of the Practice; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Esther Gimeno Ugalde, Assistant Professor of the Practice; B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna

Andrea Javel, Senior Lecturer; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

#### Contacts

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

### Graduate Program Description

#### The M.A. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film. The M.A. is granted in French, Hispanic Studies, and Italian. It is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program.

#### Deadlines and Prerequisites for Admission

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

## ARTS AND SCIENCES

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

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement in French: Each French student should endeavor to take at least one course from as many different areas of the curriculum as possible (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement in Hispanic Studies: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Distribution Requirement in Italian: Each semester the Italian section faculty offer two 8000-level graduate seminars (and/or 5000-level advanced courses open to graduate students and qualified undergraduates). M.A. students in Italian are required to identify one of these courses as their primary area of study.
- Italicized (Spanish and Italian) courses in Spanish and Italian

FREN7780 Readings in Theory (Spring: 3)

Cross listed with PHIL7780 and ENGL7780

Conducted in English. Open to undergraduates with permission of instructor only. Fulfills a Ph.D. requirement in Romance Languages and Literatures.

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop an awareness of and sensitivity to the specific means and consequences of interpreting literary and extra-literary language today. The course allows students to acquire a basic familiarity with some of the most formative linguistic, philosophical, and anthropological antecedents underpinning any attempt to understand and account for the special status reserved for rhetorical language in literature or beyond. Readings from Saussure, Levi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Geertz, Austin, Derrida, and de Man, among others.

Italian

### Course Offerings

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

ITAL8826 Fifteenth-Century Florence: The Humanists (Spring: 3)

Conducted in Italian

The seminar will examine the arc of fifteenth-century Florentine Humanism, from its expansive opening with Salutati and Brunetti, to its introverted close with the lessons of Savonarola. Readings will also include texts by Bracciolini, Alberti, Landino, Ficino, Lorenzo, Valla, della Mirandola, and Poliziano. Humanism transformed the way in which texts are read and our relationship with the past, and it became the impetus for renewal in almost every field of human endeavor. We will explore Humanism's impact, and ask how such intellectual creativity was nurtured in a century of civil strife, periodic famine and plague, warfare and ecclesiastical turmoil.

Laurie Shepard

ITAL8830 Bernini and the Baroque (Fall: 3)

Open to both graduate and undergraduate students

An interdisciplinary study of the art, literature and culture of the Baroque age (ca. 1600–1680), focusing on its epicenter, the city of Rome, and on the one artist who more than any other defined and disseminated that style, Gian Lorenzo Bernini. Against the backdrop of the political and institutional crises and social-religious metamorphoses of the period, we will explore the fertile and intimate inter-relationship between the arts (sculpture, architecture, theater, music) and the other forms of cultural expression.

Franco Mormando

Romance Languages and Literatures

### Course Offerings

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

RLRL7799 Readings and Research (Fall/Spring: 3)

By arrangement

The Department

RLRL9990 Graduate and Professional Seminar (Fall: 1)

The seminar presents a systematic introduction to the issues and topics of graduate student life and preparation for a successful career. Discussions will include professional ethics, strategies for conference





## ARTS AND SCIENCES

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### Slavic and Eastern Languages and Literatures

#### Faculty

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

Cynthia Simmons, Professor; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, Professor; B.A., Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Sing-chen Lydia Chiang, Associate Professor; Coordinator, East Asian Languages; B.A., National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Michael J. Connolly, B.A., Stiversity

- qualifying and special field examinations
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to six credits of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

#### Course Information

Courses numbered below 3000 do not normally apply for graduate degree credit but are open to interested graduate and special students

### Linguistics

#### Course Offerings

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

LING8888 Interim Study (Fall/Spring: 0)

### The Department

### Sociology

#### Faculty

Sarah Babb, Professor; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Charles Derber, Professor; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, Professor; A.B., Antioch College; A.M., Ph.D., University of Michigan

Sharlene Hesse-Biber, Professor; A.B., A.M., Ph.D., University of Michigan

Andrew Jorgenson, Professor; Chairperson of the Department; B.S., University of Utah; Ph.D., University of California, Riverside

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

Juliet Schor, Professor; B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, Professor; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

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

Paul S. Gray, Associate Professor; A.B., Princeton University; A.M., Stanford University; A.M., Ph.D., Yale University

Zine Magubane, Associate Professor; B.A., Princeton University; M.A., Ph.D., Harvard University

Michael A. Malec, Associate Professor; B.S., Loyola University; M.S., Ph.D., Purdue University

Shawn McGuffey, Associate Professor; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

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

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

Eve Spangler, Associate Professor; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts  
 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, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Argentina  
 Lisa Dodson, Research Professor; B.A., M.A., Boston University; Ph.D., Brandeis University  
 Eva Marie Garroutte, 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](http://www.bc.edu/sociology)
  - [sociology@bc.edu](mailto:sociology@bc.edu)

## Graduate Program Description

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

### Master's Program 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](http://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 hours (generally 10 courses). The required courses for all students are the following: a course in methods of social inquiry (SOCY7710) in the first semester of study, one semester of sociological theory (SOCY7715 or SOCY7716), and two semesters of statistics (e.g., SOCY7703 and SOCY7704). With permission of the Graduate Program Director, students may complete either a Master's Thesis or a Master's Paper. Students completing a Thesis or Paper are required to take a course in empirical research (SOCY7711) in the second semester of study and a semester of writing in their second year (SOCY7761); students not writing a Thesis or Paper are required to take an elective research methods course.

Doctoral Program

The Ph.D. program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of institutions and settings. It prepares students for careers as researchers and university and college faculty.

Admissions: The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at [www.bc.edu/content/bc/schools/gsas/admissions/applynow.html](http://www.bc.edu/content/bc/schools/gsas/admissions/applynow.html).

Ph.D. Degree Requirements: The doctoral degree is fulfilled by completing 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](mailto:gray@bc.edu) for additional information. Apply online to both schools, the Graduate School of the Morrissey College of Arts and Sciences at [www.bc.edu/schools/cas/admissions/applynow.html](http://www.bc.edu/schools/cas/admissions/applynow.html) and the Carroll Graduate School of Management at [www.bc.edu/schools/csom/graduate/mba.html](http://www.bc.edu/schools/csom/graduate/mba.html).

### Financial Assistance

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

## Course Offerings

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

SOCY7101 Readings and Research (Fall/Spring: 3)

Students conduct 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 sociology graduate students.

This course assumes knowledge of the material covered in SOCY7702; that is, a solid background in SPSS and a relatively recent

## ARTS AND SCIENCES

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basic course in basic statistics. We will cover exploratory factor analysis, logistic regression, and maybe discriminant analysis; but our focus is more than 50% of the course, will deal with multiple regression and related issues and procedures including: data transformations, analysis of residuals and outliers, interaction terms, quadratic regression, dummy variables, analysis of covariance, stepwise regression, and path analysis. This course does not require a knowledge of matrix algebra or calculus.

John B. Williamson

SOCY7704 Regression Models of matrix algebra  
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SOCY7715 Classical Social Theory (Fall: 3)

Required for graduate students

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

Paul G. Schervish

Eve Spangler

SOCY7716 Contemporary Social Theory (Spring: 3)

Required for graduate students

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

The Department

SOCY7751 Quest for Social Justice (Fall: 3)

SESJ Program course

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

William A. Gamson

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

This is a 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

SOCY7763 Topics in Environmental Sociology (Fall: 3)

This course is designed as both a stand-alone class and a follow-up to Brian Gareau's graduate Environmental Sociology seminar. We will look at a series of topics within environmental sociology, broadly defined. These include the sociology of climate change, food and agriculture, water, environmental activism, sustainable consumption and its politics (including the politics of fair trade), environmental justice,

SOCY9998 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

SOCY9999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Theology

Faculty

#### Contacts

- Department Administrator: Patricia Donnellan, 617-552-0860, [fleminpb@bc.edu](mailto:fleminpb@bc.edu)
- Staff Assistant: Gloria Rufo, 617-552-3882, [gloria.rufo@bc.edu](mailto:gloria.rufo@bc.edu)
- Graduate Programs Assistant: Cara Burke, 617-552-4602, [cara.burke@bc.edu](mailto:cara.burke@bc.edu)
- [www.bc.edu/theology](http://www.bc.edu/theology)

#### Graduate Program Description

Boston College offers extensive resources for Catholic and ecumenical study of theology. Embedded in the culturally rich Boston metropolitan area, the combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier international center for the study of theology. The library, course and faculty resources available to graduate students at Boston College are further expanded by Boston College's membership in the Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, which has as its constituent members the following institutions:

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

Muslim, and Jewish traditions, it also offers a context in which the comparative study of one or more religious traditions raised by religious pluralism can be explored, responsibly and in addition to one's own, and critical reflection on one's own tradition and in which a Christian comparative theology can be pursued seriously in light of another tradition or traditions. Students are expected to acquire a significant understanding of a major non-Christian religion and an M.Div., a Master's degree in religion, theology, or philosophy, or an equivalent degree.

Successful applicants to the Ph.D. Program will generally have to have completed a significant understanding of a major non-Christian religion and an M.Div., a Master's degree in religion, theology, or philosophy, or an equivalent degree. Areas of Specialization

Students in the doctoral program specialize in one of five main areas: Biblical Studies, Historical Theology/History of Christianity, Systematic Theology, Theological Ethics, or Comparative 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 within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as well.

Biblical Studies focuses on the canonical books of the Bible within their historical and cultural world and in relation to their respective theological traditions, thereby informing continuing theological reflection within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as well. research requires and must acquire a reading knowledge of 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. Each doctoral student must demonstrate reading proficiency in at least two languages (normally, French and German) prior to applying 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. "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 growth and development in particular historical and cultural contexts.

Theological Ethics includes the ecumenical study of major Roman Catholic, Protestant and Orthodox contributors to theological reflection. It attends as well to the Biblical foundations of 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 offering other areas of applied ethics. The exploration of contemporary ethical issues 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 and an M.Div., a Master's degree in religion, theology, or philosophy, or an equivalent degree. 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 within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as well. research requires and must acquire a reading knowledge of 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).

chosen areas of Christian Theology. of the Graduate Requirements

Each doctoral student must demonstrate reading proficiency in at least two languages (normally, French and German) prior to applying for comprehensive 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 and 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 Institute provides a context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of

monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

**Course Offerings**

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

THEO7002 Theology and Phenomenology (Fall: 3)

This seminar will examine the conjunction between theology and phenomenology from both directions in order to understand the mutual influence of the one upon the other. We will study a variety of theological and phenomenological works that present differing accounts of each enterprise and of their proper relation. The central question will be this: What does a radical description of the nature of experience have to do with the contemplation of God?

Andrew Prevot

THEO7005 Christian Ethics and Migration (Spring: 3)

This course examines the phenomenon of global migration from a Christian theological perspective. Texts from social scientific, legal, and policy perspectives will frame the phenomenon of contemporary migration. The seminar will then undertake ethical analyses of migration paradigms, policies and practices in light of resources from the Christian tradition, considering questions related to globalization, citizenship, economic justice, gender, family ethics and integration.

Kristin Heyer

THEO7006 The Book of Isaiah (Spring: 3)

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

Jeffrey Cooley

THEO7007 Theology, Ethics, and Politics (Spring: 3)

Lisa Cahill

THEO7008 Early Christianity in its Jewish Context (Spring: 3)

Prerequisite: Intermediate Greek: Hebrew preferred

The course surveys the Jewish context of early Christian literature and history through close analysis of primary texts. We begin with the origins of Jewish sectarianism in the second century BCE and study the development of various Jewish and Christian sects, concluding with Jewish and Christian groups in the second century CE. We will explore how closely related, and in many cases inseparable, Christian and Jewish identity were well into the second century CE.

Yonder Gillihan

THEO7009 Psalms and the Cult (Spring: 3)

Prerequisite: Three semesters of Biblical Hebrew

The Book of Psalms, sometimes called Israel's "Songbook," engages the world of religious practice, or cult, in a variety of ways. This is true, also, of other biblical poetic compositions outside of the Psalms. The present course investigates the problem of Psalms and the Cult from a number of perspectives by posing a variety of questions. To what extent does Israel's poetry reflect or take for granted specific cultic practices? Are such practices individual or communal? How were they connected with expert oversight? How might Psalms have been used during cultic practice? Were they liturgical or performative texts? How might the relationship between psalms and prophecy inform the

discipline? Students will formulate answers to these and other questions through close reading of a selection of Psalms in Hebrew, and by engagement with secondary literature and material culture evidence.

David Vanderhooff

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

THEO7011 Augustine's De Trinitate (On the Trinity) (Fall: 3)

This course will offer an in-depth study of Augustine's De Trinitate (On the Trinity). The focus will be on the structure, intention, and content of the text, which extends well beyond an exclusively ontological discussion of the Trinity. We will also consider Christology, theological epistemology and language, the structure of the human mind, and ecclesiology. Students will be expected to engage a range of scholarly literature.

Doug Finn

THEO7012 The Eucharist in Christian Tradition (Fall: 3)

Prerequisite: Latin (recommended)

"Every day since the middle of the first century, Christians have gathered together around bread and wine, thanked God and received it as the body and blood of Christ" (Jaroslav Pelikan). Through the close reading of representative primary texts from a variety of authors and contexts, this course will explore Eucharistic theologies from early to post-modern Christianity, including Augustine, Hugh of St. Victor, Thomas Aquinas, Catherine of Siena, Calvin, Zwingli, the Council of Trent, and Emmanuel Falque. (NB: Latin not required, but strongly recommended).

Boyd Taylor Coolman

THEO7013 Redemption and Soteriology (Fall: 3)

This course explores theological approaches to soteriology, that is, the meaning of redemption and the work of the Redeemer. Special attention is given to the way theories of redemption and claims about the Redeemer relate to accounts of human nature, diagnoses of the human condition and the problem of sin, and the scope of Christ's redemptive causality. We consider patristic, medieval, and contemporary approaches, including recent questions and critiques of traditional accounts.

Jeremy Wilkins

THEO7014 Doctrine of God (Fall: 3)

Brian Robinette

THEO7015 Martin Luther and His Interpreters (Fall: 3)

Christine Helmer

THEO7416 Law and Religion (Spring: 3)

This course examines the various ways in which law and religion interact. Part I looks at the "Law of Religion," focusing on key First Amendment cases. Part II looks at "Religion in Law," examining how religious ideas affected secular notions of marriage. Part III looks at the complicated ways in which law and religion influence each other. A key example will be how the Civil War altered biblical interpretation on the morality of slavery. The Department





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recent approaches and end with raising foundational issues vis-à-vis the current loss of legitimacy within American democracy and the absorption of civil society into the market.

Shawn Copeland

THEO8101 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all thesis 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

THEO8501 Complicity (Fall: 2)

Cross listed with LAWS9970

This seminar draws upon philosophical, legal, and theological materials to consider to what degree agents are responsible when they contribute to or benefit from the wrongdoing of other agents. Key topics to be considered are: (1) the nature of complicity as a distinct moral problem; (2) conspiracy and accessory liability in the criminal law; (3) theological concepts of cooperation with evil and appropriation of evil; and (4) market complicity.

The Department

THEO8503 Authority of Scripture (Fall: 3)

Prerequisite: M.A. level work in Bible, Early Church or Systematics

A seminar investigating the emergence and development of the Christian Bible from the 1st to the 4th centuries C.E. This seminar will discuss the development of a New Testament canon as well as different views of Biblical writings as revelation that developed along with competing claims to a secret or higher truth in "esoteric," non-canonical works of the same period. Students will explore the understanding of Scripture in four early Christian exegetes: Irenaeus, Origen, Eusebius and Jerome. This seminar will incorporate a survey of scribes, book circulation and the role of reading circles in antiquity.

The Department

THEO8508 Aquinas and Neoplatonism (Spring: 3)

An examination of Aquinas' dynamically evolving engagement with such key thinkers in the Platonic tradition as Boethius, Proclus, and Dionysius the Areopagite, and Thomas' increasingly complex retrieval of Platonic thought in his elaboration of several important theological topics, such as the problem of evil and the nature of the good, the task and scope of theology as a science, the relationship between divine transcendence and the created order, and the epistemology of religious experience.

Gregorio Montejó

THEO8801 Masters Thesis (Fall/Spring: 3)

By arrangement.

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)

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

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## THEOLOGY AND MINISTRY

school by February 15, so that names may be submitted to the Jesuit Conference. After this initial contact, the scholastic's previous and academic standing do not change markedly. Prospective students are encouraged to contact the Associate Dean, Enrollment Management for questions regarding the funding of their studies. The letter would indicate an intent to mission the student to the funding of their studies. request housing, and indicate if financial funding is needed. Funding for Jesuits from developing countries is approved by the U.S. Jesuit Conference in Washington D.C., and the request is made by the rector of Saint Peter Faber Community. All Jesuit scholastic applications are reviewed by the Admissions Committee.

In addition, Jesuit applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with the rector of Saint Peter Faber Community and other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

Non-Jesuit Religious Applicants  
Religious applicants who are not Jesuits must also follow the instructions above. Religious applicants requiring scholarship and/or convent housing assistance should apply by February 1 for the fall semester. All religious applicants are reviewed by the Admissions Committee. Lastly, if accepted, the Office of Admissions will work with the Office of International Students and Scholars to process visa documentation for international applicants.

In addition, non-Jesuit religious applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with your vocation director and/or other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

All transcripts must be mailed to BC's STM Processing Center. No materials submitted as part of the application for admission will be returned or forwarded to a third party. The Admissions Committee will not consider an application until it is complete.

Once an application is complete, it will take up to four weeks for you to receive a decision. Ph.D. applications can take up to two months after our deadline before receiving a decision. Decision letters are mailed to the applicant's current address as reported on the admission application.

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

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

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

Tuition scholarships are based on considerations of academic achievement, potential for ministry, demonstrated leadership, and financial need. Funding is generally renewable at the same level in

to help ease their financial burden. Partial tuition grants are available for international students. Students must be enrolled in a degree seeking program. Students must exhibit an exemplary academic record and personal potential. Students should be aware that, even if receiving a tuition grant, they still must obtain support to pay for their living expenses. Unfortunately, Federal loans are not available to those who are not U.S. citizens or permanent residents.

All international students must show that they have sufficient funds or resources to pay for their tuition and living expenses during the course of their studies, whether support comes in the form of scholarships, grants, or support from a religious order or personal bank account. Applicants do not need to supply evidence of sufficient resources with their applications. Once accepted, the admissions office will send a form where one can document resources. No additional funding will be available to international students once they arrive in the United States.

### Housing

Boston College does not offer on-campus housing for graduate students. International lay students are encouraged to contact the STM admissions office and the Boston College's Off-Campus Housing

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:

1. deepened knowledge of a specific theological discipline beyond the first-level master's degree (Option A)  
OR
2. increased competence in ministerial practice

STM Online: Crossroads

STM Online: Crossroads, a program of Boston College School of Theology and Ministry, offers non-credit online courses for adult spiritual enrichment and faith formation. With a focus on shared reflection in an online learning community, Crossroads models the kind of conversation and participation that lead to deeper understanding of and personal growth in faith.

Academic Policies and Procedures

### Academic Integrity at Boston College

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

### STM Academic Integrity Procedures

In the School of Theology and Ministry (STM), an Academic Integrity Committee (AIC) with both faculty and student members is to be constituted annually by the Associate Dean for Academic Affairs and chaired by one of the faculty members serving on the AIC.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and is encouraged (but not required) to notify the Associate Dean for Academic Affairs in writing of the incident. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty must be sent to the Associate Dean for Academic Affairs.

On receipt of such a notification the Associate Dean will notify the student of the allegation and the grading penalty (if any) imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the STM AIC. The Associate Dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials. In cases involving students from more than one school, or students in joint or dual degree

Dean for Academic Affairs, requesting and giving the reason for the change, and identifying the faculty person whom the student wishes to have as his or her advisor moving forward. The Associate Dean will handle the matter in a way that is respectful to all parties.

## Academic Grievances

### I. Preamble

The Academic Grievance Policy of the School of Theology and Ministry provides a procedure for the constructive and timely resolution of serious academic grievances of students against faculty members. An academic grievance is defined as a complaint by a currently enrolled graduate student against a member of the faculty related to a serious academic matter that has had an adverse effect on the student's learning or ability to perform to the best of his/her ability.

Ordinarily, questions related to a course grade are not considered cause for setting in motion an academic grievance, unless the disputed grade is judged to be evidence of a broader issue or concern related to instruction, communication, access, availability, accountability and/or fairness on the part of the professor. If a student's only issue is the grade itself, the matter should be addressed directly with the professor either in person or in writing. It is the professor's prerogative to alter or uphold the grade. In this case, the decision of the professor is final. If a student wishes to dispute a grade based on one of the alleged broader issues named above, a student may use the Academic Grievance Process to do this. The decision-makers in the Academic Grievance Process will consider only how the broader issues affected the student's grade; they will not abrogate the professor's prerogative to evaluate the academic quality of the student's work.

Resolution of grievances should involve all parties working cooperatively and respectfully to obtain resolutions acceptable to all parties involved. The grievance process first strives for mediated outcomes and only moves to directed outcomes when such efforts at mediation fail. All parties should seek resolutions at the lowest possible administrative level. The grievance should be initiated no later than the end of the sixth week of the semester immediately following the one in which the action giving rise to the complaint occurred—for example, a grievance arising from spring semester must be initiated before the end of the fall semester.

II. Any student who believes he or she has a grievance should communicate with the faculty member(s) immediately involved as soon as

### STM Policy

In order to complete and achieve successfully the objectives of an STM course, students must attend the course meetings in order to engage the professor and fellow students in the teaching and learning dynamic. Unless other arrangements are made with the instructor, a student must withdraw from a course in which he or she has been absent for any reason for 25% or more of class meeting time. If a student with 25% or greater absence rate does not withdraw from the course, the student will be given a failing grade for the course.

### Audits

Students enrolled in STM degree and certificate programs may audit courses and will be charged half the per-credit tuition rate. Students will not receive financial aid/tuition remission for audited courses and audited courses will not count toward degree programs (but may be counted toward certificate programs).

Students not enrolled in STM degree or certificate programs can apply through the Admissions Office to audit STM courses for half of the credit rate per course.

The STM has a reduced audit rate for Ministers-in-the-Vicinity. Please contact the Admissions Office for more information. The rate is limited.

Students cannot register to audit courses through their Agora to STM courses. (Students must apply through the Admissions Office.)



### Submitting your Ph.D. Dissertation

Ph.D. students should consult the office or the website of the Graduate School of the Morrissey College of Arts and Sciences for further instructions on dissertation submission.

### Submitting your S.T.D. Dissertation

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

### Enrollment Status

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

Graduate full-time enrollment is as follows:

- School of Theology and Ministry—9 or more credits  
All students are considered half-time with 6 credits.

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

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



Affairs to make sure that the courses they are planning to take transfer into and be counted toward their STM degree program. Please see the Transfer of Credit policy for more information.

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## 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 para-church settings and invites students into an ongoing school-wide conversation and reflection on the nature of ministerial roles and the power dynamics and ethics that attend them. Students in ministerial degree programs (except for summers-only degrees) with a field education requirement (Contextual Education or Supervised Ministry) must fulfill this requirement before they begin their placements. All other students must complete the requirement before they graduate. Information about when the Professional Ethics in Ministry Workshop is offered is distributed with admission materials. Students who have not fulfilled the requirement in their first year of study will be notified of the next available date to fulfill the requirement by the Associate Dean for Academic Affairs.

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

## Readmission After a Lapse in Enrollment

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

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

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

S.T.L.: 4 years

If a student seeks readmission before the term limit expires, s/he must write the Associate Dean for Academic Affairs to request re-admittance before the start of the semester in which the student wishes to return. If granted, all courses taken towards the degree thus far will count toward the degree.

If a student seeks readmission after the term limit has expired, the student must reapply through the Office of Admissions. To begin this process, the student should e-mail the Associate Dean for Enrollment Management. If the student is readmitted to the program, a decision will be made on a case-by-case basis by the Associate Dean for Academic Affairs as to (1) which and how many courses already taken will count toward the degree; and (2) any changes in requirements for graduation with the degree. The decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

## S.T.L. Thesis Submission

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.



**Taping of Lectures and Presentations**

Presentations and lectures given by faculty, students, or other persons in the classroom are the intellectual property of the presenter and shall not be recorded or distributed for any purpose (including use by enrolled students) without the presenter's permission. Students who wish to record a lecture or presentation must ask for and receive the permission of the presenter prior to recording. Recording of lectures or presentations made with the presenter's advance consent is authorized solely for the purposes of individual or group study with students enrolled in the same class unless the instructor has given explicit written consent for other uses. The recording may not be reproduced or distributed in any manner, including the Internet, without the instructor's explicit prior written consent.

**Time-to-Degree Completion and Extensions**

Each degree has its own time limit for graduation from the date of matriculation into the degree program.

- M.A. and M.Ed.: 5 years
- M.T.S.: 4 years
- M.Div.: 6 years
- Th.M.: 2 years
- S.T.L.: 4 years
- S.T.D.: 5 years, with one year extension possible

Students must petition the STM for an extension if they will not complete the degree in the time frame indicated above. Normally only one extension will be granted per student. Students should send a letter by U.S. mail or e-mail to the Associate Dean for Academic Affairs, detailing (1) the reason the extension is needed and (2) giving a completion date for the degree. The Associate Dean will circulate the petition for extension to the student's faculty advisor and program director for approval before making a final decision on an extension. The Associate Dean will notify the student as to whether the petition has been approved and the student's new graduation term.

**Transcripts and Transcripts/Diploma Holds**

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

**Transfer of Credit**

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

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

M.Div. students may transfer in 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 academic Administrative Assistant).

Please deliver all of the above documents to the academic administrative assistant, who will circulate all information for approval to the student's advisor, department chair, and the associate dean for academic affairs (for Jesuit Scholastics, it will also go to the director of Jesuit Studies). The associate dean will send approved credit transfers to University Student Services, who will complete the transfer process. If courses do not show up in your My Services course history within two weeks, please contact the academic administrative assistant.

**Withdrawal from a Course**

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

**Withdrawal from Boston College**

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

**Faculty**

- John F. Baldwin, S.J., Professor of Historical and Liturgical Theology; A.B., M.Div., M.A., M.Phil., S.T.L., Ph.D. (Yale)
- James T. Bretzke, S.J., Professor of Moral Theology; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)
- Richard J. Clifford, S.J., Professor Emeritus of Old Testament and Professor Ordinarius, Ecclesiastical Faculty; A.B., M.A., S.T.L., Ph.D. (Harvard)
- James J. Conn, S.J., Professor of the Practice of Canon Law and Professor Ordinarius, Ecclesiastical Faculty; B.A., M.A., M.Div., A.M., Ph.D., J.C.L., J.C.D. (Gregorian)
- Colleen M. Griffith, Professor of the Practice of Theology and Faculty Director for Spirituality Studies; B.A., M.Ed., Th.D. (Harvard)
- Thomas H. Groome, Professor of Theology and Religious Education; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Columbia University Teachers College)
- Matthew Jo Iozzio, Professor of Moral Theology; B.A., M.A., Ph.D. (Fordham)

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

Joseph Weiss, S.J., Professor of the Practice of Liturgy; B.A., M.A., M.Div., Ph.D. (Notre Dame)

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

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

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

Angela Kim Harkins, Associate Professor of New Testament; B.A., M.A., Ph.D. (Notre Dame)

Franklin Harkins, Associate Professor of Church History; B.S., M.Div., L.M.S., Ph.D. (Notre Dame)

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

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

Theresa A. O'Keefe, Associate Professor of the Practice of Youth and Young Adult Faith and Faculty Co-Director of Contextual Education; B.A., M.Ed., Ph.D. (Boston College)

Hosffman Ospino, Associate Professor of Hispanic Ministry and Religious Education; B.A. (Equiv.), M.A., Ph.D. (Boston College)

Nancy Pineda-Madrid, Associate Professor of Theology and Latino/Latina Ministry; B.A., M.Div., Ph.D. (Graduate Theological Union)

Jane E. Regan, Associate Professor of Theology and Religious Education; B.A., M.A., Ph.D. (The Catholic University of America)

Thomas D. Stegman, S.J., Associate Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty and Dean; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

O. Ernesto Valiente, Associate Professor of Systematic Theology; B.A., M.A., M.Phil., M.Div., Th.M., Ph.D. (Notre Dame)

Andrea Vicini, S.J., Associate Professor of Moral Theology; B.Phil., B.Th., M.D., S.T.L., S.T.D., Ph.D. (Boston College)

Andre Brouillette, S.J., Assistant Professor of Theology; B.Ph., M.A., M.Div., S.T.L., D.Th. (Institut Catholique de Paris)

Andrew Davis, Assistant Professor of Old Testament; B.A., M.T.S., M.A., Ph.D. (Johns Hopkins)

Brian Dunkle, S.J., Assistant Professor of Historical Theology; A.B., M.S., M.A., S.T.B., S.T.L., Ph.D. (Notre Dame)

Barton Geger, S.J., Assistant Professor of the Practice in Ignatian Studies; M.A., M.Th., S.T.L., S.T.D., (Universitdad Pontificia Comillas)

William Roozeboom, Assistant Professor of Pastoral Care and Counseling; B.A., M.Div., Ph.D. (Brite Divinity School: Texas Christian University)

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
- STM Online: Crossroads: 617-552-4075
- Continuing Education: 617-552-0185

## Christian Ethics

### Course Offerings

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

TMCE7008 Introduction to Catholic Social Ethics (Summer/Fall: 3)

This 3-credit summer course will be taught by Stephen Pope and meet on June 26–July 13, Monday–Thursday from 8:30–11:45 a.m.

This course will also be offered fall 2017 by Mary Jo Iozzio. Note in summer: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

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

Mary Jo Iozzio

Stephen Pope

TMCE7034 Critical Ethical Issues (Spring: 3)

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

This course considers critical contemporary issues from Catholic, interdenominational, interfaith, international, and cross-cultural perspectives. Attention will be given to the Wesleyan Quadrilateral (scripture, tradition, reason, and experience) and casuistry to ground a common approach in the examination and interrogation of the issues to be addressed. The principal ethical issues to be studied include: economic justice (access to health and human services), sexual ethics (just love, sexual identity, misogyny, pedophilia, and reproduction), respect for life (abortion, euthanasia, hyper-incarceration and capital punishment), fanaticism and religious fundamentalism, environmental degradation and human ecology (natural disasters), and the toll of a perpetual state of war.

Mary Jo Iozzio

TMCE7038 Professional Ethics for Ministry I (Fall: 3)

This workshop will be offered on Thursday, September 21, 2017 and Friday, October 26, 2017 from 1:30–5:30 p.m. Students may choose either date.

This is the first of a two-part workshop series. This intensive workshop offers participants an opportunity to reflect theologically and pastorally on professional ethics in ministry. Through varied modalities, participants will consider a broad spectrum of ministerial activities and the correlative ethical responsibilities of the minister.

Melissa Kelley

TMCE7052 Theological Bioethics: From the Basics to the Future (Spring: 3)

Cross listed with THEO7813

The course addresses, first, the basics issues in bioethics focusing on the beginning of human life (reproductive technologies, prenatal

TMCE8541 Disability Studies and Theological Ethics (Spring: 3)

Prerequisite: One graduate level course in fundamental moral theology (including CST) and one graduate level course in systematic theology, liberation theology or equivalent.

This course investigates Disability Studies at the intersections of interdisciplinary subjects in the humanities, including Scripture, theology, and theological ethics. Attention will be given to the hermeneutic work of Disability Studies and considerations in scripture studies, theology, and theological ethics. The course (1) presents the history of people with disabilities (similar to feminist retrievals of “undocumented stories” found by reading between the lines of texts), (2) explores the move from institutionalization to rights, liberties, and self-determination, and (3) considers how theological ethics in particular calls for something radically new in the way of solidarity between people with disabilities and their normate counterparts.

Mary Jo Iozzio







TMOT7134 Job and Suffering (Spring: 3)

This course examines how the Hebrew Bible addresses questions around human suffering. After surveying different biblical perspectives, we will immerse ourselves in the Book of Job, in which Job and his friends (and, ultimately, YHWH) consider the meaning of Job's suffering. While this course is primarily interested in the theologies of the Book of Job, we will also take into account the book's literary artistry, redaction history and historical context. By the end of this course you will have a better understanding of this important book, which is as timeless, complex, and inexhaustible as the mystery it contemplates.

Andrew R. Davis

TMOT8003 The Psalms: Prayer of Israel, Prayer of Christians (Spring: 3)

Prerequisite: No prerequisites, but TMOT7014 The Basic Narrative of the Old Testament: Genesis to Kings is highly recommended.

From ancient times to the present, the Book of Psalms has played a central role both in expressing and in shaping the faith experience of Jews and Christians. This course investigates the Book of Psalms with some attention to similar literary material from other Old Testament and New Testament books and from other ancient Near Eastern sources. It will consider issues of genre, poetic features and structure, theological themes, and dramatic logic. The course will also examine how psalms function in Christian spirituality, both in the liturgy (considering the lectionary for Mass and the liturgy of the hours) and in personal prayer.

Michael Simone, S.J.

TMOT8505 Seminar: Isaiah (Fall: 3)

Prerequisite: This is an advanced course and thus presumes an introductory Old Testament course. Knowledge of Hebrew will be helpful.

Besides containing some of the Bible's most beautiful poetry, the Book of Isaiah is an important witness to periods of tremendous upheaval in Israel's history. This course will examine the book from a range of perspectives. (Besides compresses course i081 Tw Oaye nnces of Theology and Ministry)

Andrew R. Davis

ministry to the dying; pastoral sensitivities and skills for ministering to the dying, and pressing contemporary concerns, such as death in the workplace, institutional death, violent death, and death in global perspective.

Melissa Kelley

TMPS7041 The Practice of Ministry with Youth and Young Adults: Discernment in a Poly-Vocal World (Fall: 3)

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics herein, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work, and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.

Theresa O'Keefe

TMPS7060 Education in Faith: Foundations and Practice (Fall: 3)  
Cross-listed with THEO7060

This course proposes theological, spiritual and pedagogical foundations for a participatory and empowering approach to faith-based education, pastoral ministry and service. Reflecting religious education as a praxis of practical theology and concern for the spiritual foundations of religious education, the course invites participants to develop their own praxis of educating from and for faith. This is the purpose of the Church's educational work in the world. However, it is also a responsibility of every Christian person and of every function of ministry and faith based service.

Thomas Groome

TMPS7080 Spiritual Formation for Ministry (Fall/Spring/Summer: 1)

This two semester program, a requirement for first year M.A. Theology and Ministry students, cultivates practices for integrating faith, life, and ministry through prayer and reflection on central themes of spirituality for ministry. The program consists of two parts: First, a student commits to a small faith community, which meets on the same day and same time twelve times during the academic year under the guidance of a trained facilitator. Second, a student creates a spiritual formation plan (SFP), the components of which may be fulfilled throughout the duration of one's degree program. Students who are able to meet only in the summer meet Monday and Thursday for 3 weeks from 2:00–4:00 p.m. Dates: June 26, June 29, July 3, July 6, July 10, July 13.

Barbara Quinn, RSCJ

Jacqueline Regan

TMPS7090 Ministry in a Diverse Church: Latino Perspectives and Beyond (Fall: 3)

This course is being offered online for fall 2017.

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

Hosffman Ospino

her published writings, we will consider her prophetic response to war and injustice, and the spirituality that underlay her witness. In light of her proposed canonization, we will also examine her invention of a new model of holiness for our time, and consider her significance for contemporary movements in the church, particularly in the era of Pope Francis.

Robert Ellsberg

TMPS7171 Cultivating Spirituality in a Technological Age  
(Summer: 1)

This course will meet Monday, July 24 through Thursday, July 27, 2017 from 6:00–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a

TMPS7177 At the Bedside and Beyond: Contemporary Perspectives on Health Care Chaplaincy (Summer: 1)  
STM Summer 2017 Conference

This course meets July 10–13 (Monday–Thursday) from 8:30–11:45 a.m. Enrollment in this course is for audit status only.

Join us at Boston College this summer for four days of engagement on important topics and themes concerning health care chaplaincy. The focus of the conference is the ministry of health care chaplains both within and beyond the health care setting. Faculty from the Boston College School of Theology and Ministry will develop this focus as they offer a contemporary vision for health care chaplaincy that includes spiritual care in the community. Other presenters include local ministers engaged in spiritual care beyond traditional walls, particularly with those experiencing homelessness. The week attends to additional important topics for health care chaplains, such as palliative care in interdisciplinary perspective and the needs of Latinos/as in medical crisis. Throughout the week, participants will have frequent opportunities to integrate presentations with their self-understanding as health care chaplains today.

Melissa Kelley

TMPS8006 Ministry and Theology of the Sacrament of Reconciliation (Spring: 3)

Prerequisite: Fundamental Moral Theology and Canon Law of Marriage and Sacraments

This course is part of the M.Div. Rites Practicum, and is open to non-ordination students, including women, as long as they have the prerequisites and are aware that the primary focus is on preparation for the ministry of the Sacrament of Reconciliation.

This course treats the Roman Catholic Sacrament of Reconciliation, utilizing a combination of an ongoing practicum on confessional counseling, and also including presentation of the principal moral, liturgical, and systematic theology as it relates to the Sacrament. Additional attention will be paid to spiritual direction and pastoral counseling in the context of sacramental confession, as well as a number of pastoral, moral, and canonical issues which often surface in the celebration of the Rite of Reconciliation.

Joseph Weiss, S.J.  
TMPS8007 Contextual Education (Fall/Spring/Summer: 5 or 2)

TMPS8019 The Canon Law of Marriage and the Sacraments (Fall: 3)

A study of the canonical norms governing marriage and the sacraments of initiation and healing in the Catholic Church. Special attention is given to the pre-nuptial preparation of couples for marriage and to the various grounds of nullity for failed marriages. Treatment of marriage and the other sacraments is directed to priests, deacons, and lay persons who administer and assist at them, and to those who prepare the faithful for their valid, lawful, and fruitful reception. Consideration is given to the theological basis of the law and its appropriate pastoral application.

Lucas J. Conn, S.J.  
TMPS8023 Professional Ministry Practicum (Fall/Spring: 3)

Prerequisite: Students must meet with the professor before registering for this course.

This practicum is by permission of the instructor. Students should meet with the instructor early in their degree programs to allow sufficient time to plan an approved practicum experience.

The professional ministry practicum provides M.Div. students with an opportunity to integrate the academic study of theology and ministry with the exercise of a particular pastoral ministry under supervision. There are three required components of the professional ministry practicum. First, students are engaged in pastoral ministry in an approved setting for a required number of hours. Second, students are mentored by approved supervisors at the ministry site. Third, students participate in a course component to deepen their understanding of their ministry experience and to further develop pastoral and professional skills and sensitivities for ministry.

Melissa Kelley

TMPS8024 CPE Reflection Experience (Fall/Spring/Summer: 1)

This one-credit experience is required of all M.Div. students who complete a unit of Clinical Pastoral Education (CPE) for academic credit. It offers the opportunity to examine and articulate the pastoral and professional learning one has gained through participation in CPE. Students prepare written summations of and reflections on their experiences and engage in an oral process of reflection with other participants.

Melissa Kelley

TMPS8034 Introduction to the Practice of Spiritual Direction (Fall/Spring: 3)

Graded Pass/Fail.

This practicum is a two-semester, six-credit course in which students direct 2–3 persons, receive supervision, and attend a three-hour seminar every week. One full year of graduate level theological study before beginning the practicum, regular prayer/spiritual practices, attend one silent directed retreat prior to the practicum, receive spiritual direction during the year of study prior to the practicum, previous ministerial experience, one letter of recommendation, permission of their academic advisor, one paragraph stating reason for applying to the practicum, interview with one of the Instructors as part of the selection process. Must apply by August 1.

Judy Talvacchia  
Claire Walsh

Focused consideration is given to contemporary theories in adult development and adult learning. Attention is given to the implications of this for the parish/congregation, but broader applications are also considered.  
Jane Regan

TMRE7076 Education of Christians: Past, Present, and Future  
(Spring: 3)

Cross listed with EDUC6635

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology, of the church, and of Western education.

Hosffman Ospino

TMRE7083 Education for Justice and Peace (Spring: 3)

Cross listed with THEO7994

This course is valuable for anyone who expects to be doing justice and peace work, regardless of teaching setting. The variety of potential settings is considered in the course.

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice followed by a review of Catholic social teachings as a means of offering a theological foundation for educating for justice. Finally, it looks at educational methods from the early twentieth century to the present that reflect on education itself as a work of justice. The course concludes with student groups presenting lessons in which they have used

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modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religious and higher learning in a modern, democratic, pluralistic society.

Michael James

TMRE7155 Catholic Higher Education Administration and Leadership (Summer: 3)

Cross listed with ELHE7501

Please see website for more information on the Institute for Administrators in Catholic Higher Education: <http://www.bc.edu/schools/Isoc/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 nationally recognized scholars and practitioners address the challenges and opportunities that Catholic higher education faces on a daily basis.

TMRE7168 Foundations of Christian Education (Summer: 3)

This course will be offered June 26–July 13, 2017; Monday–Thursday, from 8:30–11:45 a.m. Note: Each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

This course explores contemporary philosophical and theological principles that sustain the art of educating Christians in the faith in religious education, schools, and pastoral contexts. Participants are invited to bring on their own ministerial and educational experiences to envision effective approaches to religious education that are life giving. The course offers a survey of documents, theories, and methodologies that will give participants the necessary tools to develop their own philosophy of religious education.

The Department

TMRE8081 Religious Education in an Interreligious Context (Summer: 3)

This course will be offered July 17–August 3, 2017. It will meet Monday-Thursday from 6:00–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

Our world is a place of profound religious diversity. In this context, the prevailing pedagogy requires that religious education occur in an environment that separates those being educated from those whose faith is different. This course will challenge that perspective by exploring the ways to be gained through education that is not only cognizant of the religious “other” but which is actively engaged in interreligious learning. Our premise will be the following: If it ever was, it is now no longer acceptable or wise—for religious educators to teach about their religion alone.

John Switzer

TMRE8527 Doctoral Seminar in Religious Education

(Fall/Spring: 3)

Cross listed with EDUC9936

Thomas Groome

Systematic and Historical Theology

Course Offerings

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

TMST7009 Fundamental Theology (Fall: 3)

There will be two sections of this course offered in Fall 2017 taught by Richard Lennan and Neto Valiente.

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

Richard Lennan and Neto Valiente

TMST7020 The Church (Fall/Spring/Summer: 3)

This 3-credit course will be offered summer 2017, July 17–August 17 (Monday–Thursday) from 8:45–11:45 a.m. by Rev. Richard Lennan. This course will be offered fall 2017 by Rev. Richard Lennan and spring 2018 by Margaret Guider, OSF. Please note for summer: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and theological anthropology. Specific topics for exploration include the place of the church in the Creed, the sacramentality of the church, a theology of mission, and of structure and authority. The course will also explore current issues shaping the church's life and its place in the wider culture.

Margaret Guider, O.S.F.

Richard Lennan

TMST7024 Christology (Spring/Fall/Summer: 3)

This course will be taught summer 2017 online by Barbara Radtke. This course will be taught fall 2017 by Nancy Pineda Madrid and spring 2018 by Neto Valiente.

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ, and why this is a significant claim. The course examines the New Testament, the early councils of the Church, the writings of early and medieval Christian theologians, the dogmatic teachings of the Church and the contributions of contemporary theologians. Two main questions will be addressed: Who is Jesus? How does Jesus save?

The Department

TMST7025 Spirituality and Justice: Twentieth Century Writings (Spring: 3)

This course will survey spiritual writings from the twentieth century, re-examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz, and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

Colleen Griffith

## THEOLOGY AND MINISTRY

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TMST7033 Discipleship: Perspectives of Twentieth Century

Theologians (Spring: 3)

School of Theology and Ministry course

What is the relationship between what theologians have said about discipleship and the ways in which these articulations have shaped the living out of their vocations as theologians in the church and in the world? What can we learn from their lives? What do they teach us about following Jesus amidst the forces of secularization and desecularization? What does it mean to follow Jesus particularly in times of war, genocide, natural disaster, catastrophe, socio-economic collapse, scientific discovery, globalization and pluralism? What currently informs our own theological imaginations with regard to the challenges of Christian discipleship in today's church and world?

Margaret Guider, O.S.F.

TMST7039 Mariology (Fall: 3)

How are we to account for the upsurge in interest regarding Mary both within and beyond Christian churches around the world? Mindful of this question, the course surveys the origins and development of Marian doctrine and devotion using a fourfold method of theological inquiry (dogmatic, historical, social scientific, aesthetic). Conscious of the interactive dynamics of religion, culture, politics and social change, the course examines selected themes, claims, and controversies that pertain to the contemporary study of Mary. The course also explores the significance of Marian art, music, literature, film and sites of pilgrimage for spirituality and theological imagination.

Margaret Guider, O.S.F.

TMST7045 Grace (Spring: 3)

A historical and textual examination of how some Christian thinkers have described and conceptualized the experience of grace. After considering New Testament sources, the class will examine, through lecture and discussion, the following approaches: patristic (e.g., Irenaeus, Augustine, Pelagius), medieval (Aquinas), reformation (Luther, Calvin, Trent, John of the Cross), and modern (Congar, Rahner, Balthasar, Lonergan, liberation theology). Themes to be

TMST7074 Finding God in All Things: Ignatian Spirituality in Theory and Practice (Summer: 3)

This course meets June 26–July 13 (Monday–Thursday) from 5:45–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

This course has three parts. First, it explores Ignatius Loyola's key text and life as sources for his spirituality and introduces his writings and key spiritual themes such as inner freedom, "contemplation in action," service of others, discernment and "finding God in all things." The course will then focus particularly on the Spiritual Exercises in context.

TMST7147 Ignatius the Theologian: An Introduction to Ignatian Spirituality (Fall: 3)

Ignatius Loyola did not write theological treatises, but his experience of God and its practical implications in his life and that of others reveal in his writings a coherent theological vision. Through the study of Ignatius' works (Spiritual Exercises, Diary, Autobiography, Constitutions, Letters), and the works of later Ignatian spiritual authors and theologians (e.g., Rahner, Cusson, Barry, Arrupe), we will unravel the key theological themes operative within Ignatian spirituality.

Archie Brouillette, S.J.

TMST7153 Theology and Literature (Fall: 3)

A study of major works of Christian literature as sources for the content of the Christian faith in a world of 220 million Christians. We begin with the Odes of Solomon, the works of Ephrem, and the hymns of Ambrose, before examining the literature of the Middle Ages, including selections from Dante's *Inferno*, and the poets and playwrights of the Renaissance. We conclude with major Christian novelists of recent decades, including Flannery O'Connor and Marilynne Robinson. There will be discussion on issues of form and content in theology as well as special attention to literary approaches to Christian doctrine and mystery.

Brian Dunkle, S.J.

TMST7168 Philosophy of Theologians (Fall: 3)

Cross listed with PHIL6637

This course has two aims: (1) critical study of philosophical texts that have been important in the development of Christian theological reflection; (2) investigate relations between philosophy and theology from the Classical epoch into the late twentieth century. This course is designed especially for students of Theology, Ministry, and the joint M.A. program in philosophy and theology, but is open to all students.

Brian Dunkle

TMST7175 The Church and Interreligious Dialogue (Spring: 3)

Dialogue between religions has become one of the urgent yet intractable challenges of our time. In this course, we will focus on the engagement of the Catholic Church and Catholic theologians in interreligious dialogue. The first part of the course will deal with topical issues, such as the history of, and the theological foundations for dialogue, intermonastic dialogue, scriptural reasoning, etc. The second part will focus on the particular dialogues between Christianity and Islam, Christianity and Judaism, Christianity and Hinduism, and Christianity and Buddhism.

Catherine Cornille

TMST8014 MTS Reflection Paper (Fall/Spring: 0)

Mary Jo Iozzio

TMST8017 Ecclesial Ministry (Spring: 3)

Prerequisite: Previous enrollment in TMST7020 The Church

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

Richard Lennan

TMST8021 Priesthood: Theology and Praxis (Fall: 3)

Prerequisite: Ecclesiology

This Level Two course is open to all students and focuses on ordained ministry of the Roman Catholic priesthood in terms of its biblical and theological foundations, historical development, contemporary



## THEOLOGY AND MINISTRY

issues, pastoral practice, and priestly spirituality, especially as writings of Brazilian theorist Paulo Freire as a point of reference for in the pertinent ecclesial documents. Also treated are the cooperative theological inquiry and critical reflection, this course sets Freire's between laity and clergy and the roles of lay ecclesial ministry assigned in conversation with those of contemporary biblical scholars, as both tensions and critiques arising out of the Church's reservation of the priesthood to males and mandatory celibacy. Ecclesiology is possible." The course examines the interconnectedness of love, hope, and faith, freedom, wonder, dialogue and moral agency in promoting the Gospel of life and counteracting the "culture of death."

John Baldovin, S.J.

TMST8022 Seminar in Practical Theology (Spring: 3)

Prerequisite: One semester of graduate courses in theology

Christian theology at its best is marked by the pastoral interest of serving the life of the church in the world. Necessarily, the study of the church; specifically, its nature, purpose, and mission provides a framework within which to consider the task of practical theology. The methodology and issues that distinguish practical theology flow from this larger ecclesial context. This seminar will focus on models of the church, the art of doing theology in service of the church, and some foundational themes of practical theology (e.g., hermeneutics, praxis, culture and inculturation, and our post-modern context).

Nancy Pineda-Madrid

TMST8036 Feminist Theologies and the Question of Salvation

(Spring: 3)

Prerequisite: One Course in Systematic Theology

A critical study of the challenges and contributions to the question of salvation being offered by major feminist theologians (Shussler Fiorenza, Ruether, Johnson, Williams, Gebara, and others). We will analyze how the soteriological task gets framed, particularly in relation to suffering, to the cross, to hope, and to emancipation, as well as to other developing themes. Attention will be given to the critique and appropriation of the Christian tradition.

Nancy Pineda-Madrid

TMST8041 Theological Anthropology and the Body (Spring: 3)

Prerequisite: Foundations or Fundamental Theology

Issues of embodiment relating to theology, spirituality, and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.

Colleen Griffith

TMST8043 Historical Spiritual Classics in Theological Perspective

(Fall: 3)

Prerequisite: Must have successfully completed the Foundations of Theology or Fundamental Theology course

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational to the construction of a contemporary spirituality. Authors will include Augustine, Benedict, Francis and Clare of Assisi, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, and John of the Cross. Thematic questions will be brought to the reading of core texts.

Colleen Griffith

TMST8044 Seminar: Theology, Education and Liberation (Fall: 3)

What does it mean to "teach as Jesus taught," especially in situations where human dignity is threatened and compromised by vulnerability, catastrophe, terror, uncertainty, and misery? Using the

TMST8053 M.T.S. Thesis (Fall/Spring: 3)  
Margaret Guider, O.S.F.

TMST8054 Th.M. Thesis (Fall/Spring: 6)

Mary Jo Iozzio

TMST8054 Th.M. Thesis (Fall/Spring: 6)

Francine Cardman

TMST8061 Theological Approaches to the Holy Spirit (Spring: 3)

Prerequisite: Fundamental Theology

The twentieth century has witnessed a renewed interest in the theological understanding of the Holy Spirit (i.e., pneumatology) in Western Christianity. Great theologians, such as Yves Congar, Jürgen Moltmann or Hans Urs von Balthasar, have devoted important works to this enterprise. Unlike Christ, who, as the Image of God, can more easily be represented and grasped, the Holy Spirit remains an elusive—though powerful—figure of God.

Andre Brouillette, S.J.

TMST8062 Seminar: Reconciliation in a World of Conflict

(Fall: 3)

The twentieth century's legacy is marked by social conflict and war: more than 200 million people killed because of political repression, ethnic or religious wars. Enlisting a theological lens, this seminar examines the Christian resources and contribution to the problem of reconciliation. After examining the most important secular approaches to the problem of personal and social conflict, we will focus on the main Christian theologies of reconciliation, including the works of Robert Schreiter, Miroslav Volf, John de Gruchy, and Jon Sobrino. Their theologies will be examined through individual case studies of the Balkan region, South Africa, and El Salvador.

Enesto Valiente

TMST8085 The Christology of Thomas Aquinas (Fall: 3)

Prerequisite: Christology

This course provides an introduction to the Christology of Thomas Aquinas (1225–1274) primarily as set forth in the *Summa theologiae*. Through close reading of *Illa qq. 1-59* in English translation), we will consider Aquinas's teaching on the Incarnation and Christ's life and work. The sacraments as extensions of Christ's saving work throughout time and space will also be examined. Primary sources will be supplemented by modern scholarship on various aspects of Aquinas's Christology. Throughout the course we will attend particularly to Aquinas's sources and working method as a scholastic theologian.

Franklin Harkins

TMST8101 Masters Interim Study (Fall/Spring/Summer: 0)

The Department

TMST8506 Seminar: Thomas Aquinas on God (Fall: 3)

A close reading and systematic examination of Aquinas' doctrine of God in the *prima pars* of the *Summa theologiae*. Concurrent readings from other parts of the *Summa theologiae* and from other texts of St. Thomas will also be used. In addition, modern interpretations and criticisms will accompany each week's reading from Aquinas. This seminar is

an advanced course intended primarily for students in doctoral, S.T.M., S.T.L., Ph.D. Continuation (Fall/Spring: 1) and Th.M. programs, as well as senior M.Div. and M.T.S. students preparing for further research.

Dominic Doyle

TMST8526 Ph.D.-S.T.L. Colloquium (Fall/Spring: 0)

The Department

TMST8528 S.T.D. Specialized Research (Fall/Spring: 6)

James Bretzke, S.J.

TMST8529 S.T.L. Thesis (Fall/Spring: 9)

Thomas Stegman, S.J.

TMST8530 S.T.L. Continuation (Fall/Spring: 0)

Offered Biennially

The Department

TMST8540 American Pragmatism and Theology (Fall: 3)

Prerequisite: One year of theology courses at a graduate level

This seminar will introduce students to key figures in U.S. American Pragmatism (C.S. Peirce, Josiah Royce, William James, John Dewey) who were part of its golden age dating from the 1860s to 1920s. We will examine several of the most important contributions of these philosophers. Foundational to pragmatism is the association of mind with action, which enables it to serve as a powerful theoretical resource for liberation theologies and practical theologies. A growing number of theologians in these fields are discovering its contributions. We will conclude the course reading some theological works that make use of pragmatism. This course is suited for doctoral students and upper division master's level students.

Nancy Pineda-Madrid

TMST8543 S.T.D. Pro-Seminar (Fall: 1)

Pass/Fail course

The S.T.D. Pro-Seminar provides an introduction to the doctoral program and covers the required foundational doctoral research competencies of research readiness based on formulation, research and

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 to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

### Application Deadlines

All admission deadlines are posted on the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll). In some cases, master's program applications are considered beyond the deadline. While official deadlines are posted for summer/fall start, some programs may consider a spring start. Non-degree applications are considered for summer, fall, and spring start dates. Call the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214 or e-mail [gsoe@bc.edu](mailto:gsoe@bc.edu) for more information.

### Deferral of Admission

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Associate Dean of Graduate Admission and Financial Aid in the Office of Graduate Admission, Financial Aid, and Student Services and must be approved and confirmed by the Lynch School.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Student Services in Campion Hall 135 or at 617-552-4214. Students can also e-mail [gsoe@bc.edu](mailto:gsoe@bc.edu) and learn more at [www.bc.edu/schools/lsoe/academics/undergrad/fifthyf](http://www.bc.edu/schools/lsoe/academics/undergrad/fifthyf).

### Financial Aid

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website ([www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll)) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans, and work-study. Some of these resources can be obtained directly from Boston College. Others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Unsubsidized Stafford loans, Perkins

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.

Urban Catholic Teacher Corps (UCTC)

such countries as Ireland, England, France, Italy, and Spain, subject to current student visa regulations in each country. Placements are also available in San Juan, Puerto Rico, where a visa is not required. In all cases, housing accommodations are the responsibility of the student. For information regarding programs and requirements, contact the Director, Practicum Experiences and Teacher Induction, Campion 103, Lynch School of Education, Boston College, 140 Commonwealth Ave., Chestnut Hill, MA, 02467-3804 or 617-552-4206.

### Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., Ph.D., and Ed.D. degrees. The Lynch School also offers programs leading to a Certificate of Advanced Educational Specialization (C.A.E.S.). Graduate programs serve a dual purpose:



Master's candidates can include the Teaching English Language Learners (TELL) or the Teaching Dual Language Learners (TDLL) Certificate in their program of studies. TELL prepares educators to teach bilingual learners in English-only classrooms, while TDLL prepares educators to work with bilingual learners in Dual-Language classrooms. Both certificates require students to complete EDUC622A Bilingualism, Second Language and Literacy Development, and EDUC3346 Teaching Bilingual Students, as well as require students to work with English language learners in English-only or Dual-Language classrooms, respectively. The TDLL certificate is designed for students in an Elementary Teaching program.

**Licensure**

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the student's Lynch School supervisor and cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Certification Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, and Earth Science
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K–8, 5–12)
- Specialist Teacher of Students with Severe Special Needs (pre K–12)

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

**Practicum Experiences**

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts 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 required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

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

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

**Programs in Teacher Education/Special Education and Curriculum and Instruction**

Master of Education (M.Ed.) in Early Childhood Teaching

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach children who are typically developing as well as children with moderate disabilities in a general education, pre-K–2 classroom. Students can enter the program without teaching licensure. The prerequisite for either program is a college degree with an Arts and Sciences major or equivalent. Students who have majored in other areas, such as business or engineering, should consult the Office of Graduate Admission, Financial Aid and Student Services.

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

- 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, and 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 student 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.





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

Student Services, Lynch School of Education, Campion Hall 135,140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

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

The doctoral program in Curriculum and Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice.

Upon graduation, Ph.D. students in our program should be able to:

- Students will demonstrate knowledge of effective practices regarding college-level teaching and/or professional development with in-service teachers.
- Students will demonstrate the ability to conduct original, empirical and/or conceptual research related to topics in curriculum and instruction.
- Students will participate in regional, national and/or international conferences in the broad areas of curriculum and instruction.
- Students will learn how to create an academic paper at the "publishable" level of quality on a topic related to the student's area of specialization within the broad field of curriculum and instruction.

Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional

Students who complete the Ed.D. program (PSAP) are expected to demonstrate:

- Competence in instructional leadership (district level leadership; ethics and equity; culturally proficient leadership; needs of diverse learners; collaborative; reflective; open to feedback; strong oral and written communication; self-directed; confident).
- Competence in management and operations (planning and implementing change; budget development; human capital analysis; school committee relationships; strategic thinking; teaming skills).
- Competence in family and community engagement (culturally proficient leadership; educational equity audit and diversity planning; professional development implementation; community relationships; crisis communication).
- Competence in professional culture (self-awareness; culturally proficient leadership; team leadership; reflectiveness and self-assessment of leadership).
- Competence in advanced level data collection, analysis, and interpretation of research in the field of educational leadership.

Applicants must be currently practicing in their administrative area. More information is available from Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135,140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

### Programs in Higher Education

#### Master of Arts (M.A.) in Higher Education

The master's degree in Higher Education prepares students for entry-level and mid-level positions in student affairs as well as in other professional areas in colleges, universities, and policy organizations. The M.A. program consists of 30 credit hours of required and elective course work and field experiences. Most students complete the program full-time in two academic years. Students with substantial professional experience have the opportunity to complete the program full-time in one academic year and one summer. Students may also elect to complete the program on a part-time basis. In addition to a core of foundational courses in higher education, the program offers students the opportunity to focus on one of the following concentrations:

- Student Affairs
- Higher Education Administration
- Spirituality, Faith, and Formation

At the completion of the program, students must demonstrate:

- Knowledge of the important issues facing higher education.
- Knowledge of foundational, methodological and concentration content.
- Demonstrated competence in communication skills, cooperation and teamwork, work quality and quantity, and job knowledge as assessed in the Field Experience Performance Review and Development Plan.

Faculty advisors work with students on an individual basis to design programs of study and applied field experiences according to the individual student's background, interests, and goals.

#### Master of Arts (M.A.) in International Higher Education

Designed to provide you with a deep understanding of and a



in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the master's degree in Applied Developmental and Educational Psychology and the doctoral degree in



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](mailto: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](mailto: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



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All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, 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](http://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 Admissions, Financial Aid, and Student Services, Lynch School 0.6rDp/sh Tcw,i37

to the variety of assessment instruments. The purpose of this specialization is to assist these professionals in understanding the value and the make-up of assessment instruments that may be used in schools where they work. The 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 their students in Catholic school classrooms.

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.

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  
Specialization 10-7 (Pr/n Lap 437, 6998, Trm lion 1x, 140 Commonwea \* (ue, C 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.



Michael James, Assistant Professor of the Practice; B.A., University of Notre Dame; M.A., Indiana University; Ph.D., Indiana University  
 Oh Myo Kim, Assistant Professor of the Practice; B.A., Rutgers College  
 M.Div., Princeton Theological Seminary; Ph.D., University of Minnesota, Twin Cities

Julie Pacquette MacEvoy, Assistant Professor of the Practice; B.A., Reed College; M.A., Ph.D., Duke University

Nelson Portillo, Assistant Professor of the Practice; B.S., University of Central America; M.A., Ph.D., Loyola University Chicago

Contacts

- Dean's Office, Campion 101, 617-552-4200
- [www.bc.edu/lsoe](http://www.bc.edu/lsoe)

Counseling, Developmental, and Educational Psychology

### Course Offerings

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

APSY7101 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Permission of a faculty member

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

The Department

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 2 T mthoes60.5 (gh tp5 (with

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.

**James Mahalik**  
 AP7445 Theories of Counseling and Personality II (Spring: 3)  
 Prerequisite: APSY7444  
 The Department

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**  
 APSY7418 Applied Child Development (Fall/Spring/Summer: 3)  
 This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development associated with children they work with are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

**The Department**  
 APSY7419 Applied Adolescent Development (Fall/Spring/Summer: 3)  
 This course is designed to provide students with an overview of the theoretical and empirical knowledge base concerning adolescent development. In particular, four broad areas will be considered: (1) psychological, biological, and cognitive transitions; (2) central developmental tasks of adolescence; (3) primary contextual influences and (4) prevalent types of problematic functioning that emerge during adolescence. The overarching goals of the course are to provide a broad understanding of how and why adolescents develop in the manner they do, and to extend this developmental understanding to research, application, and practice.

**The Department**  
 APSY7440 Foundations of Counseling I (Fall/Summer: 3)  
 Summer course is intended for non-counseling majors only.  
 Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

**The Department**  
 APSY7441 Issues in Counseling Men (Summer: 3)  
 Examines issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Specifically examines how men's roles impact on their personal development through the life span as well as on men's health, roles as sons and fathers, and how men approach mental health services. Coverage is specific to counseling men from access to services to creating therapeutic environments for men. Uses case analysis of transcripts and video.

**James Mahalik**  
 APSY7444 Theories of Counseling and Personality I (Fall: 3)  
 First part of a year-long sequence examining personality and counseling theories. To introduce students to major theories of personality in the field of psychology and how theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized in person-centered, behavioral, and integrative counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and ingredients of change that each model uses in bringing about change.

**The Department**  
 APSY7446 Child Psychopathology (Fall: 3)  
 Overview of the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.  
**Julie MacEvoy**  
 APSY7448 Career Development (Fall/Spring: 3)  
 Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.  
**David Blustein**  
 APSY7460 Interpretation and Evaluation of Research (Spring/Summer/Fall: 3)  
 Section 12 Mental Health Students Only  
 Improves students' understanding of quantitative research literature in education and psychology. Concentrates on developing conceptual understandings and communication, skills needed by the competent reader and user of research reports. Particularly emphasizes critical evaluation of published research. Section 12 of this course is designed for and restricted to students in the M.A. in Mental Health Counseling. Other sections do not meet licensing requirement for mental health students.  
**Larry Ludlow**  
 APSY7461 Human Rights Interdisciplinary Seminar (Spring: 3)  
 Listed with THEO7461, EDUC7461, LAWS7461 and UPA7461  
 Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2017. In the spring of 2018, the seminar's focus will be on the ethical, politico-legal, and psychosocial issues confronting those

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whose human rights are affected by torture, drones, sexual violence, forced movement, deportation and migration. The differential effects of rights violations due to power based on “gender,” “race,” ethnicity and economic resources will be critically examined. We will explore refugee movement and migration and the contours of asylum and other forms of protection, especially in the context of humanitarian crisis, war, and grave forms of economic injustice.

Daniel Kanstroom  
Brinton Lykes

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 testing 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 and 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)

Prerequisite: ERME/APSY7468 or its equivalent, and computing skills. This course normally follows APSY7468 or its equivalent.

Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

Joseph Pedulla

APSY7470 Advanced Practicum: Human Development (Fall/Spring: 3)

Students meet once a week to discuss their required field work (one hour 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 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)

Prerequisite: 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 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 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 counseling. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, 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 criteria, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.

The Department

APSY7549 Psychology of Trauma: Cross-Cultural and Social Justice (Fall: 3)

The focus of this course is on the biopsychosocial aspects of traumatic stress. The course involves an exploration of psychological sequelae

of various types of interpersonal violence, such as physical abuse, sexual abuse, and harassment. They will also gain an understanding of the complexities of providing quality mental health care in today's clinical settings.

The Department

APSY7640 Seminar in Group Counseling and Group Theory  
(Spring: 3)

Prerequisite: Sections .01 and .02 will focus across the life span with an emphasis on working with adults. Section .04 will focus on working with children and youth.

Limited to 25 students.

This course examines both the theory and practice of group counseling. Among the theoretical positions discussed are client centered, behavioral, existential, and rational emotive. Important aspects of group process are also discussed including group leadership, group membership, establishing a group, and maintaining a group. As such the course covers therapist issues, patient selection criteria, group structuring as well as basic therapeutic techniques. The course prepares students to design structured counseling groups, to prepare group counseling materials, and to lead counseling groups of various types.

The Department

APSY7642 Introduction to Play Therapy (Summer: 3)

Examination of various theoretical approaches to play therapy as a treatment modality for school age and preschool children. Discusses techniques, methods, and processes of play therapy, as well as strengths and limitations of this treatment approach.

Guerda Nicolas

APSY7648 Pre-practicum: Diversity and School Culture  
(Fall/Spring: 3)

Open only to School Counseling students

A two-semester experience in schools. In semester one, students spend one-half day per week in a school with a diverse population. In semester two, students spend one day per week (minimum of 75 hours) in another school working under the supervision of a school counselor. The pre-practicum experience is processed each week in small group laboratory sections.

Sandra Morse

APSY7660 Practice and Supervision Seminar I (Fall: 3)

Prerequisite: Permission of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

The Department

APSY7661 Practice and Supervision Seminar II (Spring: 3)

Prerequisite: APSY7660 and permission of the Internship Coordinator

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

The Department

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.

The Department

APSY7951 Practicum in School Counseling 5–12 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5–12

Continuation of APSY7950.

The Department

APSY8100 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

Elizabeth Sparks

APSY8101 Interim Study: Master's and C.A.E.S. Students

(Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

The Department

APSY8620 Educational and Social Issues and Social Policy

(Spring: 3)

Offered Biennially

Examines a range of social issues relevant to children and families and the social policies directed at such issues. Discusses policy creation, implementation and evaluation, and considers the roles of advocacy, research and politics. Addresses how current social policies impact children and families and compares U.S. policies to those in other industrialized countries. Likely topics include poverty, economic redis-

relationships between such contexts and individuals' development; and to improve competencies in critically evaluating the methodological and theoretical strengths and weaknesses of research in the field.

The Department



APSY9849 Doctoral Internship in Counseling Psychology  
(Fall/Spring: 1)

Prerequisite: 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



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framework for this course. Through an examination of historical records, stones, landmark legislation, systems for classification, approaches to intervention, and the daily life experiences of diverse learners, students will acquire knowledge about diversity and the resources, services, and supports available for creating a more just society through education.

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 (Spring: 3)  
Cross listed with APSY7461, THEO7461, LAWS7461 and UNAS7461

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to [humanrights@bc.edu](mailto:humanrights@bc.edu) with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2017. In the spring of 2018, the seminar's focus will be on the ethical, politico-legal, and psychosocial issues confronting those whose human rights are affected by torture, drones, sexual violence, forced movement, deportation and migration. The differential effects of rights violations due to power based on "gender," "race," ethnicity and economic resources will be critically examined. We will also explore refugee movement and migration and the contours of asylum and other forms of protection, especially in the context of humanitarian crisis, war, and grave forms of economic injustice.

Daniel Kanstroom

Brinton Lykes

EDUC7473 Teaching Writing (Summer: 3)

In this course, developing and sustaining a writing curriculum for teachers in K-12 will be practiced and discussed, including a variety of pedagogical approaches to developing a sustained and enjoyable classroom writing culture. The primary emphasis will be on learning through doing—students will write in a variety of genres themselves (poetry, short fiction, memoir, reader response essay) with group discussion on process and implementation in their individual classrooms and based on their own students' needs. Grade is based on a portfolio of finished writing and a strategic plan for implementing writing protocols and ideas in the classroom.

Susan Roberts

EDUC7492 Deaf/Blind Seminar (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

The Department

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 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 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 taking in observations, assessments and instruction with a school 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 classroom or other setting where they can work with one or more children.

Maria Estela Brisk

EDUC7546 Teaching About the Natural World (Fall/Spring: 3)

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

Michael Barnett

EDUC7579 Educational Assessment of Learning Problems (Fall: 3)

Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, and Reading Specialist Programs. Not open to Special Students.

This course focuses on formal and informal approaches to the discriminatory assessment of students with a wide range of cognitive and academic difficulties. The focus is on identifying students with mild/moderate disabilities. It is designed to prepare specialists for the process of identifying special needs, identifying current levels of performance, addressing critical issues, and designing approaches to monitoring progress.

The Department



fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

The Department

EDUC9902 C&I Doctoral Comprehensive Exam: Publishable Paper (Fall/Spring/Summer: 1)

The C&I doctoral program comprehensive exam will now take the form of a publishable paper.

Elizabeth Sparks

EDUC9911 Doctoral Continuation (Fall: 3)

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



Topics include secularism, modernity, and challenges to the integration of faith and intellectual life. Additional topics include: religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; academic freedom; constitutional matters; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning in a modern, democratic, pluralistic society.

Michael James

ELHE7505 Transforming the Field of Catholic Education (Fall: 3)  
Cross listed with TMRE7104

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

Martin Scanlan

ELHE7603 Internationalization of Higher Education (Fall: 3)

Higher education around the world today is increasingly affected by the forces of internationalization. Professionals working in postsecondary education in the United States and elsewhere must have a clear understanding of the range of opportunities and challenges presented by the evolution of this phenomenon. This course has two main objectives. The first is to introduce students to the central issues relevant to the international dimension of higher education in different national contexts. The second objective is to promote students' understanding of the practical implications of internationalization for their own work in higher education administration and/or policy-making contexts

Hans de Wit

ELHE7605 Public Policy, Politics, and Higher Education  
(Spring: 3)

This course will examine how policy design, policy contexts, and dynamic processes in higher education work. It focuses on several contemporary public policy issues in higher education such as unequal access to higher education, affirmative action in higher education, federal funding of scientific research, and others.

Ted Youn

ELHE7606 Diversity in Higher Education: Race, Class, and Gender  
(Summer: 3)

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action.

ELHE7606 Diversity in Higher Education: Race, Class, and Gender (and )E-

ELHE7708 Instructional Supervision (Spring: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development.



faculty and supervised by a professional administrator at the internship site. The seminar covers transition into the workforce and relating field work issues to theory and research in higher education.

The Department

ELHE7903 Field Experience in International Higher Education  
(Spring: 3)

This course—which may be completed fully online or in a hybrid fashion—provides a framework for a real world experience for students interested in international higher education, in combination with an in-depth research project. This combination of practical experience with research gives students an appreciation for the ways that the daily work of different kinds of organizations—higher education institutions, individual programs and offices, policymaking organizations, governmental units, and professional associations—are framed by questions and concerns that require the ability to undertake a significant exploration of information and ideas in order to inform practice.

Laura Rumbley

ELHE7952 Practicum in School Principalship (Fall/Spring: 3)

A 500-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ELHE8100 Master's/C.A.E.S. Comprehensive Exam (Fall: 3)

The Department

ELHE8101 Interim Study: Master's/C.A.E.S. Students (Fall: 3)

The Department

ELHE8806 Lynch Leadership Academy (Fall/Spring: 3)

The Department

ELHE8821 Research Design II (Spring: 3)

This course is for PSAP students only.

In this course, students will learn about the design of research studies. Building on an introduction to methods presented in Research I, this course will walk students through the proposal writing process. Students will learn about a range of research designs, the ethics of human subjects research, and the initial stages of data collection. In addition to drafting their dissertation proposal during the course of the semester, students will learn about the IRB process, negotiating entry to a research site, and approaches to data collection. They will continue to develop skills in multiple methods, including quantitative, qualitative, and mixed-methods designs.

Rebecca Lowenhaupt

ELHE8823 Research Design III (Fall: 2)

This course is for PSAP students only.

This course aims to support PSAP students during the data analysis phase of their dissertations in practice. These projects may be qualitative, quantitative, or mixed methods. Accordingly, this course

## Measurement, Evaluation, Statistics, and Assessment

**Course Offerings**

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

ERME7101 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.  
The Department

ERME7460 Interpretation and Evaluation of Research  
(Fall/Spring/Summer: 3)

Mental Health counseling students must take APSY7460.12. Other sections do not meet licensing requirement for mental health students.

This course will improve a students' understanding of the empirical research literature in education and psychology. It concentrates on developing the conceptual foundations of empirical research and the practical analytic skills needed by a competent reader and user of research articles. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs. Exercises emphasize the critical evaluation of published research. Each student will develop a research proposal.

Larry Ludlow

Lauren Saenz

ERME7462 Assessment and Test Construction (Fall: 3)

This course addresses the major issues of educational assessment

## EDUCATION

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ERME7468 Introductory Statistics (Fall: 3)

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position and dependence; the normal distribution; and exploratory data analysis. Also, students will be introduced to inferential statistics, point estimation, interval estimation, tests of statistical hypotheses, sampling distributions of  $t$ , and inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides diagnostic, residual analysis.

Zhushan Mandy Li

Prerequisite:

ERME8667 General Linear Models (Fall/Spring: 3)

Prerequisite: ERME/APS7469

Ph.D. students only; all others by instructor permission.

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; linear-model diagnosis. Includes diagnostic, residual analysis.

Zhushan Mandy Li

Larry Ludlow

ERME8668 Multivariate Statistical Analysis (Spring: 3)

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

ERME8669 Psychometrics I: Classical Test Theory and Rasch Models (Spring: 3)

Prerequisite: ERME/APS7462

Offered Biennially

Ph.D. students only; all others by instructor permission.

Presents a study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, classical true-score theory, and item response theory. Specific topics include principles of Rasch measurement, parameter estimation procedures, fit statistics, item banking, and computer adaptive testing.

Larry Ludlow

ERME8670 Psychometrics II: Item Response Theory (Fall: 3)

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

ERME8864 Survey Methods in Educational and Social Research (Fall: 3)

Prerequisite: Must have successfully completed ERME7469

Offered Biennially

Ph.D. students only; all others by instructor permission.

This course is designed to familiarize students with the strategies, techniques, tactics, and issues in the development and administration of survey instruments. It will emphasize theoretical, measurement and practical considerations in the development of attitudinal instruments. The development and analysis of data resulting from several types of measurement scales will be covered.

The Department

ERME9852 Mixed Methods Research: Issues in Theory and Practice (Spring: 3)

Lauren Saenz

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**ERME9901 Doctoral Comprehensives (Fall: 3)**

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.

The Department

**ERME9911 Doctoral Continuation (Fall: 3)**

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

**ERME9941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall/Spring: 2)**

**Prerequisite:** Advanced Statistics and Research Design. Permission of instructor.

Offered Biennially

1 credit in the Fall, 2 credits in the Spring

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.

Larry Ludlow

**ERME9960 Seminar in Educational Measurement and Research (Fall: 3)**

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology.

The Department

**ERME9988 Dissertation Direction (Fall: 3)**

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which

## The Boston College Law School

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the three-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the one-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

### STUDENT LEARNING OUTCOMES:

Upon graduation from Boston College Law School graduates shall have acquired competency in the following:

- Knowledge and understanding of substantive and procedural law;
- Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- Exercise of proper professional and ethical responsibilities to clients and the legal system;
- Other professional skills needed for competent and ethical participation as a member of the legal profession; and
- A readiness for intellectual and professional engagement, whether in local, national or global settings, that incorporates respect for knowledge and for the dignity of the human person.

### REGISTRATION FOR BAR EXAMINATION

Upon entering law school, some students know the state(s) in which they intend to practice after graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice.

### AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be given for auditing. Auditors are charged tuition at the per credit hour rate.

### ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the CAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

### DUAL DEGREE PROGRAM IN LAW AND BUSINESS

#### ADMINISTRATION

Boston College Law School and the Carroll School of Management offer a dual J.D./M.B.A. program. Students in the program are required

to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

### DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The 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 reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three years (sometimes requiring additional summer classes), rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

### J.D./M.P.H. DUAL DEGREE PROGRAM WITH TUFTS UNIVERSITY SCHOOL OF MEDICINE

Our program, in partnership with Tufts University School of Medicine, gives students the flexibility to pursue a broad range of career opportunities in the legal, health care, and public health fields, while completing their degrees in four years instead of five years if obtained separately. The Tufts medical school curriculum provides a practical expertise in health policy, data analysis, and health care management and also includes an applied learning experience in the public health field. The demand for health care law and policy expertise encompasses job opportunities at small and large law firms, government agencies, hospitals and other institutional health care providers, public interest and advocacy organizations, international human rights organizations, and in-house counsel departments.



## LAW

Mary S. Bilder, Professor; B.A., University of Wisconsin at Madison; J.D., A.M., Ph.D., Harvard University

Robert M. Bloom, Professor; B.S., Northeastern University; J.D., Boston College

Mark S. Brodin, Professor; B.A., J.D., Columbia University

George D. Brown, Robert Drinan, S.J. Professor; A.B., J.D., Harvard University

R. Michael Cassidy, Professor and Director, Rappaport Center for Law and Public Policy; B.A., University of Notre Dame; J.D., Harvard University

Mary Ann Chirba, Professor of Legal Reasoning, Research, and Writing; A.B., Colgate University; J.D., Boston College; Sc.D., M.P.H., Harvard School of Public Health

Daniel R. Coquillette, Professor and J. Donald Monan, S.J., University Professor; A.B., Williams College; M.A., Oxford University; J.D., Harvard University

Scott T. FitzGibbon, Professor; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University

Frank J. Garcia, Professor; A.B., Reed College; J.D., University of Michigan

H. Kent Greenfield, Professor; A.B., Brown University; J.D., University of Chicago

Ingrid Michelsen Hillinger, Professor; A.B., Barnard College; J.D., College of William & Mary

Renee M. Jones, Professor; A.B., Princeton University; J.D., Harvard University

Daniel Kanstroom, Professor and Associate Director of the Boston College Center for Human Rights & International Justice; B.A., State University of New York at Binghamton; J.D., Northeastern University; LL.M., Harvard University

Cathleen Kaveny, Darald and Juliet Libby Professor; A.B., Princeton University; M.A., M. Phil, J.D., Ph.D., Yale University

Thomas C. Kohler, Professor; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University

Joseph P. Liu, Professor; B.A., Yale University; J.D., Columbia University; L.L.M., Harvard University

Ray D. Madoff, Professor; A.B., Brown University; J.D., LL.M., New York University

Patricia McCoy, Liberty Mutual Insurance Professor; B.A., Oberlin College; J.D., University of California at Berkeley

Judith A. McMorrow, Professor; B.A., B.S., Nazareth College; J.D., University of Notre Dame

Oei, Shu-Vh9 0 Td(Professor;)Tj/T12 1 Tf0gTd(UniveardK.(Profef(A)TijET 12ong,Assistant Professor; B.A., University of California at Berkeley; J.D., Harvard University

Catherine Wells, Professor; A.B., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University

David A. Wirth, Professor; A.B., Princeton University; A.M., Harvard University; J.D., Yale University

Alfred C. Yen, Professor and Associate Dean of Faculty; B.S., M.S., Stanford University; J.D., Harvard University

Paulo Barrozo, Associate Professor; LL.B., Rio de Janeiro (UREJ); M. Law, Rio de Janeiro (PUC); Ph.D., Rio de Janeiro (IUPERJ); LL.M., S.J.D., Harvard Law School

E. Joan Blum, Associate Professor of Legal Reasoning, Research, and Writing; A.B., Harvard College; J.D., Columbia Law School

Dean M. Hashimoto, Associate Professor; A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University

Frank R. Herrmann, S.J., Associate Professor; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College

Gregory A. Kalscheur, S.J., Associate Professor and Dean, Morrissey College of Arts and Sciences and Graduate School of the Morrissey College of Arts and Sciences; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology; LL.M., Columbia University

Elisabeth Keller, Associate Professor of Legal Reasoning, Research, and Writing; B.A., Brandeis University; M.A., J.D., Ohio State University

Daniel Lyons, Associate Professor; A.B., Harvard College; J.D., Harvard Law School

David Olson, Associate Professor; B.A., University of Kansas; J.D., Harvard University

Brian J.M. Quinn, Associate Professor and Associate Dean for Experiential Learning; B.S.F.S., Georgetown University; M.P.P., Harvard University; J.D., M.L.S., Stanford University

Judith B. Tracy, Associate Professor of Legal Reasoning, Research, and Writing; B.A., University of Michigan; J.D., University of Chicago

Katharine G. Young, Associate Professor; B.A., LL.B., Melbourne University; S.J.D., LL.M., Harvard University

Cheryl Bratt, Assistant Professor of Legal Reasoning, Research, and Writing; B.A., J.D., University of Michigan

Jeffrey Cohen, Assistant Professor of Legal Reasoning, Research, and Writing; B.A., University of Michigan; M. St., Univerity of Oxford; J.D., Stanford University

Daniel Farbman, Assistant Professor; B.A., Amherst College; J.D., Harvard Law School

KatijET 12ong,Assistant Professor; B.A., University of California at Berkeley; J.D., Columbia University

Natalya Shnitzer, David and Pamela Donohue Assistant Professor in Business Law; B.A., M.A., Stanford University; J.D., Yale University

Mary Ann Van Neste, Assistant Professor of Legal Reasoning, Research and Writing; B.A., M.P.A., Syracuse University; J.D., Georgetown Law School

Ryan Williams, Assistant Professor; B.A. University of Kansas; J.D., Columbia Law School

Francine T. Sherman, Clinical Professor and Director, Juvenile Rights Advocacy Project; B.A., University of Missouri; J.D., Boston College

Paul Tremblay, Clinical Professor; B.A., Boston College; J.D., University of California at Los Angeles

Alexis Anderson, Clinical Associate Professor; B.A., Wake Forest; J.D., University of Virginia

interviews, etc.; guided instruction in how to read and synthesize the law, the presentation of analysis of the law and application of the anal-



experience in working with statutes, regulatory requirements, land use issues and working for or against governmental agencies. The course will cover the history, development, and implementation of the federal Clean Water Act, related provisions, policies and case law and state analogues.



of law. In this course, students will explore the structure of American regulations, industry standards, and best practices. We will explore philanthropy—its legal history, current regulation, case law and enforcement from an individual perspective, a corporate perspective, and a law making legislation and topics on public policy. The course will introduce control perspective, the scope and nature of an individual's right students to sophisticated charitable giving techniques used to control his or her personal information held by others. We will donations and trends in the practice of law and philanthropy. When we consider recent controversies such as those involving big data anticipating a practice with active engagement in philanthropy. A facial recognition, encryption, domestic surveillance, ad-targeting, volunteer service as a member of foundation or non-profit boards, virtual reality, cross-device matching, mobile device geolocation, course will provide students with an in-depth orientation to the field of social networking, video surveillance, haptic security, biometrics, and DNA databases. With the new European General Data Protection Regulation (“GDPR”) taking effect in May of 2018 and authorizing fines of up to 4% of annual worldwide revenue, now is a perfect time to develop your privacy compliance expertise.

LAWS4410 Independent Study-Moot Court (Fall: 1)

By arrangement.

Brian Quinn

LAWS4411 American Legal Theory (Spring: 2)

This course will survey the important developments in American legal theory from 1880 to the present time. Coverage will include Legal Formalism, Legal Realism, Sociological Jurisprudence, Legal Process Theory, Theories of Natural Law, Critical Legal Studies, Feminist Legal Theory, and Critical Race Theory. The course does not require previous familiarity with jurisprudence or philosophy of law.

The Department

LAWS4412 Intellectual Property Survey (Fall/Spring: 4)

This survey course emphasizes federal copyright, trademark, and patent law and related state trade secret, rights of publicity, and unfair competition law. It is meant to provide students with a general working knowledge of the various intellectual property doctrines, and an understanding of how the individual intellectual property doctrines compare, contrast, and may be used to complement one another. Over time the subject matter has variously been described as “Bills and Notices,” “Commercial Paper,” or “Payment Systems.”

LAWS4414 Trademark and Unfair Competition Law (Spring: 3)

In this course, students will undertake an in-depth study of trademark law. This course will examine the doctrine, theory, practice, and procedure concerning intellectual property rights in corporate names, symbols, logos, and identity. In particular, students will be introduced to trademark creation, registration, protection, licensing, and litigation. There will be a final examination.

The Department

LAWS4415 Legal Analytics: Applying Data and Analytic Thought to Legal Problems (Fall: 2)

William Gibson said “[t]he future has already arrived. It's just not evenly distributed yet.” This course introduces the legal tools that have arrived, but are not yet evenly distributed, and will teach you how to use analytics to improve legal decision making. We will explore behavioral economics, data analysis and visualization, statistical methods, artificial intelligence, and game theory. Through demonstrations, in-class projects, and a semester long course project, we will apply them to solve legal problems and learn to efficiently manage, collect, explore, and analyze various forms of legal data. You do not need prior college coursework in mathematics, statistics, data science, or economics to take this course.

LAWS4416 Privacy Law (Fall: 3)

Privacy Law will take a practical approach in the context of privacy theory and the evolving global web of privacy and security laws,

LAWS4425 Law of Money (Fall: 3)

When we buy things or pay for services, we have to pay money. Sometimes we do so with currency, but usually we use devices such as checks, credit cards, debit cards, and various other electronic or semi-electronic payment systems. New payment systems, such as Bitcoin, are constantly evolving and dying off. Lawyers dealing with such developments will need to be prepared with an understanding of basic payment law concepts. Unfortunately, there is not a unified body of payment law. Rather, we have widely scattered and rapidly changing sources of law. We will study articles 3, 4, and 4A of the Uniform Commercial Code; various federal statutes and Federal Reserve System regulations; private agreements, such as those governing clearing houses and bank credit card arrangements; and basic common law concepts. Over time the subject matter has variously been described as “Bills and Notices,” “Commercial Paper,” or “Payment Systems.”

LAWS4430 Employee Benefits Law (Fall: 3)

Retirement plans, health insurance and other employee benefit plans are central features of the employer-employee relationship in the United States. The legal regulation of such plans is highly relevant for the practice of corporate, labor, tax, trust, domestic relations, and health care law, and is at the forefront of current policy debates about health and retirement security for U.S. workers. The course will survey the main types of health and retirement plans and examine the rules governing coverage, vesting, funding, fiduciary standards, integration with Social Security, claims administration, remedies, and preemption of state law. It will also consider how the decline of traditional pension plans and the recent healthcare reform impact the existing regulatory scheme for employee benefits in both the private and public sectors.

The Department

LAWS4431 Foreign Relations of the U.S. (Spring: 3)

This course addresses the conduct of foreign relations by the United States with specific reference to domestic legal constraints, such as statutes and the Constitution. The course treats (1) the separation of powers between the Congress and the Executive in foreign affairs specifically with respect to the war power; (2) the treaty power and the domestic law of treaties and other international agreements; and (3) the role of the judiciary, including the immunity of foreign states (“sovereign immunity”), the “act of state” doctrine, jurisdiction to prescribe and enforce law outside the borders of the United States, and international law in U.S. courts. The course has a particular emphasis on post-9/11 developments in the law as a result of the war on terror.

solution. We will explore the choice of business entity, letters of intent,

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

LAWS6672 Law and Religion (Fall: 3)

Prerequisite: Constitutional Law II or First Amendment  
The Department

LAWS6673 Law of War, War Crimes and Genocide (Spring: 3)

This course examines the development of the law of armed conflict and the prosecution of war crimes, and the legal aspects of genocide. Topics include The Hague and Geneva Conventions, the International Military Tribunals at Nuremberg (1945), and Tokyo (1946), the My Lai massacre in Vietnam (1968), the Rwandan genocide (1994), the Genocide Convention, and the Convention Against Torture. We also consider litigation over the status and rights of detainees at Guantanamo Bay, Cuba, issues presented by drone warfare and targeted assassinations, and new assertions of jurisdiction over war crimes, crimes against humanity and genocide, including The

The course will conclude with an examination of current issues and challenges, such as IEL dispute settlement, IEL and development, IEL and the

## LAWS7731 Administrative Law (Fall/Spring: 3)

This course will examine the legal framework for the work of administrative agencies. We will explore the sources of authority for agency action under the U.S. Constitution and will examine the accountability of agencies to the legislative and executive branches of government. The course will survey the procedures that agencies must follow when they engage in rulemaking, enforcement, and adjudication. We will study the role of the courts in overseeing agency action. This course is intended to introduce students to regulatory agencies in a variety of substantive fields of law, such as financial, environmental, healthcare, immigration, labor, to name a few.

David Wirth

## LAWS7732 Church and State (Fall: 3 or 2)

This course will examine the multitude of legal and policy issues that flow from the “Religion Clauses” of the First Amendment (Establishment and Free Exercise). The prohibition on establishment raises important questions such as religion in schools, aid to religious schools, and governmental display of religious symbols such as crosses and the Ten Commandments. The guarantee of free exercise presents particular problems when the practices of minority religions vary from generally applicable norms. We will consider the intersection of religion and national security in the context of measures that seem to single out the Islamic faith for special scrutiny.

The Department

## LAWS7733 Business Bankruptcy (Spring: 4)

This course explores business reorganization under Chapter 11 of the Bankruptcy Code. It also touches on Chapter 7 liquidation for business entities. It adopts a problem-solving approach. Secured Transactions is recommended but not required. Students should take this course if they plan to practice any type of business law—transactional as well as commercial litigation.

Ingrid Hillinger

## LAWS7735 American Jury (Spring: 3)

This seminar will explore the jury system in the United States and in particular Massachusetts, in theory and in practice, in both civil and criminal proceedings. A variety of issues will be discussed including the history of the jury in the United States, jury composition, voir dire of prospective jurors by the judge and/or the lawyers, challenges for cause and peremptory challenges, trial issues and the jury, jury perceptions of the evidence, the roles of the jury and the judge, innovative techniques with respect to the jury (including the questioning of witnesses by jurors, interim commentary by counsel during the course of the trial, and discussion of the evidence during the trial 222e d4B[ativaibiarys btm any w 0



role of science in administrative decision-making, contours of authority for government re-organization, changes in enforcement policy, role of the budget in administrative action, and legislative efforts to change the administrative process. Attention will be given to regulatory reform efforts d [(This 1 Tcrs in mv (b[.udets). )0.6 (Partic5part CoVe22k will et rade eg ipose) 0.5 (thi Tw, whi 0.6 of resity, shareholders,

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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

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

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defining efficiency and equity; ability to pay and progressivity; the tax expenditure concept; consumption taxation; the double taxation of corporate income; the estate tax; and current tax policy legislative initiatives.

The Department

LAWS7781 Legal Scholarship Workshop: Regulation and Business

(Fall/Spring: 1)

Pass/fail

This workshop will feature presentations by five or six invited legal scholars of their works-in-progress concerning law, business, and the regulation of economic activity, broadly construed. Students will meet with one or more BC faculty conveners the week before each presentation to discuss the paper. (The faculty conveners are: Renee Jones, Patricia McCoy, Dian





LAWS8303 BC Defender Program Clinic (Spring/Fall: 4)  
Prerequisite or Corequisite: Criminal Procedure and Evidence or Trial Practice

Corequisites: LAWS4424 Criminal Justice Clinic Joint Class;  
LAWS6605 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

LAWS8313 Immigration Law Clinic (Fall: 6)

Prerequisite: LAWS7749 Immigration Law

Students in the Immigration Clinic represent noncitizens in removal proceedings before the Immigration Court, which involves arguing bond motions for detained clients, conducting examinations of witnesses, raising evidentiary objections and arguing points of law. Students represent noncitizens in applications for legal status with the U.S. Citizenship and Immigration Services (CIS) office. Cases vary, but may include asylum and relief based on fear of persecution in the country of removal, waivers of deportation for long-term residents of the U.S., adjustment of status for noncitizens with U.S. citizen or permanent resident family members, visas for victims of violent crimes who have assisted in the prosecution of such crime, 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 noncitizens who are detained by the Immigration and Customs Enforcement (ICE).

The Department

LAWS8316 Advanced Immigration Clinic (Spring/Fall: 6)

A continuation of LAWS8313 Immigration Clinic.

The Department

LAWS8327 Criminal Defense Externship (Spring/Fall: 4)

This externship provides students interested in exploring a career in criminal defense the opportunity to spend 16 hrs./week working directly with criminal defense lawyers. Externship placements will likely include the Federal Public Defender's Office, CPCS-Superior Court, and several

interest based negotiation, mediation theory, and the role of mediation in the legal system, then course progresses to include a skills training component of simulate cases with students participating as mediators or parties. The mediation process is examined and various skills and techniques of the mediator are taught. Understanding ethical practice and legislating related to mediation is an integral part of the course.

The Department

LAWS8427 Semester in Practice Seminar (Fall/Spring: 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.

The Department

LAWS8429 Semester in Practice D.C. Seminar (Fall/Spring: 3)

This required seminar is a corequisite for students participating in

the Semester in Practice: DC externship program.

The Department

LAWS8449 London Semester in Practice (Spring: 10)

The Department

LAWS8450 London Semester in Practice Seminar (Spring: 3)

The Department

LAWS8452 Adv Evidence: Trial Objections (Spring: 3)

Prerequisite: LAWS9996 Evidence

The goal of this course is for students to understand how the rules of evidence operate in practice by providing them with the experience of trying to admit or to keep out evidence in a mock trial setting. This is done through a problem approach with particular attention paid to laying the foundation for admission of evidence during examination of witnesses. Topics include exceptions to the hearsay rules (admitting business records, prior recollections, etc.); laying foundation for the admissibility of expert and lay opinion; impeaching witnesses through character evidence and prior inconsistent statements; authenticating physical exhibits; and using chalks, demonstrative aids and diagrams. Students will perform weekly in-class simulations.

The Department

LAWS8471 Appellate Advocacy (Spring: 3)

This course will offer hands-on experience and explore in depth the craft of appellate advocacy. Topics include: the rules and mechanics of the appellate process; formulation of strategies on appeal, use of the appellate record, brief writing; and oral argument. One of the class sessions will be held at the Adams Courthouse, where the students will attend an oral argument and then meet for a post-argument discussion. Students apply what they have learned to the drafting of an appellate brief based on an actual court record. The brief is written in stages and followed by one-on-one critiques. Students also present an oral argument which will be critiqued and may be videotaped. Students will be graded on the basis of their brief, oral argument and class participation.

Rosemary Daly

## LAWS8472 Advocacy Competitions (Fall/Spring: 3)

This is the companion class to the national moot court team. Enrollment and attendance in this class is mandatory for all members of a national team. The goal of the class is to help prepare students not only for their individual competitions but also for litigation practice. The class is divided into three parts: overview of the moot court experience, appellate written advocacy and oral advocacy. The class will meet formally during the fall semester until October 15. The class will reconvene in the first half of the spring with their team coaches for oral advocacy/moot sessions until the competitions are complete. Students should expect an “incomplete” grade until they have completed their moot court experience (February/March).

Rosemary Daly

## LAWS8550 Trial Practice (Fall/Spring: 2)

Prerequisite: Completion or current enrollment in Evidence.

There are several sections of trial practice, which are taught by adjunct faculty who are judges or practitioners. Each instructor selects her own readings and exercises, but the coverage of the sections is similar. All require students to prepare and to perform aspects of a trial—opening and closing arguments, and direct and cross-examination. The course is designed to develop practical skills and to build an appreciation for the relationship between substantive law and strategy and tactics in litigation. This section includes both civil and criminal trial exercises. Students also participate in a mock trial held in a real courtroom. All sections focus on exercises/moot ; of the 0.5 (e is. ) of the

learn about agency rulemaking and adjudication through simulated proceedings, which will culminate in each student filing comments in proceedings before a federal or state agency.

Daniel Lyons

## LAWS8765 International Legal Research (Fall/Spring: 2)

International Legal Research aims to provide students with depth and hands-on experience with the general process and source of international and foreign legal research. Students will learn to use a variety of specialized legal research tools, both online and in print, to locate and evaluate the major sources of public international law, i.e., treaties, customary international law, and general principles of law.

Decisions of international courts and tribunals, and official documents of international organizations (United Nations, European Union, WTO, etc.) will also be examined. The course will also cover special topics in international law, e.g., private international law, international human rights, international trade law and commercial arbitration.

Grades will be based on 3 take-home assignments. Recommended for students interested in international legal practice, members of the Jessup Moot Court team, and the staff of the BC ICLR.

The Department

## LAWS8813 Corporations Lab (Fall: 1)

This course must be taken in conjunction with Corporations (Spring). The Corporations Lab Option is intended to provide students with a real-world corporate law experience. The Lab is organized around a central activity: the incorporation and organization of a Massachusetts corporation. Students in the Lab will undertake all the steps required to incorporate and then organize a Massachusetts corporation. In addition to making the required filings with the Secretary of State of the Commonwealth of Massachusetts, students will also create a “board book” that will include all the relevant corporate documentation related to the new corporation. Students will also organize and run a shareholder meeting before the end of the semester. At this meeting shareholders will vote to approve a dissolution of the corporation. Students will then make the required filing with the Commonwealth.

Brian Quinn

## LAWS8823 Life Cycle of a Chapter 11 Restructuring Case (Spring: 3)

Prerequisite: Business Bankruptcy

Chapter 11 cases require lawyers for troubled companies and related parties (creditors, employees, vendors, customers, shareholders and others) to evaluate alternative strategies to maximize value and to minimize losses (or to push those losses onto others). In this inter-active course we'll use an actual case (in which the professor represented the debtor) to allow students to set and critique strategy; write recommendations to the Board and motion papers from opposing sides; argue positions; negotiate a chapter 11 plan outcome; and try to reconcile some of the competing legal and social implications of corporate restructuring (for example, should poorly managed companies be left to fail? What if that means the loss of the best employer in a small town? Should vulture funds be allowed to take advantage of distressed situations?).

The Department

## LAWS8834 Judicial Process: Appeals (Spring: 6)

Judicial Process is a course which allows a student to sit as law clerk 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

LAWS8876 Criminal Justice Clinic Class (Fall: 2)

Prerequisite or Corequisite: Criminal Procedure and Evidence or Trial Practice

The Criminal Justice Clinic class brings together students enrolled in the BC Defender Program and the BC Law Prosecution Program for a weekly class in which they share their insights and experiences, com



## LAW

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LAWS8920 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 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.

Raymond Brassard

LAWS9000 Dispute Negotiation (Fall/Spring: 2)

This is an experiential course in which students will be active participants, negotiating cases on a weekly basis. The subject matter disputes will include: commercial transactions, gender bias issues, and consumer disputes (e.g., "judicial" etc., and for

LAWS9735 Faith, Morality, and Law (Fall: 3)

Cross listed with THEO7735

Looks at the relationship between faith, morality, and law at key points in the Christian tradition and in relationship to contemporary issues. Section one examines the relationship between moral law and Christian life by looking at key passages from the New Testament in their historical context and classic Protestant and Catholic views of the subject. Section two considers the relationship of law and morality in a pluralistic society. Section three looks at responsibilities of Christians who find themselves in an unjust legal system. We will consider the possibilities and limits of civil disobedience and the call to martyrdom.

Cathleen Kaveny

variety

LAWS9916 Philosophy of Law: Children and Families (Fall: 2)

Meets the Upper-level Writing Requirement (if taken for 3 credits) and Prerequisite: LAWS9000

What is childhood? What is family? How do we understand the relationship between childhood and the family? How has this constitution evolved? What place are children given in theories of social justice? How do conceptions of personhood see children? How do conceptions of rights conceive of children as subjects? What rights are recognized and denied children when they're not considered full persons? What authority and duties the state, families, schools, and other institutions have vis-à-vis children? What rights do children have vis-à-vis them? What rights should they have? The course systematically exposes students to the legal foundations of childhood and family life. In the process, aspects of law not otherwise visible are revealed. No previous exposure to philosophy or children/family law is assumed. Graded on final paper. Students/auditors from other departments/universities are welcome. Paulo Barrozo

LAWS9917 Philosophy of Law: Future of International Law

(Fall: 3)

May be taken pass/fail. 3-credits with possibility of 4th credit (additional 15-pages paper).

Taking globalization and the constitutional structure of the global order as points of departure, the course reflects on the future of international law as humanity's emerging global law of freedom, equality, development, dignity, solidarity, progress, peace, and justice. International law is a creation of interest-charged contexts the curvatures of which are shaped by constellations of values. In the course we will enter these contexts in order to understand them and to be as critical and constructive as we are able to. Readings include decisions from international and transnational courts as well as theoretical works on international law and relations. Students from all schools and departments are welcome to enroll or audit.

Paulo Barrozo

LAWS9918 Employment Discrimination (Spring: 3)

Employment Discrimination Law will focus primarily on the landmark Title VII of the Civil Rights Act of 1964, forbidding workplace discrimination because of race, color, religion, gender, or national origin. Like most such legislation, the language leaves enormous discretion in the courts to interpret the prohibitions, define the terms like "discrimination," "because of," etc., and formulate methods of proof and a remedial structure. We will study cases, work through problems, and explore the policy implications of judicial monitoring of workplace decision-making. The Department

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understanding of economics or trade regulation is required. Students will be instructed in the basic economics of competition and monopoly needed to analyze and practice antitrust law.

The Department

LAWS9943 Criminal Procedure (Fall: 3)

This course will focus on constitutional limitations on police practices. The 4th, 5th, and 6th Amendments are examined as they affect the warrant process, searches and seizures, interrogations, confessions and identification. The course considers in depth the exclusionary rule and other legal controls on police conduct. The course presents a unique opportunity to explore and contrast various judicial philosophies within the Supreme Court regarding criminal procedural protection. Teaching methodology is a combination of lecture, discussion, videos, and Socratic dialogue.

Robert Bloom

LAWS9957 Sports Law (Spring: 3)

This course offers the study of selected topics in the application of law and legal thinking to sports. Particular attention is paid to how law or legal thinking shapes the business of sports and the behavior of those who run, play in, or regulate sports. Topics include league governance, merchandising, media rights, antitrust, labor law, and tort law. The class also includes on major simulation about the movement of college football teams to new conferences. The class requires a substantial research paper on a topic of the student's choice.

The Department

LAWS9967 Mental Health and the Law (Spring: 3)

## LAW

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or benefit from the wrongdoing of other agents. Key topics to be considered are: (1) the nature of complicity as a distinct moral problem; (2) conspiracy and accessory liability in the criminal law; (3) theological concepts of cooperation with evil and appropriation of evil; and (4) market complicity.

The Department

LAWS9971 Banking Regulation (Spring: 3)

This course examines why the banking industry is one of the most heavily regulated U.S. industries and how federal safety and soundness regulation works from cradle to grave. The course begins by providing a historical overview and analyzing the rationales for government intervention in banking. The remainder of the course examines the techniques used by the government to constrain the risk of bank panics, including entry controls (through chartering), activities 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

LAWS9983 U.C.C. Reporter Digest (Fall: 3)

Department permission required.

Ingrid Hillinger

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)

Evidence is the study of the methods by which litigants prove facts at trial. This course emphasizes the Federal Rules of Evidence and the common law from which those rules were developed. After examining the concept of relevance, the basic requirement for the admissibility of evidence, the course covers more complex topics such as hearsay, character evidence, impeachment, expert and lay opinion, and authentication of exhibits.

The Department

LAWS9999 Law Review (Fall: 3)

The Department

# Carroll School of Management

Boston College's Carroll School of Management, Graduate Programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 900 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S.) providing students with the advanced quantitative tools and understanding of the important role of accounting in business; the Master of Science in Finance (M.S.F.) a rigorous ten-course curriculum providing advanced financial skills; the Ph.D. in Management with a concentration in Finance, the Ph.D. in Management with a concentration in Organization Studies, and the Ph.D. in Accounting, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management, Graduate Programs have developed many exciting options that enable students to individualize their management education including several dual degree programs. Among those options are the Master of Business Administration/ Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/ Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/ Master of Social Work (M.B.A./M.S.W.).

## Full-Time M.B.A. Program Curriculum

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. An M.B.A. from Boston College offers you the skills and experience you need for an impactful career. Our Full-Time M.B.A. Program combines carefully sequenced courses with a variety of experiential learning components. Summer and academic year internships provide opportunities to apply classroom learnings directly to professional practice. The M.B.A. prepares you to become a distinguished leader in business, acquire the tools employers demand from our world-class faculty, and connect with a powerful network of leaders and innovators at Boston College.

## Full-Time M.B.A. Requirements and Schedule

In the first year, students' progress through the core curriculum as a cohort, developing a broad foundation of business knowledge and capabilities while forming meaningful connections with classmates. The second year of the program allows you to strengthen your skills in functional disciplines of your choice. Through the pursuit of elective courses, you can ready yourself for success in your desired field.

The Carroll School is committed to instilling a strong sense of community service in its students. In an effort to align this commitment with the Program, all M.B.A. students must fulfill a requirement of 20 hours of service to others through meaningful work as volunteers.

Full-Time M.B.A. students should plan on academic sessions from 8:30 a.m. to 5:00 p.m., Monday through Friday during the first year of study.

Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects. Most classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m.

For current course listings and schedules, visit <http://www.bc.edu/schools/csom/graduate/courses.html>.

## Evening M.B.A. Program Curriculum

As a working professional, the Part-Time M.B.A. Program at Boston College offers you the flexibility you need to earn your degree while advancing your career. And you benefit from the opportunity to apply what you learn in the Program directly to your work.

As a Part-Time M.B.A. student, you develop managerial, analytical, and practical management skills through the completion of a strong set of core courses that emphasize experiential learning. The program attracts a diverse mix of highly motivated individuals from the vibrant and diverse regional business community, helping you grow your network as you develop and learn new skills.

## Evening M.B.A. Requirements and Schedule

Students generally take two courses in the fall and spring semesters, but may take additional courses during the summer. Evening students must complete 57 credits of course work as well as 20 hours of community service. Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit [www.bc.edu/schools/csom/graduate/courses.html](http://www.bc.edu/schools/csom/graduate/courses.html).

## M.B.A. Curriculum

### Full-Time Program

- PRX7730 Management Practice Simulation
- GSOM7705 Professional Development Workshop I
- GSOM7706 Professional Development Workshop II
- OPER7716 Data Analytics 1: Model Building
- MKTG7720 Marketing
- MGMT771 Managing People and Organizations
- ACCT7713 Accounting
- ISYS7720 Data Analytics 2: Technology and Management
- MFIN7701 Economics
  - MFIN7722 Financial Management
  - ISYS7725 Data Analytics 3: Using Databases
- OPER7720 Operations Management
- MGMT7730 Strategic Management
- ISYS 7730 Data Analytics 4: Business Intelligence
- 11 Electives

### Part-Time Program

- OPER7704 Economics
- MGMT7709 Managing People and Organizations
- ACCT770 Accounting
- ISYS7700 Information Technology for Management
- MFIN7704 Financial Management
- MKTG7700 Marketing
- OPER7705 Statistics
  - OPER7700 Operations Management
- MGMT7710 Strategic Management
- 10 Electives

### Dual Degree Programs

The Carroll School of Management, Graduate Programs collaborate with other outstanding graduate schools and programs at Boston College to offer over highly regarded dual degree programs. Students are generally able to complete the requirements of a dual

degree program in less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management, Graduate Programs and the participating school within the University.

Applicants should contact both admissions offices to learn about

### Dual Degree Programs in Management with a Concentration in

#### Accounting

Ph.D. students in accounting complete a five-year program that is based on a thorough grounding in fundamental economic principles and rigorous statistical skills. Students will develop an appreciation of the institutional details that characterize accounting research, and will concentrate on developing skills in econometrics as well as contracting and capital markets theory.

#### Course Requirements

Accounting Ph.D. students complete a program of study that begins with coursework in accounting, quantitative methods, economics, and finance. Through seminar courses, students will become fluent on the existing state of research literature, appropriate research methods, and proper management of the publication process.

Course requirements are typically satisfied in the first two years of the program. In addition to doctoral seminars, Ph.D. students will take courses in the departments of finance and economics, and are encouraged to explore inter-disciplinary pursuits (see <http://www.bc.edu/schools/csom/graduate/phdprograms/accounting/academics.html> for more details).

#### Comprehensive Examination

A comprehensive examination will be administered at the conclusion of the second year in the program. Satisfactory performance on the exam marks the transition from course-work to full-time thesis research.

#### Research

Doctoral students engage early in the research process. The completion of a first-year paper, which can be a replication or an extension of a previous study, provides an early hands-on experience in research design, programming, data-management, and statistical analysis. In addition, students complete a second-year paper based on an original research idea, and submit a research proposal at the end of the third year. The proposal is the precursor to the dissertation: a substantial, significant, and original contribution to the field.

#### Assistantships

Doctoral Students at the Carroll School are expected to serve as research or teaching assistants throughout their studies. Typically students will serve as research assistants for the first two years of the program, and act as teaching/research assistants in the following year. In exchange, students receive full tuition remission and a stipend.

#### 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, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are

### Ph.D. in Management with a Concentration in Finance

The Ph.D. program in Finance at Boston College is internationally known for a rigorous curriculum that combines theory with applied research and pedagogy. Finance faculty at Boston College are experts in their disciplines and globally acclaimed for their scholarship, research, and mentorship. In our collegial environment, students typically collaborate with one another and with faculty to produce groundbreaking research. The academic program begins with systematic, rigorous training in quantitative methods, economics, and finance. In addition, students complete a major research project, serve as research and teaching assistants, and write a doctoral dissertation. Graduates of the program are leaders in the field of finance who have the knowledge and analytical skills they need to conduct research and teach at the highest level.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

#### Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. Ph.D. candidates in finance must complete four doctoral courses in quantitative methods, two in microeconomics, four in finance, and one in accounting. These requirements are typically satisfied in the first three years of the program (see [www.bc.edu/content/bc/schools/csom/graduate/phdprograms/phdf/academics/coursesequence.html](http://www.bc.edu/content/bc/schools/csom/graduate/phdprograms/phdf/academics/coursesequence.html) for details). In some cases, coursework completed prior to entering the program may be substituted for required courses.

#### Research Paper

## Student Support and Research/Teaching Requirements

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for four years. Financial support beyond the fourth year is conditional on the student's performance and may vary in amount. In return for this support, the student acts as a research assistant for the first two years of the program, then acts as a teaching assistant in the following years of the program. This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

## Ph.D. in Management with a Concentration in Organization Studies

Designed to prepare students for academic careers, the program in Organization Studies at Boston College is recognized worldwide for its rigorous curriculum and exceptional faculty who are leaders in their fields. The program emphasizes a strong foundation in organizational theory, research methods, and statistics. Students begin the program with a set of complementary courses in micro- and macro-organizational theory, qualitative and quantitative research methods, statistics, and teaching skills. In the third year, students complete a major empirical research project and teach a course of their own. Throughout the Ph.D. program, students pursue research on their own and in collaboration with faculty. All students are encouraged to deliver papers at national and international professional conferences, as well as to submit articles for publication in top-tier research journals. Our graduates emerge as creative, independent scholars who can craft and pursue their own research agendas.

## Ph.D. in Management with a Concentration in Organization Studies Curriculum

### Course Requirements

Ph.D. students who have previous education in management take a total of 19 courses during the program; students without management education take two additional M.B.A. courses, for a total of 21 courses. All students begin the organization studies program with a set of complementary courses in micro- and macro-organizational theory, qualitative and quantitative research methods, statistics, and teaching skills. For course details, see Curriculum.

### Comprehensive Examination

The comprehensive examination is given at the end of the second and third years. The examination consists of two parts: a written exam and a 32/T1\_yi coexam.

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 (M.B.A.)

MBA students may be eligible to waive courses based upon prior coursework and/or professional certifications (such as CPA or CFA). Waiver policies vary according to program.

**Advanced Standing Credit:** Students may waive a class and will also reduce the overall credit requirement for the degree.

**Equivalency:** Students may waive a class but will be required to replace it with an elective. Equivalency applies to core courses only.

**Ph.D. Transfer Credit:** Under certain circumstances, students may receive approval to take graduate courses at other AACSB-accredited colleges or universities. Grades received for transferred courses are not included into the student's Boston College GPA.

## MBA Part-Time

All students accepted into the part-time MBA program will be evaluated to determine their eligibility for Advanced Standing Credit. If included in their application materials, students may be required to provide official transcripts and other relevant course information necessary to facilitate the review of their academic record. Shortly after receipt of their acceptance letter, students will receive notification of their eligibility to waive courses.

The maximum amount of Advanced Standing Credit that a part-time MBA student may receive is 15 credits.

- Advanced Standing Credit will only be granted for courses in which the student has earned a grade of "B" or better, at an accredited institution, within the five years prior to enrolling in the Boston College Part-time MBA program.

The combination of waived credits and transfer credits may never exceed 1/3 of the course requirements for the degree.

Students who have recognized professional certifications (i.e., CPA, CFA) may receive Advanced Standing Credit. A copy of the exam results will be required.

Once an accepted student has been notified of eligibility to waive a course(s), he/she must respond with his/her intent to accept the Advanced Standing Credit, in writing, no later than Drop/Add Deadline for the semester in which he/she is enrolling.

Students may contest waiver decisions within 30 days of the date of the initial decision. Course waivers will not be granted after this date.

- Once a student has accepted Advanced Standing Credit for a course, he/she may not take the course and receive credit.
- Professional experience alone will not make a student eligible to waive a course.
- Current Part-time MBA students, who wish to take a course outside of the Carroll School of Management, must submit their request, in writing, at least 30 days prior to the start of the semester in which the student wishes to enroll in the outside course. Transfer credit will only be granted for courses related to the degree and is subject to approval by the Graduate Programs Office. Students must have completed a minimum of two semesters before they can submit a request to take a course outside of the Carroll School of Management. This includes courses taken through the Jesuit MBA Network.

- Except under extenuating circumstances, students will not be approved for transfer credit if a comparable course is offered in the Carroll School of Management during the same academic year.
- Part-time MBA students may cross register for one course each semester (not including Summer) at Boston University and Tufts, through the Consortium. Students interested in cross-registering for courses through the Consortium must first seek approval from the Graduate Programs Office and complete the necessary cross-registration forms, available through the University Office of Student Services (Lyons Hall). Per the Consortium agreement, tuition will be billed through the student's Boston College account, at the Carroll School of Management's tuition rate.

Undergraduate Course Work

Part-time MBA students who have demonstrated mastery in a core subject area may receive Advanced Standing Credit for up to five courses (15 credits).

Mastery typically entails either an undergraduate major in a core course area or at least two intermediate to advanced undergraduate courses with grades of B or higher.

Students may only receive Advanced Standing Credit for core courses, based upon undergraduate coursework.

Graduate and Professional Course Work

Part-time MBA students who have a prior graduate degree in a relevant field or have completed graduate management courses at other AACSB-accredited institutions may receive Advanced Standing Credit for a maximum of five courses (15 credits).

Students may receive Advanced Standing Credit for core courses and elective courses, based upon graduate coursework.

Full-Time MBA Program

Students accepted to the full-time MBA program may apply to waive core courses based upon prior course work. If a full-time MBA student is deemed eligible to waive a course, he/she will receive Equivalency. Equivalency requires the student to replace the waived course with an elective; therefore, it does not decrease the credit requirement for the degree. Full-time MBA students who wish to be evaluated for course waiver eligibility must submit a Course Waiver Form. Students may be required to provide official transcripts and other relevant course information necessary to facilitate the review of their academic record. Students enrolled in the full-time MBA program must maintain their full-time status for four continuous semesters (with the exception of students enrolled in approved dual degree programs outside of the Carroll School of Management).

- Full-time MBA students may receive Equivalency for up to three core courses.
- Equivalency will only be granted for courses in which the student has earned a grade of "B" or better, at an accredited institution, within the five years prior to enrolling in the Boston College Part-time MBA program.
- The combination of waived credits and transfer credits may never exceed 1/3 of the course requirements for the degree.
- Students who have recognized professional certifications (i.e., CPA, CFA) may receive Equivalency. A copy of the exam results will be required.

Once an accepted student has been notified of eligibility to waive a course(s) and receive Equivalency, he/she must respond, in writing, his/her intent to accept the Equivalency no later than the Drop/Add Deadline for the semester in which he/she is enrolling. Students may contest waiver decisions within 30 days of the date of the initial decision. Course waivers will not be granted after this date.

Once a student has accepted Equivalency for a course, he/she may not take the course and receive credit.

Professional experience alone will not make a student eligible to waive a course.

Current full-time MBA students who wish to take a course outside of the Carroll School of Management, must submit their request, in writing, at least 30 days prior to the start of the semester in which the student wishes to enroll in the outside

course. Transfer credit will only be granted for courses related to the degree and is subject to approval by the Graduate Programs Office. Students must have completed a minimum of two semesters before they can submit a request to take a course outside of

the Carroll School of Management. This includes courses taken through the Jesuit MBA Network.

Courses taken outside of Boston College will not reduce the student's flat-rate MBA tuition for that semester.

- Except under extenuating circumstances, students will not be approved for transfer credit if a comparable course is offered in the Carroll School of Management during the same academic year.

Full-time MBA students may cross register for one course each semester (not including Summer) at Boston University

and Tufts, through the Consortium. Students interested in cross-registering for courses through the Consortium must first

seek approval from the Graduate Programs Office and complete the necessary cross-registration forms, available through

the University Office of Student Services (Lyons Hall). Per the Consortium agreement, tuition will be billed through the

student's Boston College account, at the Carroll School of Management's tuition rate.

Undergraduate Course Work

Full-Time MBA students who have demonstrated mastery in a core subject may be eligible for equivalency for up to five courses (15 credits).

Mastery typically entails either an undergraduate major in a core course area or at least two intermediate to advanced undergraduate

courses with grades of B or higher.

Students may only receive Equivalency for core courses, based upon undergraduate coursework.

Graduate and Professional Course Work

Students who have a prior graduate degree in a relevant field or have completed graduate management courses at other AACSB-accredited institutions may be eligible for equivalency.

The CPA and CFA certifications will make a student eligible for equivalency.

Professional experience alone will not make a student eligible to waive a course.

For more information, please contact the Office for Graduate Programs, at (617) 552-3773.





Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a range of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. These awards range in value and are typically awarded to exceptionally strong candidates. These institutional awards are determined by committee and administered at the point of admission.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative assignments in exchange for a stipend. Assistantships are generally 6 hours per week.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, Graduate Programs, the Office of Student Services offers a variety of programs to help students finance the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at [www.bc.edu/content/bc/offices/stserv/financial/finaid/grad.html](http://www.bc.edu/content/bc/offices/stserv/financial/finaid/grad.html).

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Accreditation

The Carroll School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

For More Information

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the

Graduate Management Admissions Office at Boston College, Cushing Hall, Room 203, Chestnut Hill, MA 02467-3808; telephone: 617-552-8920; fax: 617-552-8078; [www.bc.edu/carroll](http://www.bc.edu/carroll).

Management Practice/International

Course Offerings

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

G5OM7705 MBA Professional Development Workshop I (Fall: 1)

Full-time MBA students are required to complete two workshops dedicated to professional development. Workshop I will focus on communication skills. The topic for Workshop I will be determined prior to the start of each incoming class based on current trends in the world of business as they relate to the necessary communication skills required of qualified MBAs.

Stacy Schwartz

G5OM7706 MBA Professional Development Workshop II (Fall: 1)

Full-time MBA students will be required to complete two workshops dedicated to professional development. Workshop II will focus on business problem solving skills. The topic for Workshop II will be determined prior to the start of each incoming class and will be consistent with skills required of MBAs in the professional world including: breaking down problems, requesting and analyzing data, and communicating integrated recommendations.

Scott McDermot

G5OM8000 Community Service (Fall/Spring/Summer: 0)

The Department

G5OM8101 Interim Study (Fall/Spring: 0)

Finance Department

G5OM8814 High Performing Teams (Fall: 3)

The course explores the dynamics of high performance teams and focuses on the vital role of teams and task forces in driving next-level business achievement. In a fast-paced world, the highest performing organizations increasingly rely on a team paradigm to innovate, to manage multi-disciplinary projects, and to accelerate change. By engaging with real-world teams operating in environments of complexity and pressure, the class examines the core physics which lead to great team productivity and performance. The course specifically considers how trust, talent, leadership, communication, planning, execution and other attributes contribute to the breadth, depth, and speed of team achievement.

Scott F. McDermott

G5OM8816 Advanced Topics: International Consulting Project, Latin America (Spring: 3)

This course is designed for students who may at some point be interested in pursuing careers in international consulting and involves the research and delivery of recommendations to an existing company. The project research is completed in the U.S. during the spring

Mengyao Cheng, Assistant Professor; B.A., B.B.A., University of Michigan; Ph.D., Emory University

Carlo Gallimberti, Assistant Professor; B.S., M.S., Ph.D., Bocconi University

Ewa Sletten, Assistant Professor; B.A., University of Łódź, Poland; M.S., University of Illinois; Ph.D., Northwestern University

Elizabeth Bagnani, Associate Professor of the Practice; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst

Elizabeth Quinn, Senior Lecturer; B.S., Boston College; M.S.T., Northeastern; C.P.A.

Edward Taylor, Jr., Senior Lecturer; Assistant Department Chairperson; B.S., Boston College; M.S.T., Bentley College; C.P.A.

Dianne Feldman, Lecturer; B.S., University of Massachusetts-Amherst; M.B.A., Bentley University; C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- [www.bc.edu/accounting](http://www.bc.edu/accounting)

### Course Offerings

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

ACCT7701 Accounting (Fall/Spring/Summer: 3)

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making. Section number 1 of this course will be offered on-campus and section number 11 will be offered online. Please see the link <http://bit.ly/CSOM1> for details about the online section.

The Department

ACCT7713 Accounting (Fall: 2)

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

Pete Wilson

ACCT8810 Communications Si <http://www.bc.edu> Amherst; M..001 T0DMion ansts uni

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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

# MANAGEMENT

## Business Law and Society

### Faculty

Stephanie M. Greene, Professor; Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College

Frank J. Parker, S.J., Professor; B.S., College of the Holy Cross; J.D., Fordham University Law School

Christine N. O'Brien, Professor; B.A., J.D., Boston College

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

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

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

### Contacts

- Department Secretary: Kathy Kyratzoglou, 617-552-0410, kathleen.kyratzoglou.1@bc.edu

### Course Offerings

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

BSLW8801 Law Economics and Public Policy (Summer: 3)

Can we be optimistic about our future as phrases such as “new normal” and “austerity measures” take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? This interdisciplinary course employs law, economics, and public policy as essential—and in some cases, irreplaceable—frameworks for understanding many of the most critical and current challenges facing our nation and world. Students will examine legal cases and policy disputes while working together to think about solutions to critical issues they will soon be called to address as businesspersons, and citizens.

Thomas Wesner

BSLW8803 Topics: Law for CPAs (Spring/Summer: 3)

The course focuses on the law of commercial transactions relevant to business professionals, especially accountants. It covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business, such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory provisions pertaining to business regulation are discussed.

Matthew Kameron

BSLW8811 International Business Law (Summer: 3)

This course covers the major principles, concepts, organizations and individuals involved in creating, interpreting, enforcing and enforcing 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 Real Estate Development (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.

BSLW8898 Directed Research (Fall: 1)

The Department

### Finance

### Faculty

Pierluigi Balduzzi, Professor; B.A., Università L. Bocconi, Milan; Ph.D., University of California, Los Angeles

Thomas J. Chemmanur, Professor; B.S., Kerala University, India; Ph.D., New York University

Edward G. Holderness, Professor; B.S., J.D., Stanford University; Ph.D., London School of Economics

Edith H. Hotchkiss, Professor; B.A., Dartmouth College; Ph.D., New York University

Edward J. Kane, Professor; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, Professor, Mario J. Gabelli Endowed Chair; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Robert Munnell, Professor, Peter F. Drucker Chair in Management Studies; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Helen Frame Peters, Professor; B.S., M.A., Ph.D., University of Pennsylvania

Jeffrey Pontiff, Professor, James F. Cleary Chair in Finance; B.A., University of Chicago; M.S., Ph.D., University of Rochester

Sophie Sadka, Professor; Chairperson of the Department; B.Sc., M.Sc., Bar Ilan University; Ph.D., Northwestern University

Phillip E. Strahan, Professor, John L. Collins Chair in Finance; B.A., Amherst College; Ph.D., University of Chicago

Robert Taggart, Professor; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, Professor, Griffith Family Millennium Chair in Finance; Senior Associate Dean of Faculty; Executive Director, Center for Asset Management; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Rui Albuquerque, Associate Professor; Ph.D., M.S., University of Rochester; Licenciatura in Economics, Universidade Catolica Portuguesa

Marjol Vacheslav Fos, Associate Professor; Ph.D., Columbia University; M.A., B.A., Ben-Gurion University

Darren Kisgen, Associate Professor; B.A., Washington University—St. Louis; Ph.D., University of Washington

Nadya Malenko, Associate Professor; M.A., New Economic School, Moscow; M.S., Lomonosov Moscow State University; Ph.D., Stanford University

Jonathan Reuter, Associate Professor; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

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)



George Wyner, Associate Professor of the Practice; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology



Mary Ann Glynn, Joseph F. Cotter Professor; Research Director, Winston Center for Leadership and Ethics; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

Judith Gordon, Professor; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard Nielsen, Professor; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Michael Pratt, O'Connor Family Professor; Ph.D. Program Director; Fellow for the Winston Center for Leadership and Ethics; B.A., University of Dayton; M.A., Ph.D., University of Michigan

Judith Clair, Associate Professor; B.A., University of California; Ph.D., University of Southern California

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; M.B.A., Harvard Business School; Ph.D., MIT Sloan School of Management

Tieying Yu, Associate Professor; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Curtis Chan, Assistant Professor; A.B., A.M., Ph.D., Harvard University

Lyndon Garrett, Assistant Professor; B.S., Brigham Young University; Ph.D., University of Michigan

Simona Giorgi, Assistant Professor; B.S., Università Bocconi; Ph.D., Kellogg School of Management, Northwestern University

Suntae Kim, Assistant Professor; B.B.A. Seoul National University; M.S., Ph.D., University of Michigan

Sean Martin, Assistant Professor; B.A., University of California, Santa Barbara; M.B.A., California Polytechnic State University–San Luis Obispo; Ph.D., Cornell University

Beth Schinoff, Assistant Professor; B.S., Northwestern University; M.B.A., University of Illinois at Chicago; Ph.D., Arizona State University

Richard Spinello, Clinical Associate Professor; Director, Carroll School Ethics Program; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Juan Montes, Assistant Professor of the Practice; J.D., Universidad de Chile; Ph.D., University of Navarra

#### Contacts

- Department Administrative Assistant, Michael Smith, 617-552-0450, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- [www.bc.edu/schools/csom/departments/mgtorg.html](http://www.bc.edu/schools/csom/departments/mgtorg.html)

#### Course Offerings

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MGMT7701 Introduction to Strategic Management (Fall: 2)

The course is designed to provide you with a general understanding of how firms formulate and implement strategies to create competitive advantage. Relying exclusively on the case method, it will expose

provide a structure for strategic decisions to enhance firms' future competitive positions. Building on the foundation laid by the Introduction to Strategic Management course that you took earlier, we will cover strategy both at the business level (introducing tools of industry analysis and competitive positioning) and at the corporate level (examining how decisions regarding corporate scope—horizontal, vertical, and global—create or destroy value in multibusiness firms). We will also study strategy implementation, focusing on the organizational structure, systems and processes that are put in place to manage the corporation. Throughout the course, our viewpoint will be that of the top management team who has responsibility for the long-term health of the entire organization.

Metin Sengul

Tieying Yu

achieving their strategic goals in an effective and timely manner. They also recognize that forming and executing these alliances successfully presents enormous challenges. Most of the larger and strategically thinking firms have established high-level units within their organization to plan and supervise their strategic alliances. They see this capability as being a necessary core competence.

William Reinfeld

MGMT8143 Technological Innovation and Disruption (Spring: 3)

John Macdonald

MGMT8851 Macro-Organizational Theory (Fall: 3)

The seminar provides a foundation in traditional and emerging

Bradford T. Hudson, Associate Professor of the Practice; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University

Bridget Akinc, Senior Lecturer; B.A., Princeton University; M.B.A., MIT Sloan School

Jon Kerbs, Senior Lecturer; B.S., West Point; M.B.A., Indiana University

### Contacts

- Department Staff Assistant: Marilyn Tompkins, 617-552-0420, [marilyn.tompkins@bc.edu](mailto:marilyn.tompkins@bc.edu)
- Department Fax Number: 617-552-6677
- [www.bc.edu/marketing](http://www.bc.edu/marketing)

### Course Offerings

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

MKTG7700 Marketing Operations Management (Fall/Spring: 3)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the marketplace. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will

MKTG8014 Pricing Policy and Strategy (Fall/Spring: 3)

Prerequisite: 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

Students will engage in hands-on statistical analysis of real company data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

Alexander Bleier

Operations Management

Faculty

Larry P. Ritzman, Galligan Professor Emeritus; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, Professor; Chairperson of the Department; B.S., Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, Professor; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, Professor; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Jiri Chod, Associate Professor; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Joy M. Field, Associate Professor; M.S., M.B.A., Ph.D., University of Minnesota

Mei Xue, Associate Professor; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

Isil Alev, Assistant Professor; B.S., Middle East Technical University; M.S., Ph.D., Georgia Institute of Technology

Tingliang Huang, Assistant Professor; B.S., University of Science and Technology of China; M.S., University of Minnesota; Ph.D., Northwestern University

Deishin Lee,

company depends upon the linkages between operating 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 1: Modeling (Fall: 1)

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Pieter VanderWerf

OPER7720 Operations Management (Spring: 2)

Prerequisite: OPER7725

This course discusses the resource structure and the execution of activities that produce goods or deliver services. It focuses on the design and integration of the supply chain processes that support a company's business strategy. It offers a blend of the theory and practice of operations management. At the same time, the course shows the role of quantitative techniques in guiding the operations decisions. The pedagogy involves lecture, readings, and discussion of case studies.

M.H. Safizadeh

## MANAGEMENT

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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)

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 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

financial record of availability to utilization

e.g.  
 student  
 complete

and clinical academic centers of the Greater Boston area. The Ph.D. program offers a variety of learning opportunities through course work, symposium 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 or 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 and 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 credits
  - 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



## Admission Requirements

- Bachelor's or Master's degree from a nationally accredited nursing program
- Master's degree in nursing or related field
- Official transcripts from all colleges and universities attended
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three-credit introductory or higher graduate level statistics course
- Writing sample
- Official report of the Graduate Record Examination scores (preferably within last five years)
- Application form with application fee
- Qualified applicants will be invited for interview with faculty.

Pre-application inquiries are welcomed. Information sessions are offered several times per year. Applications are reviewed after credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is January 15. Please visit [www.bc.edu/nursing](http://www.bc.edu/nursing) for additional information, information session dates, and application materials.

## Financial Aid

There are three major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to eligible full-time students each year on a competitive basis. Full tuition and a stipend are provided for up to three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Students are encouraged to apply for a competitive individual National Research Service Award to assist with tuition and to provide a stipend.
- Research Assistant positions may be available through faculty research grants.
- Teaching Assistant positions are available within the Connell School of Nursing.
- Additional grants and scholarship opportunities are available on an individual basis.

## MASTER OF SCIENCE DEGREE PROGRAM WITH A MAJOR IN NURSING

The Master of Science degree program in nursing prepares advanced practice nurses as nurse practitioners or nurse anesthetists. Master's degree programs (and post-master's additional special certificate programs) are offered in the following areas of clinical specialization:

- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner
- Women's Health Nurse Practitioner
- Nurse Anesthetist

Students who complete the M.S. degree or post-master's additional specialty certificate requirements are eligible to apply to take the national certification examination relevant to their clinical specialty. In addition to the above degree programs, elective courses are offered in the areas of Forensic Nursing and Palliative Care Nursing.

The focus of the Master's Program is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment. The graduate of the Master's Program provides theory- and evidence-based direct care to individuals, families, and communities.

Additional roles of the advanced practice nurse include indirect services such as staff development, consultation, health care management, and participation in research to improve the quality of patient outcomes.

Graduates of the Master's degree program are prepared to:

1. Implement a philosophy of nursing congruent with Judeo-Christian values that support the intrinsic worth of each human being.
  2. Synthesize theory, research, and values within a conceptual framework to guide advanced practice nursing in a specialized area.
  3. Integrate knowledge from science and the humanities to generate diagnostic, therapeutic, and ethical nursing and health care.
  4. Develop organizational and systems leadership skills to promote critical decision making in support of high quality patient care.
  5. Apply methods, instruments, and performance measures and standards for quality improvement within an organization.
  6. Use evidence-based research findings to inform clinical practice, promote change and disseminate new knowledge.
  7. Utilize technology to deliver, enhance, communicate, integrate, and coordinate care.
  8. Intervene at the system level through policy development and advocacy strategies to influence health and health care.
  9. Collaborate, consult and coordinate continuity of care with clients and other health professionals regarding prevention and strategies that improve the health of individuals, families, and populations in a diverse and global society.
- With the exception of Nurse Anesthesia, most of the specialty programs can be completed on either a full-time or a part-time basis. The Nurse Anesthesia Program only allows for full-time study. All master's degree programs must be completed within five (5) years from the time of initial enrollment.

## Cooperating Health Agencies

The M.S. Program utilizes numerous and diverse practice settings in the city of Boston, the greater metropolitan area and eastern New England. Sites are selected to offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, and home care agencies. Additional settings include hospice, homeless shelters, schools, prisons and Boston Veterans Administration (VA) health services. Selected major teaching hospitals used include: Massachusetts General Hospital, Beth Israel Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Boston Children's Hospital.

## Career Options

Graduates of the Connell School of Nursing's M.S. program function in traditional and non-traditional advanced practice nursing roles as Nurse Practitioners and/or Nurse Anesthetists as well as assurance and leadership roles in health care and government service. Many continue on to pursue doctoral education in Ph.D. or D.N.P. programs.

Areas of Clinical Specialization

**Adult-Gerontology Primary Care Nurse Practitioner**

As an advanced practice nurse, a graduate of this program is able to manage the health care of adolescents, adults, and older adults providing interventions to promote optimal health across a wide range of settings. Graduates serve as advanced practice nurses in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospices, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult-Gerontology Primary Care Nurse Practitioner.

**Family Nurse Practitioner**

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as Family Nurse Practitioners (FNPs) in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. Graduates can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

**Pediatric Primary Care Nurse Practitioner**

A graduate of this specialty program is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can serve as a Pediatric Nurse Practitioner in a variety of health care agencies and community settings. Graduates can pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a Pediatric Primary Care Nurse Practitioner.

**Psychiatric-Mental Health Nurse Practitioner**

A graduate of the Family Psychiatric Mental Health Nurse Practitioner

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**Nurse Anesthetist**

The Nurse Anesthesia Program is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master's Degree nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. The Nurse Anesthesia program of study includes six credits of electives, 21 credits of core courses and 43 credits of specialty and theory clinical practicum. Clinical practica take place at the varied facilities where Anesthesia Associates of Massachusetts provide services, and give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs; graduates are eligible to sit for the National Certification Examination of the Council on Certification. The Nurse Anesthesia Program was re-accredited in 2015 by the Council on Accreditation (COA) for Nurse Anesthesia Programs.

**Elective Coursework in Sub-Specialty Areas**

Elective courses are offered in the sub-specialty areas of Forensic Nursing and Interdisciplinary palliative care. The Interdisciplinary palliative care health coursework addresses core content in pain management, death and dying, and common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students who plan to seek certification as advanced practice hospice/palliative care nurse (through organizations such as the National Board for Certification of Hospice and Palliative Care Nurses) must document clinical experience in the advanced practice role in hospice and palliative care settings.

**Master's Program Entry Options**

**Traditional Option (for Students with B.S. Degree in Nursing)**

A number of M.S. programs are available for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program. These include the traditional M.S. Program in all specialty areas, the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The traditional master's program is comprised of 45 credits (for most clinical specialties other than Nurse Anesthesia) and can usually be completed in 1 1/2–2 years of full-time study, depending on the availability of clinical placements in the specialty. Part-time study is also allowed in every clinical specialty programs, with the exception of Nurse Anesthesia. Most programs can be completed in two to four years of part-time study. Students take electives and core courses prior to or concurrently with specialty courses. In contrast, the Nurse Anesthesia program requires 70 credits of full-time coursework over 27 months.

On admission, all M.S. students are provided with a scheduled clinical year and individualized programs of study are developed with the graduate office. Students are also assigned a faculty advisor within their specialty.

**Direct Master's Entry Option (for Students with non-Nursing Bachelor's Degree)**

This accelerated 24-month program is designed for individuals who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in one of the following specialty areas: Adult-Gerontology (Primary Care Nurse

nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional

- 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; and graduate level independent study. Additional elective courses are offered in forensic nursing, global health, sexual health and interdisciplinary approaches to palliative care. Other relevant graduate level elective courses are available through

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](http://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 Primary Care NP (92%); Family NP (100%); Nurse Anesthesia—CRNA (93.3%); Pediatric Primary Care NP (98%); Psychiatric-Mental Health NP(100%); and Women's Health NP (96%). Data from 2015 are not yet available.

**Financial Aid**

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at [www.bc.edu/nursing](http://www.bc.edu/nursing). Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

**Housing**

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

**Transportation**

Precepted clinical practica are held in a wide variety of hospitals, clinics, and health-related agencies and are a vital part of the graduate nursing program. Most of the clinical facilities are located in the greater

subsequent course for which the incomplete course was a prerequisite. Students may not enroll in a graduate course while they have an “I” (incomplete) in a prerequisite course.

### Graduate Academic Standing and Progression Policies

Graduate students are expected to maintain good academic standing at all times and progress through their program of study. Those who are not in good academic standing or are not progressing are subject to review by the Academic Standards and Progression Committee. The graduate academic standards and progression policy is summarized below:

All graduate students in the Connell School of Nursing are expected to maintain a GPA of 3.0 in order to remain in good academic standing. The minimum acceptable passing grade for graduate



# NURSING

## 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 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 the core course at Boston College, and approved by the TOR and the graduate associate dean (forms in the appendix and on the CSON web site.) If approved, the student must submit a final official transcript documenting a grade of B or better to the graduate office for processing. The transfer course and credit, but not a grade, will be recorded on the student's transcript.

## Time to Degree Completion

Students in the M.S. program have 5 years from initial enrollment to complete their program of study. Students in the Ph.D. program have 8 years from initial enrollment to complete all degree requirements, including defending and submitting the final version of the dissertation.

Graduate students may apply for a leave of absence (LOA) for personal reasons, health reasons or other extenuating circumstances. LOAs are usually granted for 1 semester; a 2 semester LOA may be granted under unusual circumstances. Leaves of Absence do not "stop the clock" or extend the program time limits. An exception is made for graduate students who require an LOA due to active military service. Students should contact the Graduate Associate Dean. Graduate students who exceed the program time limits or who fail to make 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.

Susan Kelly-Weeder, Ph.D., FNP-BC, FAANP  
Interim Associate Dean for Graduate Programs

Office: Maloney 220  
Telephone: 617-552-8018

Christopher Grillo  
Associate Dean for Finance and Administration  
Office: Maloney 294  
Telephone: 617-552-8531

The Program Directors are responsible for the direct oversight of the 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

Alyssa Harris, PH.D., RN, WHNP-BC  
Women's Health NP Program  
Office: Maloney 359  
Telephone: 617-552-0550

Sherri St. Pierre, M.S., APRN, PNP-BC  
Pediatric Primary Care NP Program  
Office: Maloney 356A  
Telephone: 617-552-8008

Carol Marchetti, Ph.D., RN, PMHNP-BC  
Family Psychiatric-Mental Health NP Program  
Office: Maloney 373A  
Telephone: 617-552-2328

## 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





the skills needed to address challenges and obstacles to ethical practice in advanced practice roles and settings. Strategies to influence health policy related to various specialty populations are explored.

Pamela Grace

NURS7417 Role of Advanced Practice Nurses (Fall/Spring: 3)

Prerequisite: NURS7415 and NURS7416

Dimensions of advanced practice nursing including its historical development; role theory and implementation; legal and regulatory factors, and role implementation across practice settings will be explored. A focus on organization behavior and systems leadership, excellence in care delivery, practice evidence and care outcomes, relationship-based practice, quality improvement models and patient safety initiatives will be stressed and linked to APN role. National initiatives including the IOM Report as well as financial, political, social, and economic factors that influence care will be studied along with strategies to influence health care delivery systems and innovative practice models.

The Department

NURS7420 Advanced Pharmacology Across the Life Span

(Spring: 3)

Prerequisite: Graduate standing or permission of instructor.

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

The Department

NURS7426 Advanced Psychopharmacology Across The Life Span

(Spring: 3)

Prerequisite: Graduate standing or permission of instructor.

This course builds upon the standards of practice from APNA-ISPAN, AACN, NONPF and APA. The legal, ethical and therapeutic role of the advanced practice nurse in prescribing psychotropic medications for individuals with psychiatric disorders is examined across the lifespan. The evidence based prescription of psychopharmacological agents according to practice guidelines will be a focus in each class. The course will review neurobiology, the action of central nervous system medications, and the implications for ethno-psychopharmacology. Standardized tools to evaluate treatment efficacy and diagnostic criteria will be identified. Collaborative practice models, indications for referral and monitoring to enhance treatment adherence are reviewed.

Judith Shindul-Rothschild

NURS7430 Advanced Health Assessment Across the Life Span

(Spring/Summer: 3)

Prerequisite: NURS7672 or NURS6408 and NURS7420

This course is taken the semester prior to practicum entry.

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with a master's level understanding of ethno-psychopharmacology.

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NURS7457 Pediatric Primary Care/Advanced Practice Nursing I

(Fall: 6)

Prerequisites: NURS7430, NURS7672 or NURS6408 and  
NURS7420

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance and prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored.

NURS7493 Pharmacology of Anesthetics and Accessory Drugs  
(Summer: 3)  
Prerequisites:



NURS7595 Nurse Anesthesia III (Summer: 5)

Prerequisites: NURS7592, NURS7593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. With supervision, students assume more overall responsibility for anesthetic management. Through seminar participation students explore the anesthetic management of diverse populations and specialty situations. Likewise, simulation is focused on the management of complex and specialty situations. Concue d foanesthd



## NURSING

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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

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; 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





- 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
- SCWK8884 Strategic Planning for Public and Nonprofit Organizations
- SCWK8887 Global Child Protection
- SCWK8888 Community Organizing and Political Strategies

### Dual Degree Programs

The School of Social Work has instituted three dual degree programs with other graduate departments of Boston College, and one dual degree program with the undergraduate Morrissey College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll School of Management Graduate Programs, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Theology and Ministry), in conjunction with the Boston College's School of Theology and Ministry, was begun in 1989. Three options for completing the M.S.W./M.A. include a foundation year in each curriculum with a third year of jointly administered class and field instruction; a program of summer courses taken in STM and a two-year academic program in the SSW; or an integrated program of study with courses taken in STM and the SSW during three years of study. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the 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 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 23 elective credits, three elective credits are specified to be an advanced social or behavioral science theory course, three credits are specified to be a methods course and three credits are specified to be an advanced data analysis course. The remaining 14 credits are open electives. Students must also pass a written comprehensive examination at the end of year 1 and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal at the end of year two. 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
- SCWK9956 The Dialectics of Social and Behavioral Theory
- SCWK9958 Community-Engaged Partnership Research
- SCWK9959 Doctoral Publishable Writing Project
- SCWK9960 Regression Analysis for Social and Behavioral Sciences
- SCWK9961 Introduction to Structural Equation Modeling
- SCWK9980 History and Philosophy of Social Welfare in the U.S.
- SCWK9990 ProSeminar
- SCWK9991 Doctoral Teaching Practicum
- SCWK9992 Theories and Methods of Teaching in Professional Education
- SCWK9994 Integrative Dissertation Seminar

- The Boston College Doctoral Fellowship in Social Work is awarded

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

Curriculum review is on-going with course requirements subject to change. Any revisions affecting c 2 -1.222 lys0 12 36

## SOCIAL WORK

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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 (Spring: 3)

Prerequisite: Must complete prerequisite SCWK7721

Elective

This course examines the ways in which stress poses risk to 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

SCWK7727 Substance Abuse: Alcohol and Other Drugs

(Spring/Summer: 3)

Prerequisite: SCWK7721

A one-semester 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 identified 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 and mental health, economic status, families, and general well-being. Beginning with a framework for studying gender and ethnicity in a global context, the course will enable comparative analysis of women's issues among different cultures. The course focuses on basic concepts and theories that help our understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

The Department

SCWK7729 Public Health Social Work (Fall: 3)

Prerequisite: SCWK7721

Elective

Public health social work (PHSW) emphasizes health promotion and prevention as well as targeting populations through population-based strategies. The course integrates research on health topics, populations, and settings to learn about the field of PHSW and application of skills to real-world problems. A life course perspective is used to discuss health behaviors and outcomes through all stages of development and across a range of settings. The aim of the course is to provide students a unique perspective on social work from the field of public health by focusing on health promotion, prevention, and reducing disparities at the population-level.

The Department

SCWK7733 Working with LGBTQ Youth, Families and Adults

(Summer: 3)

Prerequisite: SCWK7721

Elective

This course blends macro and clinical practice in order to service LGBTQ people most effectively. Students will learn about policies, laws and societal narratives that impact LGBTQ people in both positive and negative ways. The course focuses on the integration of macro and clinical issues and best practice that respects all people regardless of gender identity and sexual orientation. Particular attention will focus on developmental models of gender identity and sexual orientation.

The Department

SCWK7747 Research Methods in Social Work Practice

(Fall/Summer: 3)

Prerequisite for all advanced research courses. Required of all M.S.W. students.

An introduction to research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and

problem formulation, survey methods, sampling, measurements, and the use of a statistical software package for descriptive and inferential statistics for data analysis and hypothesis testing.

The Department

SCWK7762 Basic Skills in Clinical Social Work (Fall: 3)

Corequisite: SCWK9921 (academic year)

Required of all M.S.W. students.

An overview of interventions emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulation. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and intensive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

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 US border with Mexico 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

The Department

SCWK7794 Immigrant and Refugee Issues in the United States (Fall/Spring: 3)

Prerequisite: SCWK7721

Elective

An overview of the prominent theories, major issues, and

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)

Prerequisite: SCWK7762 and SCWK8800

Elective for M.S.W. students.

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

The Department

SCWK8800 Basic Skills in Macro Practice (Fall: 3)

Corequisite: SCWK9921 (academic year)

Required of all M.S.W. students.

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community needs

assessment, strategic planning, community development, and advocacy policy change.

The Department

SCWK8802 Policy for an Aging Society: Issues and Options (Spring: 3)

Prerequisite: SCWK7701

Prerequisite: SCWK9934 or SCWK9944 or permission

Required for Older Adults and Families Field-of-Practice

Concentration; elective for others.

This advanced policy course provides an opportunity to examine how historical and contemporary forces and demographic change shape the perceived problems of the elderly, the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

The Department

SCWK8805 Policy Issues in Family and Children's Services (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Children, Youth, and Families Field-of-Practice

Concentration; elective for others.

This course focuses on a critical examination of alternatives in formulating, implementing, and evaluating policies and programs in the area of family and children's services. Students will be informed about specific policies impacting children and families in the U.S., critically analyze how policies impact child and family well-being, and explore methods of advocating for effective policy development. Specific policy issues explored in the course include family legislation; welfare reform; balancing work and family; housing and homelessness; family and domestic violence; maternal, child, and family health; education; juvenile justice; cultural issues; immigration/refugees; and approaches in other nations.

The Department

## SOCIAL WORK

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 problems of underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international laboration (partnerships), it perceives global systems and their impact as both a challenge for a sustainable planet and for the growth of interdependent national/local communities.

The Department

SCWK8808 Legal Aspects of Social Work (Spring: 3)

Prerequisite: SCWK7701

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SCWK8817 Health and Mental Health Policy (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Health and Mental Health Field-of-Practice Concentration; elective for others.

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the structures that undergird the U.S. health and mental health care system. General health indicators, prevalence of mental health conditions, disparities, and general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally, the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

The Department

SCWK8819 Social Welfare Policy Sequence Independent Study

(Fall/Spring/Summer: 3)

Prerequisite: SCWK7701

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior and national priorities.

The Department

SCWK8822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer/Fall: 3)

Prerequisite: SCWK7762

Elective

A course that examines how stress, especially of a violent nature, can impact child and adolescent development. Exploration of selected theories and evidence-based practice will assist students in identifying skills necessary for effective clinical practice with children, adolescents and 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)

Prerequisite: SCWK7762 and SCWK8800

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Older Adults and Families Field-of-Practice Concentration; elective for others.

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching 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)

Prerequisite: SCWK7762 and SCWK8800

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 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 service.

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

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information in such places as family, work, and school. The challenges veterans face in the areas of unemployment, substance use, the criminal justice system, and family violence will all be discussed as well as changing macro-level policies around these issues.

The Department

SCWK8836 Psychodynamic Theories of Individual Development

(Spring: 3)

Prerequisite: SCWK7721

Elective

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective, with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology, and intersubjectivity theory. Students will begin to learn to critique and compare theories for their applications to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.

The Department

SCWK8839 HBSE Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7721

Elective

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully







families. Special issues in school social work practice related to health, child abuse, school safety and violence, trauma, substance abuse, and high risk behavior are addressed.

The Department

SCWK8883 Creating and Sustaining Social Enterprises (Fall: 3)

Prerequisite: Must have successfully completed SCWK7701

Electives

This course has the dual goals of understanding the conceptual characteristics of “social enterprise” and the more practical objective of knowing how to create, implement, and sustain a program based on social enterprise principles. These goals are achieved through examining how social enterprise fits with important values, learning key models and considerations, and by creating a complete business plan for an actual social enterprise initiative. Students work in teams gathering essential information, formulating strategy, develop analytic tools, and create financial documents that provide a road map for a new revenue oriented program or service.

The Department

Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

The Department

SCWK9911 Doctoral Continuation (Fall/Spring/Summer: 1)

Prerequisite: SCWK9995, SCWK9996

All students who have been admitted to candidacy for the Ph.D. degree and completed six (6) credit hours of dissertation-related course work, i.e., SCWK9995 and SCWK9996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

The Department

SCWK9919 Field Education: Early Start (Fall/Summer: 0)

The Department

SCWK9921 Field Education I (Fall/Summer: 3)

Corequisite: SCWK7762 and SCWK8800 (academic year)

Required of all students.

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

The Department

SCWK9929 Field Continuation (Fall/Spring/Summer: 0)

Prerequisite: Department permission

The Department

SCWK9932 Field Education II—CSW (Spring/Summer: 3)

Prerequisite: SCWK9921, SCWK7762, SCWK8800 (academic year)

Corequisite: SCWK8855 and SCWK8856 (academic year)

## SOCIAL WORK

SCWK992 Field Education II—MaCro (Spring/Summer: 3)

Prerequisite: SCWK9921

Corequisite: SCWK8886 and SCWK8889 (academic year)

Required of MaCro students.

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SCWK9943 Field Education III—MaCro (Fall/Spring: 4)

Prerequisite: SCWK9942 and Advanced Practice Field-of-Practice

Concentration course

Corequisite: Advanced Practice Field-of-Practice Concentration course  
Required of MaCro students.

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SCWK9944 Field Education IV—MaCro (Spring: 4)

Prerequisite: SCWK9943 and Advanced Policy Field-of-Practice

Concentration course

Corequisite: Advanced Policy Field-of-Practice Concentration course

Required of MaCro students.

Advanced learning and practice that emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SCWK9949 Field Continuation—MaCro (Fall/Spring: 0)

Prerequisite: Department permission

The Department

SCWK9951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)

Required for all Doctoral Students

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of data analysis and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods of 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 sciences.

The Department

SCWK9952 Tools for Scholarship in Social and Behavioral Science

Library Systems as well as the BC Office for Research Integrity and Compliance. Upon completion of this course, students will have developed the skills and competencies needed for them to continue with the

doctoral studies in an efficient, effective, and ethical manner. Students are expected to master APA formatting and to use APA formatting for all courses offered by the BC School of Social Work. It is a one credit course and will be graded as Pass/Fail.

The Department

SCWK9953 Cross-Cultural Issues in Social and Behavioral Research (Fall: 3)

Required for all Doctoral Students

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are appropriate of establishing and assessing Cross-cultural equivalence in measurements of key social and psychological constructs.

The Department

SCWK9954 Models of Social Welfare Intervention Research (Spring: 3)

Required for all Doctoral Students

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection in practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

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 both 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 change and, 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

SCWK9957 Tools for Research in Social and Behavioral Sciences (Fall: 1)

Prerequisite: Permission of Social Work required

The purpose of The Tools for Research in Social and Behavioral Sciences course is to prepare first year social work doctoral student

analysis (EFA), path analysis, confirmatory factor analysis (CFA), general structural equation modeling (latent and measurement models combined), and multiple sample analysis.  
The Department

and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

The Department

SCWK9995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SCWK9994

Required for all doctoral students.

First of two tutorials in the six-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SCWK9995

Required of all doctoral students.

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

## 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.

Program cd OF0Description

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.

The program provides 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, and practical learning 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.

degree program. The program can be completed in a 16-month period.

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- 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. The 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



\* Applicants with GPA lower than 3.0 will be reviewed on a case by case basis

\*\*Waiver may be granted based upon relevant professional work experience and GPA from accredited college.

### Course Offerings

- Introduction to Sports Administration
- Sports Law and Compliance
- Sports Communication and Marketing
- Sports Finance
- Sports Leadership and Ignatian-Based Ethics
- Sports Management for College and Professional Athletics
- Sports Analytics
- Coaching for Performance and Student-Athlete Development
- History of Sports
- Applied Research Project or Internship

### Scheduling and Cost

Graduate courses are scheduled ordinarily from 4:30–9:00 p.m. Tuition for the Sports Administration program is \$2,412 per course after the registration fee; the registration fee is \$45. This fee may be waived for veterans.

## ADVANCING STUDIES

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ADGR7706 Communication in a Global Work Environment

(Fall: 3)

A hybrid course combining required classroom attendance on

with global endeavors. The course is sensitive to cultural dynamics, creative development of the marketing mix utilizing traditional and patterns of participation and behavior, examines personal, interpersonal and interactive components. Strategy formulation and control of the marketing function in a digital world are emphasized.

The Department

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 decisions 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. The 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.

The Department

ADGR7754 Business of Sports (Fall: 3)

From team sports, there is much to learn about team play, leadership, management, and motivation that can be applied to careers. Events happen so quickly on the playing field that you don’t have time to process lessons which can be so valuable for success elsewhere. Including a study of the explorer Ernest Shackleton this course explores theories of leadership, followership, motivation and effective communication, and goal achievement as well as types of followership. Topics covered include selecting, building, and motivating a team; identifying team leadership qualities and delegating and developing strong leadership skills. Team leadership skills include instilling organizational values; setting a positive tone with humor and goal setting; and maintaining relationships at work and at home as well as in corporate negotiation. Topics include addressing the tension between “culture” as something fixed, and the push for change, the dynamics of men and women working in partnership, leaders as influencers of a collaborative culture. Media influences, nonverbal cues, and the formation of worldviews are examined. Explores values, stereotyping and cultural biases through readings, presentations, and films.

The Department

ADGR8006 Communication in a Global Context (Fall: 3)

A hybrid course combining required classroom attendance on one week, and virtual attendance on other weeks; those other weeks will require monitoring and posting to the virtual classroom canvas 2–3 days each of those on-line weeks to submit work and participate in on-line discussion. Successful organizational leaders recognize the enormous potential of globalization, and the absolute need to interact competently in the complex multicultural work environments. Students learn to better understand the subtle cultural dynamics and nuances that build and maintain relationships at work and at home as well as in corporate negotiation. Topics include addressing the tension between “culture” as something fixed, and the push for change, the dynamics of men and women working in partnership, leaders as influencers of a collaborative culture. Media influences, nonverbal cues, and the formation of worldviews are examined. Explores values, stereotyping and cultural biases through readings, presentations, and films.

The Department

ADGR8010 Leader as Change Agent (Spring: 3)

Meets online on Thursdays. A leader’s job is to drive change to respond to a changing environment. The ability to navigate and execute responsive, expedient organizational change is a crucial component for contemporary leaders yet over 70% of planned change campaigns fail. This course is a study of successful change processes, and the leader’s role in creating a culture conducive to change; establishing vision, buy-in and purpose among the influencers; and implementing sustainable, transformative change within an organization. Through the examination and discussion of change theory, case studies, and interviews with change agents, this course considers effective approaches to confronting resistance, as well as leading change both vertically and horizontally. This course includes a leadership style assessment to identify personal strengths and challenges as an influencer and change agent.

The Department

ADGR8015 Business Strategy (Fall/Spring: 3)

The Department

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.

The Department

ADGR8053 Employment and Labor Law (Spring: 3)

Cross listed with ADLA5053

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

ADEC7370 Applied Stress Testing for Economists (Fall: 3)

Prerequisite: ADEC7310 Data Analysis or department approval.

Since the financial crisis of 2008, banks and bank holding companies in the United States have faced increased regulation. One of the recent changes to these regulations is known as the Comprehensive Capital Analysis and Review (CCAR). At the recent (at the time of writing)







ADHA7025 Healthcare Finance (Fall: 4)

Prerequisite: ADHA7000

This course introduces basic theory and principles of finance as applied to the healthcare industry. Financial statements, cost measurement, budgeting, capital investment decisions and reimbursement models are explored. Students are given an overview of health economic concepts (e.g., sustainability), and are introduced to performance-based payments and value purchasing concepts.

The Department

ADHA7030 Healthcare Ethics (Fall: 2)

Prerequisite: ADHA7000

In this course, ethical and moral considerations associated with the management of healthcare facilities and the provision of health services are examined. Treatment of ethical and moral issues emphasize the understanding of diverse viewpoints and methods for resolving conflicting moral obligations. Student apply course concepts through the exercises and cases in ethical decision making for leaders of healthcare organizations.

The Department

ADHA7032 Healthcare Law (Spring: 2)

Prerequisite: Must have successfully completed ADHA7000

In this course, legal issues related to the organization and delivery of healthcare are examined. Topics include government regulation of healthcare facilities and occupations, civil rights regulations regarding diversity, fraud and abuse, institutional and personal liability for negligence and malpractice, patient consent requirements, termination of care, confidentiality of medical information, medical staff credentialing, peer review of care, utilization review, and managed care regulations. Student apply course concepts through the development of a compliance plan to prevent fraud, waste, and abuse in billing.

The Department

ADHA7035 Healthcare Innovation-Based Strategy: Managing Change (Fall: 2)

Prerequisite: ADHA7000

This intensive short course is offered on-site at Boston College.

The course reviews innovation-based strategies as a source of competitive advantage in an industry with strict regulation and limited financial resources, and then examines how to build and design organizations that excel at innovation. Students are given fundamentals of strategy and then engage, alongside industry and healthcare organizational leaders in Boston, in the basics every healthcare manager needs to organize successful innovation.

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 2017

SPRING SEMESTER 2018

August 28	Monday	Classes begin	January 15	Monday	Martin Luther King, Jr. Day —No classes
September 4	Monday	Labor Day—No classes			
September 6	Wednesday	Last date for graduate students to add a course or drop a course online	January 16	Tuesday	Classes begin
September 7	Thursday	Mass of the Holy Spirit; classes canceled from noon to 1:15 p.m.	January 24	Wednesday	Last date for graduate students to add a course or drop a course online
September 29	Friday	Parents' Weekend	February 1	Thursday	Last date for all students who plan to graduate in May 2018 to verify their diploma names online
October 1	Sunday		March 5	Monday	Spring Vacation
October 2	Monday	Last date for all students who plan to graduate in December 2017 to verify their diploma names online	March 10	Saturday	
October 9	Monday	Columbus Day—No classes	March 29	Thursday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
November 8	Wednesday	Graduate/WCASU registration period for spring 2018 begins	April 2	Monday	
November 22	Wednesday	Thanksgiving Holidays	April 3	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2018 graduation
November 24	Friday		April 11	Wednesday	Graduate/WCASU registration period for fall and summer 2018 begins
November 27	Monday	Last date for official withdrawal from a course or from the University	April 16	Monday	Patriot's Day—No classes
December 1	Friday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2017 graduation.	April 17	Tuesday	Last date for official withdrawal from a course or from the University
December 13	Wednesday	Term examinations	May 1	Tuesday	Last date for all students who plan to graduate in August 2018 to verify their diploma names online
December 20	Wednesday		May 8	Tuesday	Term examinations
			May 15	Tuesday	
			May 21	Monday	Commencement
			May 25	Friday	Law School Commencement

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Thea Bowman AHANA and Intercultural Center	
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Art, Art History, and Film .....	Devlin 434
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