

# BOSTON COLLEGE

2013–2014



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Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2013-2014

### *Volume LXXXVII, Number 30, July 2013*

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

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

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

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

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

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

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

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

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

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### INTRODUCTION

#### The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,110 full-time undergraduates and 4,673 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.8 million books, periodicals, and government documents, and more than 4 million microform units.

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

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

#### The Mission of Boston College

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

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

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

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

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

#### A Brief History of Boston College

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

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

The Recitation Building opened in March 1913. The three other buildings that still shape the core of the campus—St. Mary's Hall, Devlin Hall, and Bapst Library—opened in 1917, 1924, and 1928, respectively.

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

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

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

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

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

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

As a sign of the university's growing selectivity, between 1996 and 2012, freshmen applications increased from 16,501 to 34,090 and the average SAT scores of entering freshmen rose to 2022. During this same period, the dollar amount of sponsored project awards received by the University more than doubled. Since 1996, the University's endowment has grown from \$590 million to approximately \$1.8 billion, the result of successful investment strategies and effective fund-raising campaigns.

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

In June of 2008, the Weston Jesuit School of Theology re-affiliated with Boston College, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new School of Theology and Ministry. In 2008, undergraduate applications to Boston College passed the 30,000 mark. In June of 2009, the City of Boston approved the University's Institutional Master Plan for the Lower and Brighton campuses.

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

## Accreditation of the University

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

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

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

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; School of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

## The Campus

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

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

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

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

### ACADEMIC RESOURCES

#### Art and Performance

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

#### Campus Technology Resource Center (CTRC)

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

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

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

#### The Hardware Repair Center

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

#### Language Laboratory

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

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital

audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

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

#### The Libraries

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

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

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

*Research Help by Subject*

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

*HOLMES Library Catalog*

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

O'Neill Library Reference: x2-4472

O'Neill Library Circulation: x2-8038

Bapst Library: x2-3200

Burns Library: x2-3282

Educational Resource Center: x2-4920

Law Library: x2-4434

Social Work Library: x2-3233

Theology and Ministry Library: x2-0549

Weston Observatory Library: x2-8321

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.6 million volumes and over 37,000 print and electronic serials. In addition to O'Neill Library, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Social Work Library, the Theology and Ministry Library (Brighton Campus), the Law School Library (Newton Campus), and the O'Connor Library (at the Weston Observatory). The Libraries have a variety of study spaces, networked printers, and workstations with productivity software, and scanners.

Reference staff and subject specialists are available to answer questions, to serve as research consultants, and to provide class and individual library instruction. Librarians can assist students in finding resources in their subject areas, searching the online catalog, selecting and using the most appropriate databases and reference sources, and managing the results of their research.

### Digital Library Services

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

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

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

### Digital Institutional Repository

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

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

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

### Media Center

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

### Interlibrary Loan

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

### United States Government Publications

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

### The Libraries of Boston College:

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

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

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

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

**The Social Work Library**, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Graduate School of Social Work. The collection also serves the departments of Psychology, Political Science, Sociology, Nursing, and related disciplines. Services are provided on-site by two librarians and

## ABOUT BOSTON COLLEGE

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

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

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

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

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

**The Catherine B. O'Connor Geophysics Library:** Located at Weston Observatory, this library contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit [www.bc.edu/libraries/collections/weston.html](http://www.bc.edu/libraries/collections/weston.html).

**The Connors Family Learning Center (CFLC)**, located on the second floor of O'Neill Library, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. One of the CFLC's three professional staff members assists students with learning disabilities, helping to ensure their academic success at Boston College. The Center also sponsors seminars for faculty and graduate teaching fellows on strategies for successful teaching and learning; graduate students can earn a certificate through the Apprenticeship in

College Teaching. To address the needs of the great majority of Boston College students, the Center provides tutoring for more than 60 courses, including calculus, statistics, biology, chemistry, nursing, accounting, classical and foreign languages, English as a Second Language, and writing. Most tutoring takes place in the Center, but online writing tutoring is offered through the OWL (online writing lab). Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

### **Boston Library Consortium**

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

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

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

### **Media Technology Services**

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

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

Divisions within MTS include:

- Classroom Support Services
- Graphic Services
- Photography Services
- Audio Services
- Video Services
- Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- Project Management and Technical Support Services

## UNIVERSITY RESEARCH INSTITUTES AND CENTERS

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

### **Boisi Center for Religion and American Public Life**

Through its many campus events, seminars, publications, and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, and media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit [www.bc.edu/boisi](http://www.bc.edu/boisi).

### **Center for Christian-Jewish Learning**

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

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

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

### **Center for Corporate Citizenship**

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

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

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and

undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages and Literatures, and Theology departments, and offer over 80 academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

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

### **Center for Human Rights and International Justice**

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

### **Center for Ignatian Spirituality**

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Rahner House, 96 College Road, or call (617-552-1777) or click ([www.bc.edu/centers/cis](http://www.bc.edu/centers/cis)).

### **Center for International Higher Education**

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. Our focus is conducting research and disseminating knowledge on current issues in higher education worldwide. We are concerned with academic institutions in the Jesuit tradition, as well as with other universities. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

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

For more information on the Center for International Higher Education, visit [www.bc.edu/cihe](http://www.bc.edu/cihe).

### **Center for Optimized Student Support**

The mission of the Center for Optimized Student Support is to study the most effective ways to address the out-of-school factors impacting student learning and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

### **Center for Retirement Research**

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

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

### **Center for Student Formation**

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

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

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEELP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education and is especially known for its work on high-stakes assessment and in the analyses of policies related to test-based educator accountability. It also conducts studies employing data from national and international large-scale assessment surveys such as the National Assessment of Educational Progress, TIMMS and PIRLS. Further information on CSTEELP is available on its website at [www.bc.edu/research/csteelp](http://www.bc.edu/research/csteelp).

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

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

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

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

### **Center for Work & Family**

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to impact the lives and work environments of four million employees. As work-life issues continue to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center's values are:

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

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

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

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

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit [www.bc.edu/schools/cas/theology/graduate/special/med-phil.html](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### **Institute for Scientific Research**

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

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

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

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

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

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

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

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

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

### **Irish Institute**

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

Since its founding in 1997, more than 1,200 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of

## ***ABOUT BOSTON COLLEGE***

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Cultural and Educational Affairs, as well as through external business partnerships. For more information, visit our website at [www.bc.edu/irishinstitute](http://www.bc.edu/irishinstitute) or contact Director, Dr. Robert Mauro at 617-552-4503.

### **Jesuit Institute**

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

### **Loneragan Center**

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

### **TIMSS & PIRLS International Study Center**

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

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

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

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research laboratory of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Observatory's Boston College Educational Seismology Project uses seismology as a medium for inviting students into the world of science research by inquiry-based learning through

investigations of earthquakes recorded by seismographs located in dozens of K-12 classrooms. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school interns and BC students working on a variety of geophysical research projects to help the senior scientists for a unique educational opportunity. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the news media, first responders, the general public, and other stakeholders.

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

## **STUDENT LIFE RESOURCES**

### **Athletics Department**

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

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

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

### **Career Center**

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

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

### **Office of Campus Ministry**

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

the needs of the Catholic community at Boston College and supports the men and women of other faith traditions in their desire to deepen their relationship to God while at Boston College.

Our hope is that faith and spirituality affect everything we are and do at Boston College from the classroom to the library to research laboratories to residence halls to student organizations to athletic arenas to chapels and beyond. Campus Ministry plays a central role in making this hope a reality. Through worship, religious retreats, catechesis, pastoral care, spiritual guidance, service, and reflection, Campus Ministry fosters a religious environment in which the men and women of Boston College have ample opportunities to grow in faith and to express that faith in public as well as personal ways, both on campus and in the larger world.

The Office of Campus Ministry invites all to visit at McElroy 233. Our phone number and web site are: 617-552-3475 and [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 or Hillside. Dining Bucks are also accepted in vending machines although with no discount. These accounts, which are fully refundable if not used, may be opened online any time of the year through the Agora Portal.

### **Disability Services Office**

Services for graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic and other types of support services are provided to students who provide appropriate documentation and complete the appropriate intake forms. Accommodations are individualized and may include, but are not limited to, sign language interpreters, assisted listening equipment, CART services, electronic textbooks, extended time for exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. Additionally, parking permits are granted for temporarily disabled students. The Assistant Dean works with each student to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. All students are encouraged to register with the department prior to the beginning of school. For more information, contact Assistant Dean Paulette Durrett at 617-552-3470 or visit [www.bc.edu/disability](http://www.bc.edu/disability).

Services and accommodations for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact Dr. Kathy Duggan at 617-552-8093 or visit [www.bc.edu/connors](http://www.bc.edu/connors).

### **Graduate Student Association**

The Graduate Student Association (GSA) of Boston College is a student-run organization that serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School

of Nursing, the Graduate School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA coordinates the functions and activities of the Graduate African American, Hispanic, Asian, and Native American Student Association (Grad AHANA), and the Graduate International Student Association (GISA). The GSA serves two primary purposes: providing programming to meet graduate students' needs, and providing advocacy within the greater Boston College community for issues of import to graduate students. Membership in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is lead by an Executive Board consisting of a President, Vice-President, and Financial Director, and by a Senate consisting of one member each from the constitute schools, Grad AHANA, and GISA. The GSA is advised by the Office of Graduate Student Life. GSA offices are located in the Murray Graduate Student Center at 292 Hammond Street, across Beacon Street from Middle Campus. For more information, visit [www.bc.edu/gsa](http://www.bc.edu/gsa).

### **The Office of Graduate Student Life/John Courtney**

#### **Murray, S.J. Graduate Student Center**

As part of the Division of Student Affairs, the mission of the Office of Graduate Student Life is to facilitate student learning and formation in their fullest sense (integrating intellectual, ethical, religious and spiritual, and emotional-social development) and to promote an inclusive community of engaged learners while advancing the Jesuit Catholic heritages and values of Boston College. To this end, the Office of Graduate Student Life provides outreach to graduate and professional students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both co-curricular and academic support to the graduate student community.

The John Courtney Murray, S.J. Graduate Student Center is an essential component of the Office's mission, serving as a center of hospitality and community building. It provides a number of services and amenities, including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and a free DVD lending library for all current graduate students. Spaces within the house can be reserved for events and group meetings. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

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

### **University Health Services**

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The

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

Boston College requires that all undergraduate resident students be enrolled with University Health Services. A mandatory campus health fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee and do not wish to utilize the service, may request a waiver from the University Health Services office in Cushing Hall or download it from the University Health Services website. It must be submitted to the University Health Services Department during the month of September.

Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a fee-for-service basis.

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

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

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

### Immunization

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

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

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster (received within the past 10 years)
- 2 doses of Measles, Mumps, and Rubella vaccine
- 3 doses of the hepatitis B vaccine
- Completion of the Tuberculosis (TB), screening questionnaire
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing and for the Connell Graduate School of Nursing
- In addition, the Connell Graduate School of Nursing also requires a dose of Tdap instead of Td, polio, flu, and varicella

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

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

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

### University Counseling Services (UCS)

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

### Volunteer and Service Learning Center (VSLC)

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

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

For more information, visit [www.bc.edu/service](http://www.bc.edu/service).

### Annual Notification of Rights

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

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

### Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student’s education record within 45 days of the day the University receives a request for access.

Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, and absent an exception under FERPA, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student’s education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended.

If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.

- The right to consent to the disclosure of personally identifiable information contained in the student’s education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to

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

### *Confidentiality of Student Records*

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

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information in their Agora Portal account under “Privacy Preferences.” This must be done by the end of the first week of enrollment.

### *Disclosures to Parents of Students*

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

## CONSUMER NOTICES AND DISCLOSURES (HEOA)

The university provides access to all the annual consumer notices and disclosures required by the Higher Education Opportunity Act (“HEOA”), which reauthorized the Higher Education Act of 1965, at the following url: <http://www.bc.edu/offices/evp/noticesanddisclosures.html>. Each linked disclosure web page explains how to request a paper copy of that disclosure.

- **Institutional and Student Information**, including information regarding the University’s academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information**, including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements

and criteria, forms, policies, procedures, standards for maintaining aid, disbursements and repayment), student employment information and exit counseling information, and how to reach Office of Financial Aid;

- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates;
- **Vaccination Policy**, including the University's policies with respect to immunizations required under Massachusetts law;
- **Annual Campus Security and Fire Safety Report**, including statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus and fires that occurred in on-campus housing facilities, and descriptions of the campus safety programs and policies, including information regarding safety notification and emergency response procedures, missing student notification procedures, campus law enforcement, sexual assault programs, and fire safety programs;
- **Drug-Free Campus and Workplace Program**, including Boston College's standards of conduct and legal sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, including sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free; and
- **Athletic Program Information**, describing how to request a report about the University's athletic programs that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs from the Office of the Financial Vice President and Treasurer.

### FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include Teach Grants, Federal Direct Loans (Stafford and PLUS), Federal Perkins Loans, and Federal Work-Study, as well as Nursing Loans.

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

For more complete information on financial aid at Boston College, visit the Student Services website at [www.bc.edu/finaid](http://www.bc.edu/finaid). Graduate and professional students should consult their school or department for specific policies regarding financial aid.

### General Information

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

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

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

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

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

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

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

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

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

A student also has the responsibility to:

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

## NOTICE OF NON-DISCRIMINATION

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504

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

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

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

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

## OFF-CAMPUS HOUSING

The University operates an Off-Campus Housing office located in Maloney Hall, Suite 220 for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students can visit or contact the office Monday through Friday, 9:00 a.m. to 5:00 p.m. at [offcampus@bc.edu](mailto:offcampus@bc.edu), or 617-552-3075. To search for listings and general information on the Residential Life website go to [www.bc.edu/offcampus](http://www.bc.edu/offcampus). We have two separate links to search for accommodations: the Apartment/Room List and The Roommate Finder. On average, it takes from 5 to 7 days to secure a place to live near Boston College.

## TUITION AND FEES

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

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

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

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

**Graduate Tuition**

Graduate School of Arts and Sciences\*\*  
 Tuition per credit hour:.....1,344  
 Auditor's fee\*\*\*—per credit hour: .....672

Lynch School of Education, Graduate Programs\*\*  
 Tuition per credit hour:.....1,212  
 Auditor's fee\*\*\*—per credit hour: .....606

Carroll School of Management, Graduate Programs\*\*  
 Tuition per credit hour:.....1,430  
 Full-time MBA:..... 21,000/semester  
 Auditor's fee\*\*\*—per credit hour: .....715

Connell School of Nursing, Graduate Programs\*\*  
 Tuition per credit hour:.....1,154  
 Auditor's fee\*\*\*—per credit hour: .....577

Graduate School of Social Work\*\*  
 Tuition per credit hour:.....1,012  
 Auditor's fee\*\*\*—per credit hour: .....506

Law School\*\*  
 Tuition per semester: .....22,430  
 Tuition per credit hour (AY): .....1,955  
 Tuition per credit hour (Summer):.....1,725

School of Theology and Ministry\*\*  
 Tuition per credit hour:.....910  
 Auditor's fee\*\*\*—per credit hour: .....455  
 Summer tuition per credit hour:.....716  
 Summer auditor's fee\*\*\*—per credit hour: .....358

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

Summer Session\*\*  
 Tuition per credit hour:.....686  
 Auditor's fee\*\*\*—per credit hour: .....343

\*\*Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

\*\*\*Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

**Graduate General Fees\***

**Acceptance Deposit**

Lynch School of Education, Graduate Programs:.....250  
 Connell School of Nursing, Graduate Programs: .....400  
 Carroll School of Management,  
 Graduate Programs—part-time: .....200  
 Carroll School of Management,  
 Graduate Programs—full-time: .....1,500  
 Law School—J.D. Program\*\*\*:.....500  
 Law School—LL.M. Program:.....500  
 Graduate School of Social Work .....200

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

**Activity Fee—Per Semester\*\*\***

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

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

**Activity Fee—Per Semester**

(CSOM, Graduate Programs)

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

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

**Application Fee (Non-Refundable)**

Graduate School of Arts and Sciences:.....70  
 Lynch School of Education, Graduate Programs:.....65  
 Carroll School of Management, Graduate Programs:.....100  
 Connell School of Nursing, Graduate Programs: .....50  
 Graduate School of Social Work: .....40  
 Law School: .....75  
 School of Theology and Ministry: .....70

**Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)**

Graduate School of Arts and Sciences:.....1,344  
 Lynch School of Education, Graduate Programs:.....1,212  
 Carroll School of Management, Graduate Programs:.....1,430  
 Connell School of Nursing, Graduate Programs: .....1,154  
 Graduate School of Social Work: .....1,012

Interim Study:.....30

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

Late Payment Fee:.....150

Massachusetts Medical Insurance (Per Year): .....2,432  
 (1,115 fall semester; 1,317 spring semester)

**Microfilm and Binding**

Doctoral Dissertation: .....125  
 Master's Thesis: .....105  
 Copyright Fee (Optional): .....45

Student Identification Card: .....30  
 (mandatory for all new students)

\*All fees are proposed and subject to change.

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

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

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

**Massachusetts Medical Insurance**

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

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

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

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered

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

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

### Returned Checks

Returned checks will be fined in the following manner:

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

### Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

### Graduate Refund Schedule (Excluding Law)

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

#### First Semester

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

#### Second Semester

- by Jan. 22, 2014: 100% of tuition charged is cancelled
  - by Jan. 24, 2014: 80% of tuition charged is cancelled
  - by Jan. 31, 2014: 60% of tuition charged is cancelled
  - by Feb. 7, 2014: 40% of tuition charged is cancelled
  - by Feb. 14, 2014: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

### Law Refund Schedule

Law students are subject to the refund schedule outlined below.

#### First Semester

- by Aug. 23, 2013: 100% of tuition charged is cancelled
- by Sept. 6, 2013: 80% of tuition charged is cancelled
- by Sept. 13, 2013: 60% of tuition charged is cancelled
- by Sept. 20, 2013: 40% of tuition charged is cancelled
- by Sept. 27, 2013: 20% of tuition charged is cancelled

#### Second Semester

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

### Summer Sessions Refund Schedule: All Schools

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

### Federal Regulations Governing Refunds

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

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

### National Student Clearinghouse

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

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

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

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

### Boston College Graduate Degree Programs

#### Graduate School of Arts and Sciences

- Biology: M.S.T., Ph.D.
- Chemistry: \* M.S., M.S.T., Ph.D.
- Classics: M.A.
- Economics: M.A., Ph.D.
- English: M.A., M.A.T., Ph.D.
- French: M.A.
- Geology: M.S., M.S.T.
- Geophysics: M.S., M.S.T.
- Greek: M.A.
- Hispanic Studies: M.A.
- History: M.A., M.A.T., Ph.D.
- Irish Literature and Culture: English, M.A.
- Italian: M.A.
- Latin: M.A.
- Linguistics: M.A.
- Mathematics: M.A., Ph.D.

## ***ABOUT BOSTON COLLEGE***

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Philosophy: M.A., Ph.D.  
Physics:\* M.S., M.S.T., Ph.D.  
Political Science: M.A., Ph.D.  
Psychology: M.A., Ph.D.  
Russian: M.A.  
Slavic Studies: M.A.  
Sociology: M.A., Ph.D.  
Theology: Ph.D.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Law School**

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

**Dual Degree Programs—Law School**

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

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

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

**Carroll School of Management, Graduate Programs**

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

**Woods Graduate College of Advancing Studies**

Administrative Studies: M.S.

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

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

**Connell School of Nursing, Graduate Programs**

Nursing: M.S., Ph.D.

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

Nursing: B.S./M.S.

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

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

**Graduate School of Social Work**

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

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

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

### ACADEMIC INTEGRITY

#### Policy and Procedures

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

#### Standards

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

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

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

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

**Other breaches of academic integrity include:**

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

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

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

#### Promoting Academic Integrity: Roles of Community Members

##### Student Roles in Maintaining Academic Integrity

Graduate and professional students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

##### Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines

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

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

#### **Academic Deans**

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

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

#### **Procedures**

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

### **ACADEMIC REGULATIONS**

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

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

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

[www.bc.edu/schools/gsas/policies.html](http://www.bc.edu/schools/gsas/policies.html)

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

*Master's Students:* [http://www.bc.edu/content/bc/schools/lsoe/academics/Graduate/masters\\_policies.html](http://www.bc.edu/content/bc/schools/lsoe/academics/Graduate/masters_policies.html)

*Doctoral Students:* <http://www.bc.edu/content/bc/schools/lsoe/academics/Graduate/phd.html>

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

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

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

<http://www.bc.edu/content/dam/files/schools/son/pdf2/GradHandbook%202013-2014.pdf>

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

<http://www.bc.edu/content/bc/schools/gssw/academics/academic-policies.html>

#### **Law School**

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

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

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

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

[www.bc.edu/advancingstudies/guide](http://www.bc.edu/advancingstudies/guide)

Academic Regulations are effective from September of the current academic year (2013–2014) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

#### **Academic Grievances**

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

#### **Academic Record**

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

#### **Attendance**

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

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

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

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

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

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

### ***Absences for Religious Reasons***

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

### **Audits**

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

### **Comprehensive Examination or Qualifying Papers: Doctoral Students**

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

### **Comprehensive Examination: Master's Students**

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

### **Continuation: Doctoral Candidacy**

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

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

### **Cross Registration**

#### ***Boston Theological Institute***

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

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

### ***The Consortium***

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

### ***Graduate Consortium in Women's Studies***

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

### **Enrollment Status**

#### ***Full-Time Enrollment Status***

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

### **Final Examinations**

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

### **Foreign Language Requirement**

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

### **Grading**

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

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

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

### **Grading Scale**

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

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

### **Grade Changes**

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

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

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

### **Pass/Fail Electives**

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

### **Good Standing**

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

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

### **Graduation**

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

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

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

- Last day of drop/add in January for May graduation
- May 1 for August graduation
- Last day of drop/add in September for December graduation

### **Leave of Absence**

#### ***Voluntary Leave of Absence***

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

Students may obtain a personal or medical leave of absence form online at [www.bc.edu/studentservices](http://www.bc.edu/studentservices) and submit it for their school's Associate Dean's approval.

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

#### ***Personal Leave of Absence***

Students on an approved personal leave of absence should contact the Associate Dean's Office at least six weeks prior to the semester in which they expect to re-enroll. The appropriate Associate Dean will make the decision on the readmission request.

#### ***Medical Leave of Absence***

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

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

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

### ***Involuntary Leave of Absence***

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

### **Readmission**

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

### **Summer Courses**

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

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

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

### **Transcripts**

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

Requests are usually processed within 48 to 72 hours of receipt. For more information, visit [www.bc.edu/transcripts](http://www.bc.edu/transcripts).

### ***Transcript/Diploma Holds***

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

### **Transfer of Credit**

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

### **University Communication Policies and Student Responsibilities**

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

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

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

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

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

### **Withdrawal from a Course**

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

### **Withdrawal from Boston College**

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

### **UNIVERSITY AWARDS AND HONORS**

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

## Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). In addition, the Graduate School also may admit as Special Students those students not seeking a degree who are interested in pursuing course work for personal enrichment.

The Graduate School of Arts and Sciences also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts/Master of Business Administration (M.A./M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers, through select departments, a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high-achieving BC undergraduates wishing to pursue an accelerated graduate program.

### General Information

The Graduate School of Arts and Sciences Admissions Office, Gasson 108, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admissions inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

The *Schedule of Courses* is published by the Office of Student Services prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

### Master's Degree Programs

#### *Requirements for the Degrees of Master of Arts and Master of Science*

##### Acceptance

Candidates for the Master's degree must be graduates of an accredited college and normally must have at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after completing the first semester of course work or after earning a minimum of six credits.

##### Course Credits

The number of graduate credits required for the degree varies by department. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit" under Academic Regulations.

#### *Fifth Year B.A./M.A. and B.S./M.S.*

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. Students who begin the two-year M.A. program cannot switch to the B.A./M.A. program. See the Undergraduate College of Arts and Sciences for further information.

### Doctoral Degree Programs

#### *Requirements for the Degree of Doctor of Philosophy*

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

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

##### Residence

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

#### *Interdisciplinary Doctoral Program*

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

#### *Traveling Scholar's Program*

The Inter-Institutional Academic Collaborative (IAC) Traveling Scholar Program enables doctoral-level students at participating Atlantic Coast Conference (ACC) universities to take advantage of distinctive educational opportunities—specialized courses, unique library collections, unusual laboratories—at any other participating ACC university without change in registration or increase in tuition. Visits may be as short as two weeks or as long as two semesters (or three quarters). Any regularly admitted graduate student in good standing in a doctoral degree program is eligible to apply. A limited number of partial relocation stipends are available upon application. It is not necessary, however, to win a stipend in order to participate in the program.

#### **Special Students (Non-Degree)**

Non-degree seeking students, who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director.

### Admission

#### *Eligibility and Application Information*

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, students should consult his or her own department.

The Graduate School accepts two classes of applicants—degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information and official transcripts. All of these documents will be found in the *Graduate School of Arts and Sciences Application*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, Gasson 108.*

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. *All application materials should be sent to the Graduate School Admissions Office, Gasson 108.*

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Associate Dean of Admissions and Administration. Admission should not be presumed without receipt of official notification from the Associate Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's and doctoral programs.

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

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

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

### Acceptance

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

### Financial Aid

#### *Academic Awards*

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

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

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

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

#### *Fellowships*

##### University Fellowships

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

##### Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

#### *Assistantships*

##### Graduate Assistantships and Teaching Assistantships

Teaching and other assistantships are assigned by departments. Assignments, including the nature and number of hours, and stipends vary by department.

**Research Assistantships**

Research Assistantships are available in some departments. Research Assistantship duties and stipends vary by department. Summer research opportunities are available on some research projects. For further information, contact the chairperson of the department.

**Tuition Scholarships**

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

**Procedures for Financial Aid Recipients**

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship, or a tuition scholarship must report this matter in writing to the department chairperson and to the dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

**Other Sources of Financial Aid**

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

**Biology****Faculty**

**Joseph Orlando**, *Associate Professor Emeritus*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

**Anthony T. Annunziato**, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

**David Burgess**, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

**Thomas Chiles**, *Professor*; The DeLuca Chair in Biology; B.S., Ph.D., University of Florida

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

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

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

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

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

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

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

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

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

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

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

**Clare O'Connor**, *Associate Professor*; B.S., Ph.D., Purdue University  
**William H. Petri**, *Associate Professor*; A.B., Ph.D., University of California, Berkeley

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

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

**Laura Anne Lowery**, *Assistant Professor*; Ph.D., Massachusetts Institute of Technology

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

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

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

**Joseph Burdo**, *Adjunct Assistant Professor*; B.S., Western Michigan University; Ph.D., Pennsylvania State College of Medicine

**Danielle Taghian**, *Adjunct Assistant Professor*; B.S., Tufts University; Ph.D., Harvard University

**Contacts**

- Director of Graduate Studies: Charles Hoffman, hoffmacs@bc.edu
- Department and Graduate Program Administrator: Peter Marino, marinope@bc.edu
- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Collette McLaughlin, kelleysc@bc.edu
- 617-552-3540
- www.bc.edu/biology

**Graduate Program Description**

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

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

The minimum curriculum for Ph.D. students consists of five Graduate Core Courses (BI 611 Advanced Genetics, BI 612 Graduate Biochemistry, BI 614 Graduate Molecular Biology, BI 615 Advanced Cell Biology, and BI 616 Graduate Bioinformatics), three additional Biology-approved Graduate Elective Courses (e.g., BI 500+, BI 800+), BI 618 Scientific Proposal Writing and BI 880 Responsible Conduct of Research (both beginning with students who entered into the program in 2012F).

Throughout the academic year, the Biology Departmental Colloquium hosts distinguished researchers in many areas of biology. Attendance is expected of all full-time Ph.D. students.

Lab rotations occur during the first year, which allows students the opportunity to explore important questions in different areas of

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

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

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

### *Undergraduate and Graduate Course Offerings*

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

#### **BI 506 Recombinant DNA Technology (Spring: 3)**

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

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

*Charles Hoffman*

#### **BI 509 Cellular Differentiation (Fall: 3)**

*Prerequisites:* BI 204 and additional course work in cell and molecular biology. A course in biochemistry is strongly recommended.

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

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

*Debra Mullikin-Kilpatrick*

#### **BI 513 Environmental Disruptors of Development (Spring: 3)**

*Prerequisite:* BI 432 or instructor permission

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

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

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

*Laura Hake*

#### **BI 517 Human Parasitology (Fall: 3)**

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

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

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

*Marc Jan Gubbels*

#### **BI 523 Immunity and Infectious Disease (Spring: 3)**

*Prerequisite:* BI 457 or BI 414 or instructor permission

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

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

*Kenneth Williams*

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

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

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

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

*Junona Moroianu*

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

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

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

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

this genetic arms-race plays out over vastly different timescales (within an infected individual, within and between host populations, and ultimately, across millions of years of virus-host co-evolution).

*Welkin Johnson*

**BI 537 Literature for Neurological Diseases (Spring: 3)**

*Prerequisite:* BI 435 or CH 461

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

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

*Daniel Kirschner*

**BI 543 Genomics and Personalized Medicine (Spring: 3)**

*Prerequisites:* BI 204 and a genetics or genomics course. Additional course work in biochemistry and molecular biology is strongly recommended.

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

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

*The Department*

**BI 545 Advanced Lab in Cell Imaging (Fall/Spring: 2)**

*Prerequisites:* BI 204 and additional course work in cell and/or molecular biology

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

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

*Bret Judson*

**BI 546 Topics in Microbial Pathogenesis (Fall: 2)**

*Prerequisites:* BI 204 and additional course work in immunology, microbes, molecular/cell biology, undergraduate research, or other demonstrable experience in reading primary research literature

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

In this course we will discuss primary research literature on various aspects of pathogenesis i.e. the microbial an/or immunological mechanism by which pathogens (prions, viruses, (myco)bacteria, protozoa, worms) cause disease. Each student will select a primary paper

from a high impact journal together with a supportive review and present the background information to the class. The primary paper will be discussed at the following class period, with all students having defined responsibilities for discussion of the figures and data.

*Marc-Jan Gubbels*

**BI 563 DNA Viruses and Cancer (Spring: 3)**

*Prerequisite:* BI 204 and BI 304, or BI 414, or BI 440, or permission of the instructor

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

*Junona Moroianu*

**BI 570 Biology of the Nucleus (Fall: 3)**

*Prerequisite:* One of the following: BI 435, BI 440, CH 561, CH 562, or instructor permission

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

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

*Anthony T. Annunziato*

**Graduate Course Offerings**

**BI 611 Advanced Genetics (Fall: 2)**

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

*Hugh Cam*

**BI 614 Graduate Molecular Biology (Spring: 2)**

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

*Anthony Annunziato*

**BI 615 Advanced Cell Biology (Spring: 2)**

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

*Junona Moroianu*

**BI 616 Graduate Bioinformatics (Fall: 2)**

*Gabor Marth*

**BI 618 Scientific Proposal Writing (Spring: 2)**

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

*Welkin Johnson*

*Michelle Meyer*

**BI 635 Graduate Biochemistry (Fall: 3)**

*Daniel Kirschner*

**BI 799 Readings and Research (Fall/Spring: 3)**

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.

*The Department*

**BI 801 Thesis Seminar (Fall/Spring: 3)**

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.

*The Department*

**BI 805 Departmental Seminar I (Fall: 1)**

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*Thomas Chiles*

**BI 806 Departmental Seminar II (Spring: 1)**

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*Thomas Chiles*

**BI 879 Topics in Developmental Neurobiology (Fall: 2)****Offered periodically**

We will discuss primary research literature on a variety of topics involving the development of the nervous system, with a focus on the cell biological aspects of this process. Topics include formation of the neural tube, early brain morphogenesis, axon outgrowth and guidance, and synaptic development.

*Laura Anne Lowery*

**BI 880 Responsible Conduct of Research/Professional Development (Fall: 2)****For graduate students in the life sciences**

Readings, presentations, and discussion centered around issues in the responsible conduct of research and professional development, for graduate students in the life sciences. Topics to be covered include data collection and management; authorship and priority; preparation, review, and publication of peer-reviewed manuscripts; sharing of research material; grant writing, review, and funding; collegial relationships; human subjects; animals in research; learning styles and undergraduate teaching; mentoring; and career progression.

*Marc Muskavitch*

**BI 888 Interim Study (Fall/Spring: 0)**

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

*The Department*

**BI 998 Doctoral Comprehensive (Fall/Spring: 1)**

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

*The Department*

**BI 999 Doctoral Continuation (Fall/Spring: 1)**

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

*The Department*

**Chemistry****Faculty**

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

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

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

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

**T. Ross Kelly**, *Thomas A. and Margaret Vanderslice Professor*; B.S.,

Holy Cross College; Ph.D., University of California at Berkeley

**Shih-Yuan Liu**, *Professor*; B.S., Vienna Institute of Technology;

Ph.D., Massachusetts Institute of Technology

**David L. McFadden**, *Professor*; A.B., Occidental College; Ph.D.,

Massachusetts Institute of Technology

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

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

**James P. Morken**, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

**Mary F. Roberts**, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

**Lawrence T. Scott**, *Louise and James Vanderslice Professor*; A.B., Princeton University; Ph.D., Harvard University

**Marc L. Snapper**, *Professor*; B.S., Union College; Ph.D., Stanford University

**William H. Armstrong**, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

**Jianmin Gao**, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

**Dunwei Wang**, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

**Jeffery Byers**, *Assistant Professor*; B.A., Washington University; Ph.D., California Institute of Technology

**Abhishek Chatterjee**, *Assistant Professor*; B.S., RKM Residential College; Ph.D., Cornell University

**Chia-Kuang (Frank) Tsung**, *Assistant Professor*; B.S., National Sun Yat-sen University; Ph. D., University of California at Santa Barbara  
**Eranthi Weerapana**, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

**Kenneth Metz**, *Adjunct Professor*; B.S., Emporia State University; Ph.D., University of Arkansas

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

#### Contacts

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

### Graduate Program Description

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

#### Ph.D. Degree Requirements

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

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

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

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

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

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

#### M.S.T. Degree

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

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

### Undergraduate and Graduate Course Offerings

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

#### CH 523 Organometallic Chemistry (Spring: 3) Offered periodically

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

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

*Shin-Yuan Liu*

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

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

*James Morken*

#### CH 537 Mechanistic Organic Chemistry (Fall: 3)

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

*Jeffery Byers*

**CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)  
Offered periodically**

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

*John Boylan*

**CH 544 Modern Methods in Organic Synthesis II (Spring: 3)**

*Prerequisite:* CH 531

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

*The Department*

**CH 560 Principles of Chemical Biology (Fall: 3)**

*Prerequisites:* CH 231–232 or equivalent

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

*Abhishek Chatterjee*

**CH 561–562 Biochemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 231–232 or equivalent

*Corequisites:* CH 515–516

These courses are two-semester introductory-level courses in biochemistry. Topics in the first semester concentrate on protein structure and function, bioenergetics, kinetics and mechanisms of enzyme reactions, intermediary metabolism, control of metabolic pathways, and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids, recombinant DNA technology, mechanisms of gene rearrangements, DNA replication, RNA synthesis and splicing, protein synthesis, control of gene expression, membrane transport, and hormone action. Experimental methods will also be discussed as they relate to course topics.

*Evan Kantrowitz*

*Eranthie Weerapana*

**CH 567 Chemical Biology: Structure and Function (Fall: 3)**

*Prerequisites:* CH 231–232, CH 561–562 or BI 435–440, CH 473 or CH 475–476, or permission of the instructor

A selection of current topics in chemical biology will be examined through critical analysis of current literature. Students are expected to have a basic understanding of biochemistry and organic chemistry. The course will involve student presentations, group discussions and

independent research proposals geared toward gaining a comprehensive knowledge on the application of chemical tools to understanding complex biological processes.

*Eranthie Weerapana*

**CH 571 Surface Chemistry (Fall: 3)**

*Prerequisites:* CH 222 and CH 575–576 or permission of the instructor

Topics covered in this course include an overview of the fundamentals of solid state chemistry, the surface properties, catalysis, electrochemistry, techniques for investigating surfaces, and nanotechnology. The course will involve presentation and research proposal writing.

*Chia-Kuang Tsung*

**CH 676 Physical Chemistry: Principles and Applications (Fall: 3)**

*Prerequisite:* Department permission required for undergraduates

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

*Frank Tsung*

**CH 772 Advanced Physical Chemistry/Electronics and Optics (Spring: 3)**

*Prerequisite:* This course is open to a limited number of undergraduates with the instructor's permission

**Offered periodically**

Nearly all parameters we measure in a laboratory (e.g., temperature, density, flow, etc.) are first converted to electrical signals, processed by electronic circuits and devices and then detected and stored by some electrical apparatus. The course is designed to provide a knowledge of electronics. The operation of electrical circuits will be described, and the effect of the electronic processing on the measured parameters will be discussed. The operation of electronic devices such as amplifiers, oscilloscopes, detectors, pulse counters etc. as well as radio and television will be covered. The course will also provide hands-on experience in constructing an amplifying circuit.

*Paul Davidovits*

**Graduate Course Offerings****CH 640 Computational Chemistry: Model, Method, and Mechanism (Fall: 3)**

*Prerequisite:* CH 231–232 (or equivalent), CH 575–576 (or equivalent), and MT 202 (or equivalent)

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

*Jan Haeffner*

**CH 799 Readings and Research I (Fall/Spring: 3)****Lab fee required**

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

*The Department*

**CH 800 Readings and Research II (Fall/Spring: 3)****Lab fee required**

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

*The Department*

**CH 801 Thesis Seminar (Fall/Spring: 3)****Lab fee required**

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

*The Department*

**CH 802 Thesis Direction (Fall/Spring: 1)**

A one-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

*The Department*

**CH 805–806 Departmental Seminar I and II (Fall/Spring: 1)**

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

**CH 821–822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)**

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

**CH 831–832 Organic Chemistry Seminar I and II (Fall/Spring: 3)**

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

**CH 861–862 Biochemistry Seminar I and II (Fall/Spring: 3)**

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

**CH 871–872 Physical Chemistry Seminar I and II (Fall/Spring: 3)**

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

**CH 888 Interim Study (Fall: 0)**

*The Department*

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

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

*The Department*

**CH 999 Doctoral Continuation (Fall/Spring: 1)**

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

*The Department*

**Classical Studies****Faculty**

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

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

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

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

**Contacts**

- Secretary: Susan Leonard, 617-552-3661, susan.leonard@bc.edu
- [www.bc.edu/classics](http://www.bc.edu/classics)

**Graduate Program Description**

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

**Requirements for the M.A. Degree**

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

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

## ARTS AND SCIENCES

### *Undergraduate and Graduate Course Offerings*

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

#### **CL 010–011 Elementary Latin I and II (Fall/Spring: 3)**

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

*The Department*

#### **CL 057 Intermediate Latin II (Spring: 3)**

This course is a continuation of CL 056, which is offered in the fall semester.

*The Department*

#### **CL 207 Greeks and Barbarians (Spring: 3)**

*Mark Thatcher*

#### **CL 208 Art and Myth in Ancient Greece (Spring: 3)**

**Cross listed with FA 206**

**Satisfies Fine Arts Core requirement**

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

*Gail Hoffman*

#### **CL 223 The Art Museum: History, Philosophy and Practice (Fall: 3)**

A study of emergence of museums tracing development from private, ecclesiastical collections of classical and medieval periods to their present form as public institutions. This course will focus on the practice of organizing an exhibition of art from the ancient city of Dura Europos in Asia Minor. Topics include the following: selecting, researching, and installing works of classical art; the museum's function in its social context; the role of the museums in creating culture; how practices of visual and material culture are linked to constructing meaning; the constituency of museums, their educational mission; philosophy of installation and care of collections.

*Gail Hoffman*

*Nancy Netzer*

#### **CL 230 Classical Mythology (Fall: 3)**

**Cross listed with EN 220**

This course will explore the world of Greek and Roman mythology, focusing on what these civilizations' traditional stories tell us about the culture, politics, and psychology of their creators. Mythic texts such as Homer's *Odyssey*, Hesiod's *Theogony*, and Virgil's *Aeneid* will be read using the analytical tools created by ancient and modern theorists of myth (e.g., Euhemerus, Metrodorus, Malinowski, Freud, and Levi-Strauss). By the end of the semester, students will be familiar with many of the Great Books of the Western Canon and will also be able to apply a number of important and useful techniques of literary analysis.

*Brigitte Libby*

#### **CL 242 Roman Religion (Fall: 3)**

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

*Kendra Eshleman*

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

**Cross listed with HS 476**

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

*Gail Hoffman*

#### **CL 328 Cicero and Friends (Spring: 3)**

Reading Cicero's essay "On Friendship," then exploring "friendship" as an element of Roman social and political life as it appears in selections from his forensic speeches and from his private correspondence.

*The Department*

#### **CL 335 Ovid: Amatory Poems (Spring: 3)**

Close reading of selected texts from the *Amores* (ostensibly personal moments in a love affair), from the *Ars Amatoria* (a didactic account of how to conduct a love affair), and from the *Heroides* (letters composed by female figures of legend to their absent lovers). To be read against the literary background of Hellenistic and Roman poetry and the cultural background of Augustan Rome lovers.

*Mark Thatcher*

#### **CL 345 Sophocles: *Oedipus Tyrannos* (Spring: 3)**

Sophocles' tragedy *Oedipus Tyrannos* will be read in the original Greek. Topics for discussion include: fate and free will, the nature of rulers, family relations, and the development of plot.

*Brigitte Libby*

#### **CL 356 Tacitus (Fall: 3)**

**Offered periodically**

A reading of the Nero books of Tacitus' *Annals*, accompanied by an investigation of Roman historiography and the history and culture of the Age of Nero, including the evolution of the Julio-Claudian principate, the flourishing of art, literature, and philosophy under Nero, and the complex interaction between art and imperial power.

*Kendra Eshleman*

#### **CL 375 Advanced Latin Poetry: Virgil's *Aeneid* 2 and 6 (Fall: 3)**

**Offered periodically**

Virgil's epic accounts of the past and future of the Roman Empire. In *Aeneid* 2, Aeneas narrates the fall of Troy including the ruse of the Trojan Horse, Pyrrhus' brutal murder of King Priam, and Aeneas' own escape from burning Troy. In *Aeneid* 6, Aeneas descends into the Underworld, where he meets literal skeletons from his closet and

receives glorious vision of Rome's future history. Throughout we will consider how Virgil's poem functions as a complex, sometimes grim foundation myth for Augustus' Imperial Rome.

*Brigitte Libby*

#### CL 387 Advanced Greek Prose (Fall: 3)

*Prerequisite:* Two years of ancient Greek

Selections from Thucydides, Herodotus, Plato and others according to the needs of the students.

*Mark Thatcher*

### Graduate Course Offerings

#### CL 790–791 Readings and Research I and II (Fall/Spring: 3)

*The Department*

#### CL 888 Interim Study (Fall/Spring: 0)

*Charles F. Ahern*

## Earth and Environmental Sciences

### Faculty

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

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

**John F. Devane, S.J.**, *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

**Emanuel Bombolakis**, *Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

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

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

**Rudolph Hon**, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

**Alan L. Kafka**, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

**Gail C. Kineke**, *Associate Professor*; Chairperson of the Department; B.A., Princeton University; M.A., Ph.D., University of Washington

**Seth C. Kruckenberg**, *Assistant Professor*; B.S., University of Wyoming; Ph.D., University of Minnesota-Twin Cities

**Noah P. Snyder**, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

### Contacts

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, [margaret.mccarthy.1@bc.edu](mailto:margaret.mccarthy.1@bc.edu)
- Department Chair: Dr. Gail C. Kineke, [gail.kineke@bc.edu](mailto:gail.kineke@bc.edu)
- Director of Graduate Studies: Dr. John E. Ebel, [ebel@bc.edu](mailto:ebel@bc.edu)
- [www.bc.edu/eesciences](http://www.bc.edu/eesciences)

### Graduate Program Description

#### Master of Science

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

The Department, with approximately 20 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships

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

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

The Department offers a number of Teaching and Research Assistantships.

#### Application

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

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal statement of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by February 15. Later applications will be considered for financial aid if funding is available.

#### M.S. Degree Requirements

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

A minimum of ten courses (numbered 300 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 (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the

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

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

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

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

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Earth and Environmental Sciences for information and application materials to both programs (indicate that you are interested in the Dual Degree Program). The deadline for admission to the Department of Earth and Environmental Sciences is February 15, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is January 15.

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

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Earth and Environmental Sciences, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

### Master of Science in Teaching

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

### M.S.T. Degree Requirements

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

### Cooperative Program

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

### Weston Observatory

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

### Undergraduate and Graduate Course Offerings

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

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

Cross listed with ED 550

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

*Mike Barnett*

### GE 297 Environmental Hydrology (Fall: 3)

*Prerequisite:* GE 132, GE 170 or GE 203

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

groundwater, and streamflow—emphasizing surface water and ground water as a single resource. Hydrologic processes will be discussed in the context of ecosystems, community infrastructure, and public health.

*Matt Collins*

**GE 310 Agroecology: The Science of Sustainable Agriculture**

(Fall: 3)

*Prerequisite:* BI 201, or GE 201 and GE 202, or by permission of the instructor

**Offered periodically**

The agriculture of the future must conserve natural resources and processes, and sustain yields to support the food needs of a growing human population. Food represents one of our most fundamental connections to ecosystems. In this course we will learn how the principles of ecology can be applied to the design, management, and analysis of agroecosystems and agricultural landscapes. Lectures will also cover the social, political, and economic forces that drive production system—from the crops grown to the distribution and transportation of food around the globe.

*Tara Pisani-Gareau*

**GE 312 River Restoration and Management (Fall: 3)**

*Prerequisite:* GE 170, or GE 203, or BI 201, or by permission of instructor

This course focuses on one of our most fundamental resources, rivers, and the science behind management and restoration. Rivers, floodplains, and wetlands transfer sediment, nutrients, and contaminants, while providing ecosystem services such as species habitat, clean water resources, hydroelectricity, transportation, and recreation. Subsequently, there are many stakeholders and goals for management and restoration projects. We will investigate qualitative, quantitative, and statistical methods used to understand the exciting complexity of river processes and applications of these methods to management plans. Furthermore, we will explore how restoration of river form is related to aquatic habitat restoration in the channel and surrounding wetlands.

*Gabrielle David*

**GE 330 Paleobiology (Spring: 3)**

*Prerequisite:* GE 132–134, or BI 200–202, or permission of the instructor

*Corequisite:* GE 331

**Offered biennially**

Paleobiology is the study of evolution based on Paleontology, the fossil record of life through geologic time. The course begins with the origins of life and early evolution during the Precambrian Eon, when all major domains of life were established. The rise of plants and animals, beginning about 500 million years ago, is followed by the study of macroevolution and patterns of evolution through time. Lecture emphasizes paleobiology and environmental evolution; laboratory provides direct observation of fossils including basic morphology and phylogeny. The class may include an extended weekend field trip to Nova Scotia to visit several fossil localities.

*Paul K. Strother*

**GE 370 Optical Mineralogy (Fall: 2)**

*Prerequisite:* GE 220

*Corequisite:* GE 371

**Offered biennially**

This course is an introduction to polarizing light microscopy (PLM) and its application to mineral identifications in petrographic thin sections. Students will learn the basic concepts of polarized light

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

*Rudolph Hon*

**GE 372 Igneous Petrology (Fall: 2)**

*Prerequisite:* GE 220 and GE 370–371

*Corequisite:* GE 373

**Offered biennially**

This course is devoted to an understanding of the petrology and petrography of igneous rocks. Lectures on the petrology of how igneous rocks form and the plate tectonic environments in which they do so will be integrated with the laboratory (GE 373), where students use the petrographic microscope to identify the mineral phases and textures that make up these rocks. Phase diagrams will be used to help better understand the origin of igneous rock processes.

*Eric Kelly*

**GE 374 Sedimentary Petrology (Spring: 2)**

*Prerequisite:* GE 370

*Corequisite:* GE 375

**Offered biennially**

This course focuses on the recognition and identification of sedimentary rock types and the primary and secondary components that make up sedimentary rocks. The class will involve extensive analysis of sediment and sedimentary rock samples in hand specimen and thin section. The first part of this course will cover how siliciclastic rocks form, and the second part will cover carbonates and other biochemical rocks. Throughout the course, emphasis will be placed on understanding and using classification schemes and identifying different rock types in hand sample and thin section.

*The Department*

**GE 376 Metamorphic Petrology (Spring: 2)**

*Prerequisite:* GE 220, GE 370–371, and GE 374–375

*Corequisite:* GE 377

**Offered biennially**

This course is devoted to an understanding of the petrology and petrography of metamorphic rocks. Metamorphic rocks form from igneous, sedimentary and earlier metamorphic rocks most commonly by increased pressure and temperature and are therefore a key to understanding tectonics. Lectures on the petrology of how metamorphic rocks form and the plate tectonic environments in which they do so will be integrated with the laboratory (GE 377) where students use the petrographic microscope to identify the mineral phases and textures that make up these rocks. Phase diagrams will be used to help better understand the origin of metamorphic processes.

*The Department*

**GE 440 Global Biogeochemical Cycles (Spring: 3)**

*Prerequisite:* At least one college-level earth science course, or permission of instructor. Additional coursework in biology, chemistry, and/or the earth sciences is helpful.

Biogeochemical cycles are pathways through which biologically important elements and their molecules are transformed and exchanged between the lithosphere, atmosphere, hydrosphere, and biosphere. This course will focus on the reservoirs of these elements and the physical, chemical, and biological processes that exchange them at various scales and in different types of environments. Stable isotope geochemistry

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is a key tool to trace the influence of microbial metabolisms on biogeochemical cycles and climate in modern and ancient environments. Historical aspects of biogeochemical evolution will be studied to stimulate thinking on the likely consequences of ecological and climatic perturbations caused by human activities.

*The Department*

**GE 457 Watershed Science (Fall: 3)**

*Prerequisite:* GE 220 or equivalent

**Offered biennially**

This course develops concepts derived from the intersection of environmental issues related to water in the land environment and the scientific principles of water pathways and interactions above and below the ground surfaces in a watershed. In the first part we will introduce foundations of watershed water balance, followed by a discussion of chemical interactions between water and its surrounding earth material. We will conclude the course with topics focused on natural and anthropogenic factors that lead to a degradation of water quality and how to prevent such changes from occurring.

*Rudolph Hon*

**GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)**

*Corequisite:* GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical assignments in the two-hour lab will use ArcView and ArcGIS software packages, with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing, and other fields. Students will gain working experience of applying GIS to their studies and research and achieve practical skills for the marketplace.

*Rudolph Hon*

**GE 518 Estuarine Studies (Spring: 3)**

*Prerequisite:* Calculus and physics are recommended

**Offered periodically**

This course is an exploration of the geological, chemical, physical, and biological processes occurring in estuaries. The course is geared toward junior-level science majors but is also appropriate for beginning graduate students. The course has a significant field component for individual projects that can be continued for thesis work (undergraduate or graduate). Class meetings through the semester are used for discussion or readings from the scientific literature, definition of research problems as a team, and introduction to data analysis and interpretation using results from field experiments and the numerical processing package MATLAB. Three hours per week plus extended field experiment.

*Gail C. Kineke*

**GE 543 Tectonics (Fall: 3)**

*Prerequisite:* Undergraduates wishing to take this course should have completed GE 132 or GE 220, and spoken with the course instructor prior to registering.

**Offered biennially**

Plate Tectonics, the idea that the surface of the Earth moves and reshapes itself through time, has revolutionized geology. While a great deal has been learned about the movements and evolution of the

Earth's lithospheric plates through time, the full implications of this theory remain an area of active research and debate. Modern studies increasingly document important feedbacks between patterns of climate, deposition, metamorphism, magmatism, seismicity and deformation that can be understood in the context of the past and present motions of the Earth's plates. This course will focus on understanding the linkages between these dynamic processes through time.

*Seth Kruckenberg*

**GE 660 Introduction to Seismology (Fall: 3)**

*Prerequisite:* MT 103 (can be taken concurrently)

**Offered biennially**

This course covers the fundamentals of the science of seismology. Topics include seismic instruments, properties of vibrations and waves, seismic wave propagation, reflection and refraction, earthquake sources, and earthquake hazards.

*John Ebel*

### *Graduate Course Offerings*

**GE 570 Petrology I (Fall: 3)**

*Prerequisite:* GE 220

*Corequisite:* GE 571

**Offered biennially**

This course is the combination of GE 370 and GE 372 for graduate students. The first part is an introduction to polarizing light microscopy and its application to mineral identifications in petrographic thin sections. The second part is devoted to an understanding of the petrology and petrography of igneous rocks. Lectures on the petrology of how igneous rocks form and their plate tectonic setting will be integrated with the laboratory, where students will use the petrographic microscope to identify minerals and textures that make up these rocks. Phase diagrams will be used to help understand the origin of igneous rocks.

*Rudolph Hon*

**GE 572 Geophysical Data Processing (Spring: 3)**

*Prerequisites:* MT 201 or 202, PH 211–212

**Offered biennially**

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

*John Ebel*

**GE 574 Petrology II (Spring: 3)**

*Prerequisite:* GE 220 and GE 570, or equivalent

*Corequisite:* GE 575

**Offered biennially**

This course is the combination of GE 374 and GE 376 for graduate students. The first part focuses on the recognition and identification of sedimentary rocks and their primary and secondary components. Emphasis will be placed on understanding and using classification schemes and identifying different rock types in hand sample and thin section. The second part is devoted to an understanding of the petrology and petrography of metamorphic rocks. Lectures on how

metamorphic rocks form will be integrated with the laboratory where students use a petrographic microscope to identify the mineral phases and textures of these rocks.

*The Department*

**GE 691 Earth Systems Seminar (Fall: 3)**

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

*Gail Kineke*

**GE 798 Graduate Reading and Research in Geophysics (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

A graduate research study of a topic in geophysics under the supervision of a faculty member.

*The Department*

**GE 799 Graduate Reading and Research in Geology (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

A graduate research study of a topic in geology under the supervision of a faculty member.

*The Department*

**GE 801 Thesis Seminar (Fall/Spring: 3)**

Thesis research under the guidance of a faculty member.

*The Department*

**GE 888 Interim Study (Fall/Spring: 0)**

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

*The Department*

**Economics**

*Faculty*

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

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

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

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

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

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

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

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

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

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

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

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

**William B. Neenan**, *S.J., Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

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

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

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

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

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

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

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

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

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

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

**Robert G. Murphy**, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

**Harold A. Petersen**, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

**S. Anukriti**, *Assistant Professor*; B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University

**Andrew Beauchamp**, *Assistant Professor*; B.A., Michigan State University; M.A., Ph.D., Duke University

**Ryan Chahrour**, *Assistant Professor*; B.A., Swarthmore College; Ph.D., Columbia University

**Karim Chalak**, *Assistant Professor*; B.A., American University of Beirut, Lebanon; M.A., Ph.D., University of California, San Diego

**Sanjay Chugh**, *Assistant Professor*; B.A., Massachusetts Institute of Technology; Ph.D., University of Pennsylvania

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

**Scott Fulford**, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., Princeton University

**Ben Li**, *Assistant Professor*; B.A., Zhejiang University; Ph.D., University of Colorado at Boulder

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

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

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

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

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

### Contacts

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

### Graduate Program Description

#### Ph.D. Program

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

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

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

#### Admission Information

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

### Graduate 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).

#### EC 720 Mathematics for Economists (Fall: 3)

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

*Peter Ireland*

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

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

*The Department*

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

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

*Susanto Basu*

*Fabio Schiantarelli*

#### EC 770 Statistics (Fall: 3)

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

*Zhijie Xiao*

#### EC 772 Econometric Methods (Spring: 4)

*Prerequisite:* EC 770 or equivalent

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

*Arthur Lewbel*

#### EC 798 Economics Practicum (Fall/Spring: 1)

*Prerequisite:* Permission of the Director of Graduate Studies

*Richard Tresch*

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

*Prerequisite:* Permission of the Director of Graduate Studies

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

*Richard Tresch*

**EC 802 Advanced Microeconomic Theory (Fall: 3)**

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

*Tayfun Sonmez*

**EC 811 Experimental Decision Theory (Fall: 3)**

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

*Uzi Segal*

**EC 821 Time Series Econometrics (Fall: 3)**

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

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

*Zhijie Xiao*

**EC 822 Cross Section and Panel Econometrics (Fall: 3)**

*Prerequisites:* EC 770 and either EC 771 or EC 772 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*

**EC 823 Applied Econometrics (Spring: 3)**

*Prerequisites:* EC 770 and either EC 771 or EC 772 or equivalents

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

*Christopher Baum*

**EC 825 Topics in Econometric Theory (Spring: 3)**

*Prerequisites:* EC 770 and either EC 771 or EC 772 or equivalents

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

*Karim Chalak*

**EC 830 Topics in Developmental Economics (Fall: 3)**

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

*Fnu Anukriti*

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

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

*Michael Grubb*

*Julie Mortimer*

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

*Ryan Chabroux*

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

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

*Sanjay Chugh*

*Fabio Schiantarelli*

**EC 870 Economic Development (Spring: 3)**

*Prerequisite:* EC 770 and EC 771 or equivalents

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

*Scott Fulford*

**EC 871 Theory of International Trade (Spring: 3)**

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

*Ben Li*

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

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

*James Anderson*

*Eyal Dvir*

**EC 877 Empirical International Finance (Spring: 3)**

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

*Georg Strasser*

## ARTS AND SCIENCES

### EC 885 Analysis of Labor Markets (Spring: 3)

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

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

*Andrew Beauchamp*

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

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

*Mathis Wagner*

### EC 888 Interim Study (Fall/Spring: 0)

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

*Richard Tresch*

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

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

*The Department*

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

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

*The Department*

### EC 998 Doctoral Comprehensives (Fall/Spring: 1)

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

*Richard Tresch*

### EC 999 Doctoral Continuation (Fall/Spring: 1)

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

*Richard Tresch*

## English

### Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Cynthia Young**, *Associate Professor*; B.A., Columbia University; Ph.D., Yale University

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

**Maia McAlevey**, *Assistant Professor*; B.A., Stanford University; A.M., Ph.D., Harvard University

**Julie Orlemanski**, *Assistant Professor*; B.A., University of Georgia; A.M., Ph.D., Harvard University

**Allison Adair**, *Adjunct Associate Professor*; B.A., Brown University; M.F.A., University of Iowa

**John Anderson**, *Adjunct Associate Professor*; B.S., University of Colorado; M.A., Ph.D., Boston College

**Eileen Donovan-Kranz**, *Adjunct Associate Professor*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

**Joseph Nugent**, *Adjunct Associate Professor*; B.A., Ph.D., University of California, Berkeley

**George O’Har**, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

**Christopher Boucher**, *Adjunct Assistant Professor*; B.A., Brandeis University; M.F.A., Syracuse University

**Lori Harrison-Kahan**, *Adjunct Assistant Professor*; A.B., Princeton University, M.A., M.Phil., Ph.D., Columbia University

**Thomas Kaplan-Maxfield**, *Adjunct Assistant Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

**Susan Roberts**, *Adjunct Senior Lecturer*; B.A., St. Michael’s College; M.A., Boston College

**Bonnie K. Rudner**, *Adjunct Senior Lecturer*; B.A., Rutgers University; M.A., Boston College

**Treseanne Ainsworth**, *Adjunct Lecturer*; Assistant to the Chair; B.A., M.A., Boston College

#### Contacts

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### Graduate Program Description

#### Master of Arts Program

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

Students must also pass two examinations—a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student’s mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student’s program. The literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

#### Master of Arts Concentration in Irish Literature and Culture

The master’s degree in Irish Literature and Culture offers English Department candidates the opportunity to design an interdisciplinary course of study drawing from a wide range of fields, including literature, Irish language, history, women’s studies, American studies, fine arts, music and cultural studies. Candidates seeking the degree must fulfill the course requirements of 30 credits within two years. At least 12 of these must be in Irish literature courses in the English Department, an additional three in an Irish Studies course offered by another University department, and at least six in Irish Language.

Remaining credits are taken as electives. To complete the degree candidates must pass an oral examination focusing on a specific period, genre or theme they have chosen in consultation with members of the Irish Studies faculty. Students interested in pursuing the concentration in Irish Literature and Culture should register with Marjorie Howes at the beginning of their second year.

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

### Master of Arts in Teaching

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

### Graduate Assistantships and Teaching Fellowships

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

### Program in Linguistics

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

### Doctor of Philosophy Program

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

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

### Course Requirements

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

### Language Requirement

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

### Examinations

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

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

### Prospectus, Dissertation, and Defense

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member from outside BC may sit on the committee). Submission of the dissertation will be followed by an oral defense. Students are responsible for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

### Teaching

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

### Graduate Colloquium

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

### Good Standing

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

*Undergraduate and Graduate Course Offerings*

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

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

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

**Cross listed with ED 589, SL 323**

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

See course description in the Slavic and Eastern Language Department.

*Michael Connolly*

**EN 122 Language in Society (Fall: 3)**

**Cross listed with SC 362, SL 362**

**Satisfies Cultural Diversity Core requirement**

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

*Margaret Thomas*

**EN 127 Language and Language Types (Fall: 3)**

*Prerequisite:* SL 311 and at least one other course in Linguistics recommended

**Cross listed with SL 367**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Margaret Thomas*

**EN 229 Literature of the Other Europe (in translation) (Spring: 3)**

**Cross listed with SL 232**

**Offered periodically**

**All readings in English translation**

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Central and South-Eastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Joseph Roth (Germany), Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Danilo Kis (Serbia), and Mesa Selimovic (Bosnia).

*Cynthia Simmons*

**EN 392 Syntax and Semantics (Spring: 3)**

**Cross listed with SL 344**

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

*Claire Foley*

**EN 527 General Linguistics (Fall: 3)**

**Cross listed with SL 311**

**Fulfills the History of the English Language requirement for EN/LSOE majors**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Michael Connolly*

**EN 528 Historical Linguistics (Spring: 3)**

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

**Cross listed with SL 325**

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

*Michael Connolly*

*Graduate Course Offerings***EN 700 English Language Training for Graduate Level Students:**

**Focus on Speech (Fall: 0)**

**Department permission is required.**

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

*Lynne Anderson*

**EN 701 English Language Training for Graduate Level Students:**

**Focus on Writing (Spring: 0)**

**Department permission is required.**

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

*Lynne Anderson*

**EN 706 Medieval English Romance (Fall: 3)**

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

*Robert Stanton*

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

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

power. The writers we read include Alfred Tennyson, Mary Mitford, Harriet Martineau, Henry Mayhew, Queen Victoria, Matthew Arnold, Elizabeth Barrett Browning, Christina Rossetti, George Meredith, George Eliot, Dante Gabriel Rossetti, John Ruskin, Walter Pater, Lord Alfred Douglas, Edmund Gosse, and Virginia Woolf.

*James Najarian*

### EN 712 Modern, In Theory (Fall: 3)

#### Fulfills the Theory requirement

This course addresses modernism's attempts to theorize itself and its position in a wider modernity, as well as more recent attempts to characterize modernism and its afterlives. Texts will include works of literature, film, painting, and philosophy. Authors will most likely include Marx, Baudelaire, Nietzsche, Weber, Woolf, Hulme, Pound, Eliot, Greenberg, Jameson, Badiou, T. McCarthy, Malick, and Von Trier.

*Robert Lehman*

### EN 713 Seminar: Talking Things in the Eighteenth Century

#### (Spring: 3)

This course reads eighteenth-century texts through the lens of "thing theory," a theoretical approach addressing how inanimate objects help to form and transform human beings. We begin with theoretical works defining the key theoretical moves of "thing theory." We will then read classic works, including Defoe's *Robinson Crusoe*, Pope's *The Rape of the Lock*, and Swift's *Gulliver's Travels*, alongside relevant thing theory. We also explore how human beings were treated as objects under chattel slavery. This class offers expertise in the practice of "thing theory" and knowledge of eighteenth-century texts from a number of genres.

*Elizabeth Wallace*

### EN 720 Mess, Mourning, and Decomposition in British Victorian Literature (Fall: 3)

*Martha Hincks*

### EN 721 Milton (Fall: 3)

The principal focus will be John Milton's major poetry, above all *Comus* and *Lycidas*, *Paradise Lost*, and *Samson Agonistes*. Substantive attention to Milton as a reader, to his invention of the idea of having a career as a writer, and to the ways in which his writing has been framed for (and by) students. Participants will be given training in archival research and asked to develop a research project that probes some aspect of how Milton has been lodged in cultural history.

*Dayton Haskin*

### EN 726 Seminar: Exile (Spring: 3)

Cross listed with SL 586

Offered periodically

Instructor's permission required for undergraduates

"All writers emigrate to their art and stay therein," Vladimir Nabokov once stated. What are some of the historical, aesthetic, and spiritual conditions that define a writer in exile? We shall attempt to answer this question by closely examining works by Berberova, Brodsky, Kundera, Nabokov, Naipaul, Sebald, I.B. Singer, Gertrude Stein, and other twentieth-century authors along with selected theoretical perspectives on exile.

*Maxim D. Shrayner*

### EN 731 The Poet and Poetry: Yeats, Mac Neice, and Heaney

#### (Spring: 3)

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

*Terrance Brown*

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

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

*Cynthia Young*

### EN 746 The City in American Literature and Culture (Spring: 3)

We will consider how American literature and culture has responded to the formal and conceptual challenges posed by cities. Taking an American Studies approach to our subject, our inquiry will include not only novels (e.g. *Sister Carrie*, *Native Speaker*) and other literary forms but also film (e.g., *Chinatown*, *Blade Runner*), music, landscape, and more. We'll also read scholars like Betsy Klimasmith, Thomas Heise, and Catherine Jurca, who offer interdisciplinary models for relating the interpretation of texts to the social, economic, and political facts of city life.

*Carlo Rotella*

### EN 750 Early Women Writers (Fall: 3)

An exploration of the wide range of writing by British women in the sixteenth and seventeenth centuries, from the testimony of Reformation martyr Anne Askew in the Tudor era to the romances and plays by Aphra Behn in the Restoration. We will read works by (and in some cases, about) Queen Elizabeth, Amelia Lanyer, Elizabeth Cary, Anne Clifford, Katherine Phillips, Margaret Cavendish, and Aphra Behn, along with critical essays.

*Amy Boesky*

### EN 752 Contemporary Literary and Cultural Theory (Fall: 3)

#### Fulfills the Theory requirement

This course will introduce students to some major texts of contemporary theory. We will spend several weeks on psychoanalytic theory (Freud, Lacan, Kristeva). We will also read five or so essays from the *Norton Anthology of Theory and Criticism* to sample deconstruction, post-colonial theory, feminism, and other post-structuralist approaches. Theorists such as Benjamin, Foucault, and Agamben will

be examined for political theory. This course is meant to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.

*Frances Restuccia*

**EN 758 George Eliot (Fall: 3)**

The intellectual range and psychological depth of Marian Evans, the writer known as George Eliot, was unequalled in the Victorian novel. This course will give us an opportunity to study her development, from the early stories of provincial life to the cosmopolitan vision of her final novel. Reading her major novels along with her essays, letters and contemporary critical texts, we will attempt to define certain patterns of cultural conflict and experience that she explored in changing fictional forms throughout her career. We will consider the ways that biographical material may offer insights into cultural history.

*Rosemarie Bodenheimer*

**EN 759 Pulp, Popular, Proletarian (Fall: 3)**

This is a course on the underground worlds of American writing that often remain out of view in the academy. We will focus on three different forms of nineteenth and twentieth century American prose: working class narrative (for instance, proletarian fiction or memoir from the 1930s) “pulp” or sensational literatures (dime novels, or nonfiction exposés of poverty, prisons, or crime); and popular romance genres (adventure, mystery, “true confessions”). Readings will include not only samples of these genres, but attempts by well-known American writers to adapt them to elite practices and experimental styles.

*Christopher Wilson*

**EN 764 Twentieth-Century Irish Fiction (Fall: 3)**

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

*James Smith*

**EN 779 Contemporary American Poetry (Fall: 3)**

The contemporary moment in American poetry is lively, diverse, and resists easy definition. Strong individual voices stake out widely differing poetic projects, and part of our work will be to consider the poets with an eye toward their literary ancestors as well as their lines of contemporary kinship. We'll take up established voices like Simic, Glück, Olds, Levine, Merwin, and Rich, as well as some relative newcomers. Though we'll focus on the poetry itself, we'll also read some commentators like Holden, Chiasson, Altieri, and—importantly—the poets themselves.

*Suzanne Matson*

**EN 780 Readings in Theory (Spring: 3)**

Cross listed with RL 780

Offered periodically

Conducted in English

Open to undergraduates with permission of instructor only

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

Fulfills Theory requirement

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

*Kevin Newmark*

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

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

*Christina Klein*

**EN 801 Thesis Seminar (Fall: 3)**

*The Department*

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

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Most of our time will be devoted to an intensive reading of the novel itself, but we will also read selected critical and historical materials. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by his most influential masterpiece.

*Marjorie Howes*

**EN 816 Eliot, James, and Woolf (Fall: 3)**

Focusing on three of its greatest creators, this course will formulate different ways of thinking about the novel in English. Inevitably, we will be led to large questions—about the representation of reality and of human consciousness, about the novel's embeddedness in sociopolitical reality, about perspective and vision and the limits of human knowledge, for example. But our primary focus will be close readings, and we will need to develop ways of talking, concretely, about what novels do and about how they are put together. Readings will include novels, stories, and essays by George Eliot, Henry James, and Virginia Woolf.

*Kevin Ohi*

**EN 822 Novel Theory and the Novel (Fall: 3)**

This course satisfies the theory requirement of the MA program.

Working primarily from Michael McKeon's anthology, *Theory of the Novel: A Historical Approach*, we will read major works of novel theory, focusing on genre and narrative theory, the rise of the novel

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in history, and the institutionalization of the study of the novel. Theoretical authors will include: Armstrong, Auerbach, Bakhtin, Barthes, Benjamin, Booth, Brooks, Frye, Ortega y Gasset, Girard, Jameson, Lukacs, Moretti, Todorov, Watt, and others. We will also read three British novels that will serve as our primary examples, probably *Robinson Crusoe*, *Emma*, and *David Copperfield*.

*Maia McAleavey*

### EN 825 Composition Theory and the Teaching of Writing (Spring: 3)

#### Department Permission required

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

*Paula Mathieu*

### EN 838 American Literature: Puritans to Melville (Spring: 3)

The traditional concepts of “literary canon,” of “masterpiece,” and of the “uses” of literature are all currently in flux. This course surveys the traditional canon, from Early American Literature to the American Renaissance (William Bradford, to Herman Melville) and juxtaposes it with works that raise new-historical issues of gender, race and class (Mary Rowlandson, Harriet Jacobs, Frederick Douglass) in order to trace the changing contours of “American Literature.” The concept of the “Puritan Origins of the American Self” will be a particular area of interrogation.

*James Wallace*

### EN 849 Romantic Texts and Contexts (Fall: 3)

Provides graduate students with an advanced introduction to the scholarly and critical study of poetry published in the British Romantic era (1780–1832). It is appropriate both for students who have had some undergraduate course work in the field and those who are relatively new to British Romanticism. We will read a number of poems in various genres (lyric, narrative, and dramatic) and in relation to various ways of contextualizing poetry. Authors will include the canonical poets (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) as well as several women poets (Barbauld, Hemans, and Landon) and other noncanonical poets.

*Alan Richardson*

### EN 850 Seminar: Critical Approaches to Shakespeare (Spring: 3)

This course will survey a range of critical approaches to Shakespeare’s Jacobean plays. Plays to be read may include *Twelfth Night*, *Measure for Measure*, *Hamlet*, *Macbeth*, *King Lear*, *Othello*, *Coriolanus*, *Antony and Cleopatra*, *The Winter’s Tale*, and *The Tempest*. Each week students will be responsible for reading a play and several critical articles illustrating different approaches to it. We will discuss the presuppositions behind and implications of new critical, post-structuralist, psychoanalytic, marxist, feminist, queer, postcolonial, new historical/materialist, and other approaches to these plays.

*Mary Crane*

### EN 858 Debates and Issues in Postcolonial Studies (Spring: 3)

#### Fulfills the Theory requirement

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

*Kalpana Seshadri*

### EN 887 Introduction to Advanced Research (Fall: 3)

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

*James Najarian*

### EN 888 Interim Study (Fall/Spring: 0)

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

*The Department*

### EN 894 American Modernisms (Spring: 3)

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

*Laura Tanner*

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

*The Department*

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

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

*Min Song*

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

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

*Caroline Bicks*

**EN 998 Doctoral Comprehensive (Spring: 1)**

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

*The Department*

**EN 999 Doctoral Continuation (Fall/Spring: 1)**

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

*The Department*

**History****Faculty**

**Radu R. Florescu**, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

**John L. Heineman**, *Professor Emeritus*; A.B., University of Notre Dame; Ph.D., Cornell University

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

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

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

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

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

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

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

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

**Carol Petillo**, *Associate Professor Emeritus*; A.B., Montclair State College; A.M., Ph.D., Rutgers University

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

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

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

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

**Thomas Hachey**, *University Professor*; Ph.D., St. John’s University  
**Marilynn S. Johnson**, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

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

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

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

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

**David Quigley**, *Professor and Dean of Arts and Sciences*; B.A., Amherst College; M.A., Ph.D., New York University

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

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

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

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

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

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

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

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

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

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

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

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

**Sarah Ross**, *Associate Professor*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

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

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

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

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

**Jeremy Clarke, S.J.**, *Assistant Professor*; B.A., Macquarie University; B.D., Theol. M., Melbourne College of Divinity; Ph.D., Australian National University

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**Thomas W. Dodman**, *Assistant Professor*; B.A., M.A., University College London; Ph.D., University of Chicago  
**Charles R. Gallagher, S.J.**, *Assistant Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University  
**Zachary Matus**, *Assistant Professor*; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University  
**Zachary Morgan**, *Assistant Professor*; B.A., Hunter College; M.A., Ph.D., Brown University  
**Arisa Oh**, *Assistant Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago  
**Dana Sajdi**, *Assistant Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University  
**Sylvia Sellers-Garcia**, *Assistant Professor*; B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley  
**Ling Zhang**, *Assistant Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge  
**Karen Miller**, *Adjunct Associate Professor*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara  
**Robert Savage**, *Adjunct Associate Professor*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

### Contacts

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

### Graduate Program Description

Boston College's History Department attracts talented graduate students from around the nation and around the world. We offer M.A. and Ph.D. degrees with training in a number of regional and thematic specialties. The success of our Preparing Future Faculty program has positioned us among the leaders in restructuring graduate education in history. For the master's in teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs below.

#### Doctor of Philosophy in History

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

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

*Course and Residency Requirements:* Students entering directly into the Ph.D. program are required to complete 39 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during

the first year and must, in the course of their studies, complete at least two seminars and at least two colloquia (one in the major and one in a minor area).

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

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

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

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

#### Master of Arts Programs

The M.A. degree in History is offered with concentrations in Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, and Continental European), and United States history. The department also offers coursework in African, Middle Eastern, and Asian history. The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the

LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at (617) 552-4214.

*Requirements:* The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

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

Students must choose a major and minor field. As many as seven courses (21 hours) can be taken in the major field. Major fields for the M.A. are Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history.

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social or labor history; or could concern race, gender, or world history. Minor fields must be approved by the Director of Graduate Studies.

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

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

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

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

*Exam and Thesis:* Students must take an oral comprehensive examination administered by the student's advisor and one additional faculty member—from the minor area.

Students planning to pursue a career in teaching may choose an alternative, teaching-focused comprehensive exam. This would require the student to present and defend a portfolio before their faculty advisor and a professor from the minor field. The portfolio would include, but not be limited to, a substantial research paper in the major field;

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

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

#### Medieval Studies

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

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

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

#### Funding

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

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

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

#### *Undergraduate and Graduate Course Offerings*

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

#### HS 305 War and Revolution in Modern East Asia (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

#### Fulfills Non-Western requirement for history majors

This course examines East Asia—China, Korea, and Japan—from the mid-nineteenth century to the present, focusing on the revolutions and wars that have ravaged the region throughout this period. Students will understand why China is now split into mainland China and Taiwan, how North and South Korea became divided, and why Japan is the only nation to have remained intact. We will discuss popular uprisings as a category of revolution, the spread of socialism and Communism, and the role that social traumas have played in determining the current political boundaries on ongoing tensions between the nations of East Asia.

*Nicole Barnes*

**HS 310 Public Culture in Postwar Japan (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

**Satisfies Cultural Diversity Core requirement**

This course explores the themes in Japanese public culture since 1945 from a historical perspective. They include the place of war memory in public life, changing social values concerning women and family, cultures of political protest, ethnic diversity, new (and old) religions, and icons of popular culture. The readings focus on major recent works by historians, anthropologists, psychologists, and literary scholars designed to broaden our view of postwar Japan from critical new perspectives. Students will also have the chance to do some research into an area of their particular interest. Some background in twentieth century Japanese history is recommended.

*Franziska Seraphim*

**HS 320 Modern Brazil (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

This course covers the making of the modern Brazilian state, from the rise of the Brazilian Empire in 1808 through the modern day. Through readings and the analysis of both popular and documentary films, we focus on the importance of race, class, and violence in the abolition of slavery, the rise of the state, the militarization of government, and the foundation of Brazil's modern government.

*Zachary Morgan*

**HS 324 Populism and Military Rule in Latin America (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

**Satisfies Cultural Diversity Core requirement**

This course examines the broad dynamics of political change in twentieth century Latin America by focusing on two specific models of governance. It examines Latin American politics from the rise of populism in the 1930s to the widespread collapse of democracy and establishment of military regimes in the 1960s–1970s. Through these patterns, we will consider the causes and consequences of industrialization, nationalization, authoritarianism, democratization, and neo-liberalism. The course will focus primarily on Argentina, Brazil, and Chile. We will consider theoretical approaches to Latin American history to understand both the general processes of change and differences that exist among these countries.

*Zachary Morgan*

**HS 325 Revolutionary Cuba: History and Politics (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however,

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

*Frank Taylor*

**HS 326 History of Modern Iran (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Cross listed with PO 420**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

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

*Ali Banuazizi*

**HS 328 Mexican Revolution (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

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

*Zachary Morgan*

**HS 329 The Caribbean During the Cold War, 1962–1989**

**(Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

The focus is the Caribbean, a vitally strategic area as attested to most recently by the U.S. invasions of the Dominican Republic in 1965, Grenada in 1983, and Panama in 1989. The efforts of these small states to overcome their vulnerabilities provide a most fascinating subject. Of added interest is the fact that outside of Africa, the Caribbean countries are virtually the only sovereign communities of people of African descent in the world. We will analyze the historical ambiance within which the states of the Commonwealth Caribbean operate and evaluate their attempts at maximizing their independence.

*Frank Taylor*

**HS 334 Islamic Spain/Al-Andalus: Word, Monument, and Image (Spring: 3)**

Muslim rule in Spain lasted for over 800 years (711–1492). Islamic Spain is famed not only for its beautiful cities but also being fertile soil for the efflorescence of Islamic and Jewish learning and poetic traditions. Described as a time of “convivencia” (co-existence), when Muslims, Christians, and Jews lived together, al-Andalus has become an example of peaceful possibilities. We will examine how through the dynamic interactions of these three people the different communities defined themselves together and in opposition to one another. It is hoped that the course will culminate in a trip to southern Spain for a hands-on/eyes-on experience.

*Pamela Berger*  
*Dana Sajdi*

**HS 335 Islam and Christendom: Renaissance and Revolution, 1400–1800 (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

Despite the assumption of an abiding abyss between Islam and the so-called West, the civilizations of Christendom and the Islamic world have developed paradoxically in close albeit, at times, conflicting parallel. This was particularly true in the Mediterranean world during the early modern period. This course demonstrates that the major historical developments from this period such as the Renaissance, Exploration, Expansion, Exploitation, the Reformations, state-building, and the Enlightenment can best be understood if they are set in the widest cultural context. It concentrates on how the intertwining of Christians, Muslims, and Jews shaped this era.

*Benjamin Braude*

**HS 336 The History of Medicine in China (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Fulfills Non-Western requirement for history majors**

This course covers fundamental concepts of Chinese medicine from its textual foundations in the Han dynasty (ca. 206 BCE–220 CE) to the present, illustrating the plasticity of China’s medical traditions across the ages. Two-week units cover Chinese medicine from its philosophical and practical foundations through the formation of state medicine in the twentieth century. The class introduces Chinese medicine as a conglomeration of multiple traditions and bodies of knowledge that have suited distinct purposes throughout the course of history, and presents China’s medical system as a living component of society, simultaneously responding to and shaping Chinese people’s needs and desires.

*Nicole Barnes*

**HS 339 Travelers in Latin America (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills the Non-Western requirement for history majors**

This mixed lecture and discussion course for advanced students focuses on the travelers who have explored, described, and depicted Latin America from the colonial period to the twentieth century. Travel diaries, autobiographies, novels, and artwork will illuminate the experience of travel and the condition of foreignness in Latin America. We will consider not only how travelers experienced Latin America, but how they created Latin America for readers in their home countries.

*Sylvia Sellers-Garcia*

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

*Prerequisite:* Any two courses from HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

*Benjamin Braude*

**HS 355 Human Rights as History (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

One of the major developments in world history since World War II has been the rise of a universal human rights culture. This course will explore this development in historical perspective, tracing the origins of the language of human rights back to the eighteenth century and the French Revolution and interrogating its development in the nineteenth and twentieth centuries. We will examine the potential of human rights in international politics but also the limitations of human rights claims. We will ask who has rights and when and who the major actors are in pushing rights claims: governments, revolutionaries, and NGOs.

*Devin Pendas*

**HS 369 Nationalism in the Middle East Compared: Pan-Turkism, Pan-Arabism, and Zionism (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills the Non-Western requirement for history majors**

Middle Eastern nationalism developed in a distinctive way. In contrast to Europe it placed more stress on religion than it did on language. In contrast to Africa it emerged prior to the rise of anti-colonialism. Although nationalist movements in the Middle East have spawned conflicts within themselves and with each other, they have displayed remarkable similarities to each other. One consistent similarity is their fraught attempts to distinguish the nation from the religious traditions out of which each emerged. This course will also address the thorny problem of how to define the phenomenon that it studies.

*Benjamin Braude*

**HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure, and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

*Frank Taylor*

## ARTS AND SCIENCES

### HS 385 Introduction to Modern South Asia (Spring: 3)

*Prerequisite:* Any two courses from HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the nineteenth century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition.

*Prasanna Parthasarathi*

### HS 390 China Regionalized: Environment, History, and Culture (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills the Non-Western requirement for history majors**

Do Beijing and Shanghai look the same to you? Why do Sichuan (Sze-chuan) people eat spicy food whereas those in the southeast prefer sweet? How different is living in wooden buildings in Jiangnan's watery towns from maintaining the cave dwelling on the semi-arid Loess Plateau? What prompted capitals of Chinese dynasties to move from the northwest to the eastern plains? All these questions speak to our fundamental curiosity: are we talking about a homogeneous China? Obviously not. This course explores the historical formation and transition of environmental, economic, social, and cultural diversities in a highly regionalized China.

*Ling Zhang*

### HS 396 Decolonization and the Cold War in Africa (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Fulfills Non-Western requirement for history majors**

After decades of organizing and protest, African colonies began to gain independence from imperial rule in the late 1950s. Newly sovereign nation-states were born into a turbulent Cold War world, which both provided unprecedented opportunities for political experimentation and posed significant threats to young Third World countries. Caught in the middle of geopolitical contests between Western and communist powers, Africans strove to navigate these complex global dynamics while forging nation-building programs and continuing to support ongoing liberation struggles. This course reflects upon this era of political upheaval and transformation, focusing on case studies from across sub-Saharan Africa.

*Priya Lal*

### HS 403 The Vikings (Spring: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course will begin with an examination of fabled Norse cosmogony and then explore the “Old Sagas” and the “Icelandic Family Sagas,” the former largely dedicated to heroic and epic/fantastic deeds, and the latter representative of life on a remote, often inclement, island. One primary goal is to explore how reliable sources are—annalistic, literary, and archeological. The course will also question how the Vikings influenced the world—from North America to Byzantium. It will close

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

*Robin Fleming*

### HS 412 Religion and International Relations (Spring: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course aims to look at the role of religion in international affairs in historical perspective, beginning with the Peace of Westphalia of 1648. We will examine how religion was either causal or tangential, or some variation of the two, in the shaping of relations between nations over the past 500 years, with a particular focus on the 20th century. We will study several major world religions and explore how religious beliefs shaped diplomatic practice. We will consider: sovereignty, communism, clerical-fascism, religious fundamentalism, Islam and the West, global political Catholicism, India and Hindu nationalism, China and the new Confucianism.

*Charles Gallagher, S.J.*

### HS 430 A “polite and commercial” or a “mad, bad and dangerous people”: Imperial Britain in the Long Eighteenth Century (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

The “long eighteenth century” in Britain was a period marked by great change but also by remarkable stability. Political, financial, and agricultural revolutions opened the period, the Enlightenment flourished throughout and the industrial revolution began to pick up steam at the close. And yet, the monarch, aristocracy and established church not only persisted, these foundational structures of the ancien régime grew stronger and more entrenched. In this course, we will examine this paradox. If Britain was the “first modern nation,” what role did tradition play in its making?

*Penelope Ismay*

### HS 431 Ireland: Union to the Treaty (Spring: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course will examine the political, cultural, and social history of Ireland from the Act of Union (1801) that united the kingdoms of Ireland and Great Britain to the Anglo-Irish Treaty of 1921 that began their separation. Topics considered in detail include the Act of Union, Daniel O’Connell and the struggle for Catholic Emancipation, the Great Famine, the Land War, the Home Rule Crisis, the 1916 Rising, the War of Independence, and the Treaty of 1921.

*Robert Savage*

### HS 432 Eighteenth-Century Ireland (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

Ireland experienced dramatic and often violent social, economic and political changes as its place within the British political system and Atlantic culture emerged. These global changes coincided both with the emergence of a vibrant colonial culture represented by figures such as Jonathan Swift, Richard Brinsley Sheridan and Edmund Burke, and a persistent indigenous culture, outside the view of Anglo culture. This course will explore the interaction of Anglo and Gaelic Irish and the major historical events of the period: the emergence of the Penal system, colonial nationalism, republicanism, the Revolution of 1798 and the Act of Union.

*Kevin O’Neill*

**HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark “Good Friday Agreement” will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

*Robert Savage*

**HS 444 The End of History (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about “the end of history.” This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide perspectives with which to assess its relevance to the post-Cold War world.

*James Cronin*

**HS 445 After the End of History (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

The end of the Cold War was both an end to a lengthy and bitter conflict but also the beginning of a new world. How would this new world be organized, who if anyone would dominate it, what issues, problems and conflicts would beset it? Would the institutions and values embodied in the post-Cold War framework prove applicable to the more global world in which they would have to operate? The course will begin by looking closely at the post-Cold War order and then examine its functioning in the contemporary world.

*James Cronin*

**HS 451 War Crimes Trials (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

The twentieth century has proven to be one of the most murderous in human history. The massive and in many ways unprecedented use of systematic atrocities in this century have provoked an equally unprecedented response—so-called war crimes trials. In reality, this term covers a broad range of legal responses to systematic mass atrocity international trials, domestic trials, and truth and reconciliation commissions. We will consider examples of all of these and the advantages and disadvantages of each approach before concluding with a general consideration of the limits and possibilities of the law in confronting such enormous crimes.

*Devin Pendas*

**HS 463 French Visions of Empire (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically****No knowledge of French required**

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

*Thomas Dodman*

**HS 467 Global Political Catholicism (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

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

*Charles Gallagher, S.J.*

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

*Prerequisite:* Any two courses from HS 001–094

**Cross listed with CL 254****Offered periodically**

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

*Gail Hoffman*

**HS 500 The Plains Indians (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course will examine the changing experience of Plains Indians, primarily the Lakota, Cheyenne, Kiowa, Comanche, and Apache people—from prehistory to the present using a number of different approaches, including autobiography, archaeology, environmental history, photography, and law.

*Heather Cox Richardson*

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

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course will explore the intersections of religion and law in American history. After initial lectures and readings about the origins of the American religious “settlement” as expressed in the First Amendment to the Constitution, it will examine both the legal and the religious issues involved in such controversial subjects as abortion, marriage, assisted suicide, and individual religious expression.

*James O’Toole*

*Alan Rogers*

### HS 514 The American Civil War and Reconstruction (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

In this course, we will study how the wrenching changes of the Civil War era created modern America. We will study political and military developments from 1861 to 1865 and will also focus on changes in government, economy, and society in the North, South, and West during and immediately after the war years.

*Heather Cox Richardson*

### HS 515 Colonial North America (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course covers the history of North America during the era of European colonization, roughly 1550–1800. Our focus is the process of colonization itself: the attempts by various Europeans to build new communities and societies. We begin with exploration and analyze the rationale behind colonization. The course will compare Spanish, French, English, Dutch, and Russian colonial projects, examining how colonists dealt with each other, their native and African neighbors, and the North American environment. Our task is to examine how all these peoples created a new world that was neither European nor American, but an odd hybrid of several cultures.

*Owen Stanwood*

### HS 529 The Death Penalty in American History (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

The death penalty is intertwined with the whole of American history. This course is about the many changes in capital punishment over the years—changes in the arguments pro and con, in execution methods and rituals, in the laws, in the interpretation of the U.S. Constitution’s Eighth Amendment, and in the public’s perception of the need for, and efficacy of, the death penalty. We will explore this history and hopefully arrive at a better understanding of the paradoxes of the death penalty and why it exists.

*Alan Rogers*

### HS 534 Nannies, Maids and Mail Order Brides: Gender and Migration in U.S. History (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Not open to students who have taken HS 542**

How does gender shape immigration and migration? How does it influence the lived experiences of migrants in the workplaces, families and communities? How does it shape migrants’ perceptions and assimilation into U.S. society? How does it intersect with transnational practices and imaginaries? We will consider these questions through a

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

*Arissa Oh*

### HS 540 Modern American Women (Spring: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

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

*Cynthia Lyerly*

### HS 543 Journalism and American Democracy (Spring: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

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

*Mark Gelfand*

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

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

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

*Patrick Maney*

### HS 551 U.S. 1929–1960 (Fall: 3)

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Course not open to students who have taken HS 549**

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

*Patrick Maney*

**HS 552 The U.S. Since 1960 (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

**Course not open to students who have taken HS 550**

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

*Mark Gelfand*

**HS 553 The Old South (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; and it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.

*Cynthia Lyerly*

**HS 565 American Immigration I: to 1865 (Fall: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This is the first half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of immigration in the colonial and ante-bellum eras, focusing on the overseas origins of migration, both voluntary and involuntary; the parallel development of slavery and freedom in early America; the definition of citizenship, ethnicity, and assimilation in the national era; and the histories of Native Americans, African Americans, and British, German, and Irish migrants.

*Kevin Kenny*

**HS 566 American Immigration II: from 1865 (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This is the second half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War, with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.

*Kevin Kenny*

**HS 570 Social Action in Urban America (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

This course examines the history of social action in the United States from the 1890s to the present. Looking at the grassroots level, we will do case studies of several liberal and radical social movements, including Populism, the settlement house movement, the labor movement, the Civil Rights Movement of the 1960s, and the community

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

*Marilynn Johnson*

**HS 571–572 U.S. Foreign Relations I and II (Fall/Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

These courses are a survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of—and debate over—constitutional powers, and the struggle for American markets in Asia and elsewhere.

*Seth Jacobs*

**HS 575 Terror and the American Century (Spring: 3)**

*Prerequisite:* Any two courses from HS 001–094

**Offered periodically**

The aim of this course is to show how terror and violence have affected the United States from the late nineteenth century up to 9/11 and through the current U.S. military operations in Iraq and Afghanistan. It aims to show that while differing in scope and human loss, the latter events, including the so-called Global War on Terror, have certain antecedents in the U.S. experience. The course will concentrate on the theme of terror, both domestic and foreign, and examine the government response to terror and subversive groups aiming to overthrow the government or inflict harm upon its citizens.

*Charles Gallagher, S.J.*

**Graduate Course Offerings****HS 799 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisites:* Permission of Instructor, Graduate Student Status

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

*The Department*

**HS 802 Colloquium: Introduction to Doctoral Studies (Fall: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

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

*Prasanna Parthasarathi*

**HS 806 Colloquium: Finding Religion in History (Spring: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

This colloquium will focus on major theories of religion developed in the twentieth century and the interpretation of those theories in contemporary historical scholarship. The goal of the course will be to

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present students with key questions and problems involved in the historical study of religion and religious peoples. Readings of classic theorists will be paired with contemporary interpreters. Themes will include the nature of religious experience, religion as culture, and ritual.

*Zachary Matus*

**HS 809 Colloquium: Gender History and the Scholar's Craft Today (Fall: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

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

*Sarah Ross*

**HS 818 Colloquium: Law and History (Fall: 3)**

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

*Devin Pendas*

**HS 819 Colloquium: Archives and Historical Sources (Fall: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

*Sylvia Sellers-Garcia*

**HS 872 Colloquium: U.S. History Since 1877 (Fall: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

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

*Marilynn Johnson*

**HS 888 Interim Study (Fall/Spring: 0)**

*The Department*

**HS 896 Colloquium: Early Modern European History (Spring: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

**Required for all incoming Ph.D. students**

This course will serve as intellectual preparation for teaching the first half of the history department's Core course in modern history, which covers roughly the period from the late Middle Ages through the French Revolution. Equally important, however, the course will also serve more broadly as preparation for advanced study in history. The course is organized topically rather than chronologically, and readings

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

*Virginia Reinburg*

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

*Prerequisite:* Graduate student standing

**Offered periodically**

*Heather Richardson*

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

*Prerequisite:* Graduate student standing

**Offered periodically**

*Arissa Oh*

**HS 921 Seminar: Medieval History (Fall: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

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

*Robin Fleming*

**HS 937 Seminar: Modern European History (Spring: 3)**

*Prerequisite:* Graduate student standing

**Offered periodically**

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

*Julian Bourq*

**HS 992 Seminar: Dissertation Seminar (Spring: 3)**

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.

*Kevin Kenny*

**HS 997 Dissertation Workshop (Fall/Spring: 1)**

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

*The Department*

**HS 998 Doctoral Comprehensives (Fall/Spring: 1)**

*The Department*

**HS 999 Doctoral Continuation (Fall/Spring: 1)**

*The Department*

## Mathematics

### Faculty

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

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

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

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

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

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

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

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

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

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

**G. Robert Meyerhoff**, *Professor*; A.B., Brown University; Ph.D., Princeton University

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

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

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

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

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

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

**Nancy E. Rallis**, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

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

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

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

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

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

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

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

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

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

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

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

### Contacts

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- 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 (MT 806, MT 807), Geometry/ Topology (MT 808, MT 809), Real Analysis (MT 810), Complex Analysis (MT 811), Graduate Teaching Seminar (MT 890), and Graduate Research Seminar (MT 892). The second year is devoted to electives. Students with prior comparable coursework may be exempted from one or more of the first-year graduate courses, upon approval of the Assistant Chair for Graduate Programs. Up to 18 credit hours of the coursework requirement may be waived for students with prior graduate work, upon approval of the Assistant Chair for Graduate Programs.

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

*Preliminary:* All students must take preliminary exams in two of the three following subjects: Real and Complex Analysis; Algebra; Geometry and Topology. These exams cover the material in the core first-year courses, and are typically taken at the end of May following the first year. They may also be taken at the start of the academic year and in mid-year. Preliminary exams are graded as follows: Ph.D. pass, M.A. pass, or fail. Students are strongly encouraged to complete two preliminary examinations at the Ph.D. pass level by the start of their second year. The following two rules apply: (1) Students may re-take each preliminary exam once. (2) Students must pass two preliminary examinations at the Ph.D. pass level by the middle of their second year in order to continue in the program after their second year. Exceptions to these two rules require the approval of the Chair, who will consult the Assistant Chair for Graduate Programs and the student's instructors before arriving at a decision. Exceptions will be granted when there is clear evidence of potential to complete a degree in a timely way, or for special circumstances such as extended illness. A student with advanced preparation may choose to take one or more of the preliminary examinations immediately upon entering Boston College. In such a case, the examination would not count as one of the student's two attempts, and failure of the examination would have no negative consequences.

Students who wish to take an examination upon entrance should notify the Assistant Chair for Graduate Programs in writing by mid-July that they intend to do so.

*Language:* This exam consists of translating mathematics from French or German into English. The student will select, in consultation with a faculty member, a book or substantial article in the chosen language and will be asked to translate passages from it with the aid of a dictionary.

*Doctoral Comprehensive:* After passing the preliminary exams at the Ph.D. level, the student requests that a department faculty member (tenured or tenure-track) serve as their research advisor. Upon agreement of the faculty member, the student, in consultation with the research advisor, forms a Comprehensive Examination Committee, consisting of the research advisor and at least two other members. Two members must be from Boston College; the chair must be a tenured or tenure-track member of the departmental faculty. Committee composition is subject to departmental approval. The comprehensive exam can be taken any time after the Comprehensive Examination Committee has been chosen. We recommend that it be taken as soon as possible, to allow time for dissertation research. The doctoral comprehensive exam consists of a research topic and one secondary topic, chosen by the student in consultation with the student's Committee. Typically these are based on topics courses or independent study completed by the student in the second and third years. The comprehensive exam has both a written and an oral component. In the written part the student is given a week to solve problems or answer questions in the chosen areas. The Committee then reads the student's work, and questions the student about it in the oral exam, which may range into related areas. After the oral exam the Committee grades the entire comprehensive exam as Pass with Distinction, Pass, or Fail. A student who fails the comprehensive exam may take it one additional time, but not sooner than the following semester.

*Teaching:* In addition to their responsibilities as teaching assistants and teaching fellows, students participate in the required Graduate Teaching Seminar in the fall semester of their first two years. The first-year teaching seminar is for teaching assistants, covering their responsibilities both to their students and their supervisors, and providing guidance on leading a classroom for the first time. The second-year teaching seminar is for teaching fellows, providing guidance for teaching one's own class.

*Dissertation:* Upon satisfactory performance on the Language and Doctoral Comprehensive Examinations, the student is eligible to be admitted to candidacy for the Ph.D. To be admitted, the student formally constitutes a Dissertation Committee which is then approved by the Assistant Chair for Graduate Programs. The Comprehensive Examination Committee will typically become the student's Dissertation Committee; any changes of membership require the department's approval. At this point the student begins research for the doctoral dissertation. The dissertation must consist of original scholarly work. The Dissertation Committee will read and evaluate the completed dissertation and conduct an oral examination, at which the dissertation is defended in a public meeting. The dissertation is accepted when endorsed on the official title page by the Dissertation Committee after the oral examination. After ensuring that the format of the accepted dissertation conforms to Boston College requirements, the student submits the dissertation to the University.

Qualified students accepted to the program are offered financial aid stipends and tuition remission. It is anticipated that support will be provided for five years of study, given reasonable progress toward the degree and acceptable performance of Teaching Assistant/Fellow duties.

More information about the Ph.D. program can be found at the graduate program menu option at [www.bc.edu/math](http://www.bc.edu/math).

### **Master of Arts Degree**

Students enrolled in the Ph.D. program who receive at least an M.A. pass in two of the three preliminary exams and pass at least 30 credits of mathematics graduate courses, including at least five semesters of the first-year graduate courses in Real and Complex Analysis, Algebra, and Geometry/Topology, will receive an M.A. degree. Advanced undergraduate courses may count towards the 30 credits in meeting the M.A. requirements with the permission of the Assistant Chair for Graduate Programs. Students who skip a first-year course because of advanced preparation may substitute more advanced courses in any area, with the permission of the Assistant Chair for Graduate Programs. A student may receive an M.A. and continue on to a Ph.D. provided the student meets the Ph.D. requirements above.

### **Master of Science in Teaching Program**

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by the Lynch School of Education and approved by the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Assistant Chair for Graduate Programs in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the 15 credits which comprise the mathematics component of the M.S.T., candidates are required to complete MT 810-811 Real and Complex Analysis, which should be completed in the first year. The other credits must be earned in MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Other courses particularly well suited for this program are MT 430 Number Theory and MT 475 History of Mathematics. M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

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

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into the M.B.A. program by the Carroll Graduate School of Management, and approved by the Department of Mathematics. The program takes three years, the first of which is the same as the Mathematics Ph.D., except for the teaching and research seminars. The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year. Alternatively, all 24 credits may be taken in year three. Some Research Fellowships in CGSOM may be available. The mathematics requirements for the dual degree program are identical to the Mathematics M.A. described above, including the successful completion of the Preliminary Examinations at the M.A. pass level or higher. The management requirements amount to the M.B.A. requirements minus 12 credits of electives.

***Undergraduate and Graduate Course Offerings***

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

**MT 410 Differential Equations (Fall/Spring: 3)**

*Prerequisite:* MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

**MT 412 Partial Differential Equations (Spring: 3)**

*Prerequisite:* MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/ Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.

**MT 426 Probability (Fall/Spring: 3)**

*Prerequisite:* MT 202 and familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

**MT 427 Mathematical Statistics (Fall/Spring: 3)**

*Prerequisite:* MT 426 and familiarity with using a computer.

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

**MT 435 Mathematical Programming (Fall: 3)**

*Prerequisite:* MT 210

This course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a

general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

**MT 445 Combinatorics (Fall: 3)**

*Prerequisite:* MT 216

*Corequisite:* MT 210

**Not open to students who have completed MT 245 or MC 248 or CS 245**

This course is an introduction to graph theory and combinatorics, with a strong emphasis on creative problem-solving techniques and connections with other branches of mathematics. Topics will center around the following: enumeration, Hamiltonian and Eulerian cycles, extremal graph theory, planarity, matching, colorability, Ramsey theory, hypergraphs, combinatorial geometry, and applications of linear algebra, probability, polynomials, and topology to combinatorics.

*Joshua Greene*

**MT 451 Euclidean and Non-Euclidean Geometry (Spring: 3)**

*Prerequisite:* MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, and geometry and the study of physical space.

**MT 455 Mathematical Problem Solving (Spring: 3)**

*Prerequisites:* MT 202, MT 210, MT 216 (or equivalent mathematical background). Permission of the instructor required for students outside the Lynch School of Education.

**Offered periodically**

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary math teachers.

**MT 470 Mathematical Modeling (Fall: 3)**

*Prerequisite:* MT 202, MT 210, and familiarity with using a computer

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use, and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the

study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

**MT 475 History of Mathematics (Spring: 3)**

*Prerequisite:* MT 310 and MT 320, one of which may be taken concurrently

This course studies the development of mathematical thought, from ancient times to the twentieth century. Naturally, the subject is much too large for a single semester, so we will concentrate on the major themes and on the contributions of the greatest mathematicians. The emphasis in the course will be on the mathematics. Students will follow the historical arguments and work with the tools and techniques of the period being studied.

**MT 480 Topics in Mathematics (Spring: 3)**

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

**MT 806–807 Algebra I and II (Fall/Spring: 3)**

These courses will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

**MT 808–809 Geometry/Topology I and II (Fall/Spring: 3)**

These courses will cover the following topics: point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general vector bundles, (co) homology, tensors, differential forms, integration and Stokes' theorem, and de Rham cohomology.

**MT 810 Real Analysis (Fall: 3)**

Measure Theory, Hilbert Space, and Fourier Theory. Possible topics from: Lebesgue measure starting on  $\mathbb{R}$ , convergence and Fubini theorems, and generalizing to locally compact spaces and groups.

**MT 811 Complex Analysis (Spring: 3)**

Local and global theory of analytic functions of one variable.

**MT 821–822 Number Theory I and II (Fall/Spring: 3)**

Along with MT 822, 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.

**MT 845 Topics in Algebra and Number Theory (Fall/Spring: 3)**

Selected topics in Algebra and Number Theory.

**MT 855 Topics in Geometry and Topology (Fall/Spring: 3)**

Selected topics in Geometry and Topology.

*Graduate Course Offerings*

**MT 831–832 Geometry/Topology III and IV (Fall/Spring: 3)**

These courses will cover topics from this list of possibilities: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

**MT 845 Topics in Algebra and Number Theory (Fall/Spring: 3)**

Selected topics in Algebra and Number Theory.

**MT 855 Topics in Geometry and Topology (Fall/Spring: 3)**

Selected topics in Geometry and Topology.

**MT 880 Advanced Topics in Mathematics (Fall: 1)**

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

**MT 881 Dissertation Research (Fall: 1)**

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

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

**MT 892 Graduate Research Seminar (Spring: 1)**

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

**MT 899 Readings and Research (Fall: 3)**

*Prerequisite:* Department permission is required.

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

**MT 903 Seminar (Fall: 1)**

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

**Philosophy**

*Faculty*

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

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

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

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

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

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

**Jorge Garcia**, *Professor*; 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, III Professor*; Chairperson of the Department; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

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

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

**Eileen C. Sweeney**, *Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

**Jeffrey Bloechl**, *Associate Professor*; B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Contacts

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- Staff Assistant, Paula Perry, 617-552-3845, troy@bc.edu

#### Graduate Program Description

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

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

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

#### M.A. Program Requirements

Requirements for the M.A. are as follows:

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

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

#### Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

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

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

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

#### Dual Degree Program

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

### Institute of Medieval Philosophy and Theology

The Department of Philosophy and the Department of Theology are linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website: at [www.bc.edu/schools/cas/theology/graduate/special/med-phil.html](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### The Lonergan Institute

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of this catalog or to the website: <http://www.bc.edu/lonergan>.

### Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

### Undergraduate and Graduate Course Offerings

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

#### PL 448 Buddhist Thought and Practice (Fall: 3)

Cross listed with TH 548

See course description in the Theology Department.

*John J. Makransky*

#### PL 469 What Can We Know About God? Christian Antiquity (Fall: 3)

*Margaret Schatkin*

#### PL 492 Spiritual Exercises: Philosophers and Theologians (Spring: 3)

Cross listed with TH 493

Offered periodically

See course description in the Theology Department.

*Brian Robinette*

#### PL 500 Philosophy of Law (Fall: 3)

Cross listed with LL 669

Offered periodically

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); (3) political liberalism, public reason, and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

*Jonathan Trejo-Mathys*

#### PL 507 Ancient Philosophy East and West (Fall: 3)

This course is organized around a comparative focus on ancient China and India and classical Greece, and, to a lesser extent, ancient

Rome. It will explore the meaning of the affinities and differences between the notions of self-cultivation, on the one side, and care of the soul, on the other, in Confucius, Mencius, Chuang-tzu, the Buddha, Plato, Epicurus, and the Stoics.

*David Johnson*

#### PL 508 Dante's *Divine Comedy* in Translation (Spring: 3)

Cross listed with TH 559

See course description in the Romance Languages and Literatures Department.

*Laurie Shepard*

#### PL 509 Tibetan Buddhist Philosophy and Practice (Spring: 3)

Cross listed with TH 506

Offered periodically

Philosophical ideas and meditative and ritual practices of the Tantric Buddhism of Tibet (Vajrayana). Includes early Buddhist and Mahayana philosophical foundations of Tantric Buddhism, connections between philosophy and sacred story, nature of mind and the transformative potential of the human being, visionary practices, concepts of mandala, meditation theory, inner yogas, unities of wisdom and means, and the feminine divine in cultural context. We explore Tibetan philosophy and praxis through writings of modern Buddhist studies scholars and Tibetan lamas.

*John J. Makransky*

#### PL 512 Philosophy of Existence (Fall: 3)

Offered biennially

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

*Richard M. Kearney*

#### PL 516 Epistemology (Spring: 3)

An exploration of course core issues in contemporary theory of knowledge emphasizing questions about the justification and rationality of belief. Topics to be considered include the analysis of knowledge, skepticism and the sources of knowledge, theories of justification, rationality, and evidence. Our treatment of the reliability of perception, common sense realism, fallibilism, varieties of ampliative inference (such as inference to the best explanation, induction, and the use of probabilistic reasoning in decision theory), naturalized epistemology, recent trends in social epistemology, and the scope and limits of science will attend to intersections between epistemology, philosophy of science, and philosophy of mind.

*Daniel McKaughan*

#### PL 523 Nietzsche on Ethics and Virtues of Philosophy (Spring: 3)

This class will explore the central ideas of Friedrich Nietzsche, especially his ethical thinking. We will consider his notorious attacks on traditional ethics but pay special attention to the positive ethical ideal Nietzsche advocates instead: the "free spirit," *bermensch*, or "sovereign individual." This will involve a detailed discussion of Nietzsche's alternative conceptions of conscience, freedom, responsibility, and autonomy. We will also consider how philosophy is important here, exploring Nietzsche's critiques of traditional forms of philosophy and his hopes for a new "philosophy of the future," including the character traits of thinkers and their thinking that he believes constitute philosophical excellence.

*Thomas Miles*

**PL 527 Philosophy of Language (Fall: 3)**

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

*Eileen C. Sweeney*

**PL 529 Metaphysics (Fall: 3)**

**Offered periodically**

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

*Gary M. Gurtler, S.J.*

**PL 534 Environmental Ethics (Spring: 3)**

**Offered biennially**

This course will examine major themes in and approaches to environmental philosophy with a particular focus on the idea of nature as it developed in the United States and how current approaches (such as deep ecology and ecofeminism) challenge existing normative attitudes toward the domain of non-human beings. The course will consider some classic texts in the history of American nature writing by Thoreau, John Muir, and Rachael Carson before turning to topics-based discussions on such issues as environmental justice and animal rights.

*Holly VandeWall*

**PL 536 Philosophies of Dissent (Fall: 3)**

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

*Aspen Brinton*

**PL 537 Contemporary Metaethics (Fall: 3)**

**Offered periodically**

This course examines work in ethical constructivism, anti-realism, projectivism, quasi-realism, scientific reductionism, definism, neo-expressivism by considering writings selected from those of J.L. Mackie, S. Blackburn, Darwall, P. Pettit, F. Jackson, J. Rawls, T.M. Scanlon, and/or other (mostly Anglophone) philosophers.

*Jorge Garcia*

**PL 541 Philosophy of Health Science: East and West (Spring: 3)**

**Satisfies Cultural Diversity Core requirement**

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will

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

*Pramod B. Thaker*

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

**Cross listed with TH 552**

**Offered periodically**

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

*Patrick Byrne*

*Daniel McKaughan*

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

This course is an examination of the role of religion and ethics in international politics. We will explore how theological and philosophical texts from the past and present help illuminate ethical dilemmas in international affairs. Specific attention will be given to the way religion has influenced thinking about the ethical problems of sovereignty, humanitarian intervention, peacemaking, human rights, globalization, terrorism, environmental change, economic justice, and the use of force.

*Aspen Brinton*

**PL 577 Symbolic Logic: Theory and Practices (Fall: 3)**

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

*The Department*

**PL 584 C.S. Lewis (Fall: 3)**

*Prerequisite:* Completion of Philosophy Core courses

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, moral force, and imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.

*Peter J. Kreeft*

### PL 593 Philosophy of Science (Fall: 3)

An introduction to the central themes of twentieth-century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism/anti-realism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, the methods, scope, and limits of science, and whether science provides anything like a worldview.

*Patrick Byrne*

### PL 598 Who Are We? The Problematic Status of Philosophical Anthropology (Fall/Spring: 3)

During the twentieth century, several philosophers have transformed Kant's question: "Was ist der Mensch?" into the question: Who are we? These lectures aim to develop a critical understanding of the philosophical issues of this shift from classical expressions of philosophical anthropology to a "hermeneutics of selfhood" with reference to Cassirer, Heidegger, Ricoeur, Jean-Marc Ferry, Jean-Luc Marion, Claude Romano, and Hans Blumenberg. The leading question is whether the understanding of selfhood developed by these thinkers helps us to reformulate Kant's idea of a "pragmatic anthropology," focusing on the "great game of life" in which each one of us takes part.

*John Paris*

### PL 621 Anti-Moralism (Spring: 3)

Offered periodically

We explore some ways of rejecting morality as represented by Sextus Empiricus, K. Marx, F. Nietzsche, S. Freud, A. Rosenberg, and/or other thinkers.

*Jorge Garcia*

### PL 622 Philosophy and Music (Spring: 3)

Offered periodically

This course will explore the way in which various philosophers from Plato to Heidegger have understood the nature of music, its relation to the other arts, and its significance outside the aesthetic sphere, especially for political life. Attention will also be given to the way in which music and reflections on music have, in such cases as Nietzsche, played a major role in shaping philosophical thought.

*John Sallis*

### PL 625 The Problem of Self-Knowledge (Fall: 3)

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness and have language and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our twenty-first century. This course is inspired by Socrates' imperative and dictum: "Know Thyself."

*Brian Braman*

### PL 631 Science, Brains, and Ethics (Spring: 3)

Offered periodically

This course examines recent work in psychology and neuroscience to determine what, if any, relevance this work has for moral philosophy. We will read works by Alva Noe, Jonathan Haidt, Christian Miller, Daniel Khaneman, and others. Some of the questions we will consider include: Can images of the brain tell us something important about moral decision making? Do empirical studies undermine the idea of stable character traits? Is it possible for empirical research to justify one normative theory over another? Might the empirical sciences one day replace traditional moral theorizing?

*Micah Lott*

### PL 634 Cosmic City: Hellenistic and Early Christian Philosophy (Spring: 3)

Offered periodically

A study of Hellenistic and early Christian theories of normativity and community. Focuses particularly upon: (1) Augustine's attempt to synthesize the Stoic theory of natural inclinations as normative ("natural law theory") with a Platonic (approximately Plotinian and Victorine) account of transcendent moral standards ("eternal law theory"); and (2) the ways in which Augustine's account of the "two cosmic cities" is developed critically from the Stoic claim that the entire cosmos is one city (polis) and from middle- and neo-Platonic models of how the cosmos is structured and inhabited. Some comparisons/contrasts will be made with ostensibly similar contemporary theories

*Sarah Byers*

### PL 794 Philosophy and the Church Fathers (Spring: 3)

Cross listed with TH794

Introduction to the major Church Fathers and their varying attitudes towards philosophy. Topics include the role of philosophy in the development of patristic theology; particular influences of Aristotle, Epicurus and the Stoa; and the reception and transformation of Platonism and the reciprocal influence of Christianity upon Greek thought.

*Margaret Schatkin*

## Graduate Course Offerings

### PL 700 Ancient and Medieval Theories of the Passions (Spring: 3)

Offered periodically

We will consider the view of Plato, Aristotle, Augustine and the Stoics on the nature and role of the passions, their relationship to reason, the definitions of the particular passions. We will move, then, to a reading of selections from Aquinas' treatise on the passions (*Summa theologiae I-II*) as well as the views of Ockham and Scotus, in terms of influences on their views and the way in which they hand on the tradition of thought into the late Medieval and Modern period.

*Eileen Sweeney*

### PL 703 Aristotle's Ethics: *Plotinus, Ennead I* (Spring: 3)

Offered periodically

The purpose of this course will be twofold: (1) An analysis of the moral and intellectual virtues in relation to happiness as the goal of ethics. Aristotle understands human nature as social, so how do individuals attain virtue, especially as member of society and as friends? (2) Plotinus reacts to Aristotelian eudaimonism, which he finds deficient in relation to the Platonic goal of the ascent of the soul. Despite Plotinus'

critique, he incorporates ideas from both Plato and Aristotle into a more complex understanding of human nature that includes, among other things, the first explicit theory of the unconscious.

Gary M. Gurtler, S.J.

**PL 704 Plato's *Republic* (Spring: 3)**

**Offered periodically**

In this course, we will explore in depth Plato's *Republic*, with particular attention to parallels between the *Republic* and the literary works of Plato's predecessors, including Homer, the tragedians, and Aristophanes. The focus of our reading will be on the role of poetry, imagination, and narrative in the dialogue.

Marina B. McCoy

**PL 707 Habermas: Law and Politics (Fall: 3)**

**Offered periodically**

*Between Facts and Norms*, the recent work by Jurgen Habermas, is thought by some to be one of the most comprehensive works in political philosophy and law in recent decades. The book with its original thesis about the co-relation between private and public autonomy can be read in the great tradition of the philosophy of law inaugurated by Kant and continued by Fichte, Hegel, and Weber. Habermas has written essays on religion and politics, globalization and human rights, cosmopolitanism and international law. We will read key chapters of *Between Facts and Norms* and Habermas' writings on law and politics.

David M. Rasmussen

**PL 712 Medieval Metaphysics (Fall: 3)**

**Offered periodically**

We will study how Neo-Platonism and Aristotelism dialogued, argued, merged, parted in medieval metaphysics, especially in Aquinas', Scotus' and Ockham's thought, during the thirteenth and fourteenth centuries. We will analyze fundamental concepts, such as participation, causality, creation, being, essence and existence, form and matter, substance and accident, etc. The class is especially designed for giving graduate students a strong and in-depth presentation of medieval thought, an essential moment of the development of western philosophy.

Jean-Luc Solere

**PL 716 Kant's First Critique (Spring: 3)**

**Offered periodically**

This course will introduce students to Kant's masterpiece, the *Critique of Pure Reason*. It is aimed at seniors majoring in philosophy and at master's students. No previous knowledge of Kant's theoretical philosophy is required, but a solid background in philosophy is expected.

Marius Stan

**PL 717 Aquinas and God (Fall: 3)**

**Offered periodically**

An intensive seminar examining Aquinas' arguments for the existence and nature of God—as found in the *Summa Contra Gentiles* and the *Summa Theologiae*.

Ronald K. Tacelli, S.J.

**PL 719 Aquinas on Virtue and Law (Spring: 3)**

*Prerequisite:* This course is open to graduate students only.

**Offered periodically**

Ethics has become once again a central concern for the understanding of human life. Before After Virtue there was Virtue. For "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa*

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

Oliva Blanchette

**PL 727 Consequentialism and Its Critics (Fall: 3)**

**Offered Periodically**

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

Micah Lott

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

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

**Offered periodically**

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

Andrea Staiti

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

**Offered periodically**

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

John Sallis

**PL 740 Global Justice and Obligation (Fall: 3)**

**Offered periodically**

**Open to upper-level undergraduates (who are highly encouraged to contact the professor if interested in enrolling)**

It has become clear to all informed observers that we are in an age of rapid change in the global order, evident in phenomena such as the Arab Spring, the rise of China, the EU crisis, and talk of a "post-American" or "multi-polar" world, to name only a few. We will explore the question, "What, if any, specifically political obligations do individuals have and how is this impacted by these global transformations?" through a close, critical reading of four important recent works by noted political philosophers and theorists.

Jonathan Trejo-Mathys

**PL 758 Empathy and Social Cognition (Spring: 3)**

**Offered periodically**

During the course, we will look at the classical phenomenological accounts of empathy that we find in Husserl, Stein and Scheler and then compare these accounts with some of the proposals that can be

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found in the cognitive science literature. One of the basic questions we will explore is whether the phenomenologists jointly offer a distinct account of empathy that differs from the standard options found in the scientific debate and if so whether such an account makes for an important and relevant contribution to the contemporary debate on social cognition.

*Dan Zahavi*

### PL 762 Søren Kierkegaard (Spring: 3)

*Prerequisite:* Undergraduates require permission

**Offered periodically**

This course will deal primarily with the early pseudonymous writings of Søren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) Kierkegaard's conception of freedom and subjectivity, and (3) the nature of the relationship which Kierkegaard posits between reason, autonomy, and faith.

*Vanessa P. Rumble*

### PL 776 Greeks and Human Knowledge (Spring: 3)

*The Department*

### PL 780 Readings in Theory (Spring: 3)

**Cross listed with EN 780, RL 780**

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

*Kevin Newmark*

### PL 799 Readings and Research (Fall/Spring: 3)

**By arrangement**

*The Department*

### PL 801 Master's Thesis (Fall/Spring: 3)

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

*The Department*

### PL 802 Thesis Direction (Spring: 3)

*The Department*

### PL 809 Arendt and Foucault: A Dialog (Fall: 3)

**Offered periodically**

This seminar will bring these two thinkers into conversation on such major themes as power, ethics, war and violence and philosophical spirituality.

*James W. Bernauer, S.J.*

### PL 820 Hegel, Kierkegaard, Blondel (Fall: 3)

**Offered periodically**

Reason and religion converge in the question of how we relate to the true Infinite. We will examine how the problem of the infinite arises in our consciousness according to these authors, how we try to resolve it immanently, and how it has to give way to absolute transcendence. We shall explore not only how these three authors converge

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

*Olivia Blanchette*

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

**Cross listed with LL 822**

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

*David M. Rasmussen*

### PL 833 Carnal Hermeneutics (Fall: 3)

*Prerequisite:* Graduate or advanced undergraduate student

**Offered periodically**

This course will explore how a phenomenology of embodiment and a hermeneutics of the flesh may offer new ways of interpreting our senses. Particular attention will be paid to the primary senses of taste, smell and touch with a view to showing how these neglected senses of Western philosophy (which privileged sight and hearing) may be rehabilitated in a new key. Readings will include texts by Merleau-Ponty, Heidegger, Nancy and Kristeva.

*Richard M. Kearney*

### PL 848 Plato's Dialogues (Fall: 3)

**Offered periodically**

This course is devoted to an in-depth study of a major Platonic dialogue.

*John Sallis*

### PL 888 Interim Study (Fall/Spring: 0)

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

*The Department*

### PL 990 Teaching Seminar (Fall/Spring: 0)

This course is required of all first- and second- year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

*The Department*

### PL 998 Doctoral Comprehensives (Fall/Spring: 1)

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

*The Department*

### PL 999 Doctoral Continuation (Fall/Spring: 1)

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

*The Department*

## Physics

### Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Contacts

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- Department Administrator: Jane Carter, 617-552-3576, jane.carter@bc.edu
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## Graduate Program Description

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

### Master's Program

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

### M.S. with Thesis

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

### M.S. without Thesis

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

### M.S.T.

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

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

### Doctoral Program

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

### Requirements

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

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

### Comprehensive Examination

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the department. Students may attempt this examination twice.

### Research and Thesis

After passing the Comprehensive Examination, a student's principal activity is research. Normally, within a year after passing the Comprehensive Examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's Doctoral Committee, and the results reported to the chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the chairperson shall recommend to the dean the appointment of a Doctoral Thesis Committee consisting of at least three members of the departmental faculty (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

### Admission Information

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

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

### General Information

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

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

### Research Information

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

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

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

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

### Graduate 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).

#### PH 700 Physics Colloquium (Fall/Spring: 0)

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

*The Department*

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

A discussion of topics in physics from the current literature.

*Kevin Bedell*

*Michael Naughton*

**PH 711 Classical Mechanics (Fall: 3)**

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

*Pradip Bakshi*

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

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

*Gabor Kalman*

**PH 725 Quantum Field Theory (Spring: 3)**

*Pradip Bakshi*

**PH 732 Electromagnetic Theory I (Spring: 3)**

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

*Baldassare Di Bartolo*

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

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

*Pradip Bakshi*

*Ying Ran*

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

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

*David Broido*

*Ziqiang Wang*

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

*Baldassare Di Bartolo*

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

By arrangement

*The Department*

**PH 801 Physics Thesis Research (Fall: 3)**

A research problem of an original and investigative nature.

*The Department*

**PH 835 Mathematical Physics I (Fall: 3)**

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

*Krzysztof Kempa*

**PH 888 Interim Study (Fall: 0)**

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

*The Department*

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

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

*The Department*

**PH 935 Frontiers of Condensed Matter (Fall: 3)**

*Ying Ran*

**PH 998 Doctoral Comprehensive (Fall/Spring: 1)**

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

*The Department*

**PH 999 Doctoral Continuation (Fall/Spring: 1)**

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

*The Department*

**Political Science****Faculty**

**David Lowenthal**, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

**Marvin C. Rintala**, *Professor Emeritus*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Robert Scigliano**, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Ali Banuazizi**, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Robert C. Bartlett**, *Behrakis Professor in Hellenic Political Studies*; B.A., University of Toronto; M.A., Ph.D., Boston College

**David A. Deese**, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

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

**Robert K. Faulkner**, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Donald L. Hafner**, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

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

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

**R. Shep Melnick**, *Thomas P. O'Neill, Jr. Professor of American Politics*; B.A., M.A., Ph.D., Harvard University

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

**Kay L. Schlozman**, *J. Joseph Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

## ARTS AND SCIENCES

**Susan M. Shell**, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

**Peter Skerry**, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

**Alan Wolfe**, *Professor*; Director of the Center for Religion and American Public Life; B.S., Temple University; Ph.D., University of Pennsylvania

**Nasser Behnegar**, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

**Timothy W. Crawford**, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University

**Dennis Hale**, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

**Kenji Hayao**, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

**Ken I. Kersch**, *Associate Professor and Director of the Clough Center*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

**Jonathan Laurence**, *Associate Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

**Jennie Purnell**, *Associate Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

**Jennifer L. Erickson**, *Assistant Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

**David A. Hopkins**, *Assistant Professor*; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

**Peter Krause**, *Assistant Professor*; B. A., Williams College; Ph.D., Massachusetts Institute of Technology

**Gabrielle Kruks-Wisner**, *Assistant Professor*; B.A., Swarthmore College; M.C.P, Ph.D., Massachusetts Institute of Technology

**Kathleen Bailey**, *Adjunct Associate Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

**Paul Christensen**, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

### Contacts

- Chairperson: Susan Shell, 617-552-4168, susan.shell@bc.edu
- Assistant Chairperson: Kay Schlozman, 617-552-4174, kay.schlozman@bc.edu
- Graduate Director: Nasser Behnegar, 617-552-1897, nasser.behnegar@bc.edu
- Master's Program Director: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee@bc.edu
- Graduate Secretary: To be announced, 617-552-4161
- Staff Assistant: Karina Ovalles, 617-552-4160, karina.ovalles@bc.edu
- Phone: 617-552-4160
- Fax: 617-552-2435
- [www.bc.edu/politicalscience](http://www.bc.edu/politicalscience)

### Graduate Program Description

The department offers advanced study in American Politics, Comparative Politics, International Relations, and Political Philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal

gatherings. Both the master's and doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

### Master of Arts Degree

The master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

### Doctor of Philosophy Degree

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

### Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

- Completed applications for the Ph.D. program should be submitted by January 2.
- Completed applications for the MA program should be submitted by February 1.

### Financial Aid

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards a Thomas P. O'Neill Fellowship to one incoming student in American politics in honor of the late Speaker of the House.

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

### PO 390 Immigration: Processes, Politics, and Policies (Fall: 3)

**Restricted to juniors, seniors, and graduate students only. Not open to students who have previously taken PO 330.**

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American institutions, and to how

the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of assimilation will be examined. Particular emphasis will be placed on undocumented immigration as well as the group competition and conflict engendered by immigration generally. The course will culminate in an examination of policy responses to the continuing controversy over immigration.

*Peter Skerry*

**PO 391 American National Institutions and Policymaking in Mature Welfare State (Spring: 3)**

**Open to all graduate students—see Shirley Gee for admission paperwork; restricted to juniors and seniors with the permission of the instructor.**

This seminar focuses on (1) how our peculiar political institutions have shaped the American welfare state, and (2) how the expansion and maturation of the welfare state has changed American politics. Topics include partisan polarization and the persistence of divided government; the centralization of power within Congress and its preoccupation with budget matters; the paradox of growing administrative power and vulnerability; the entrenchment of “adversarial legalism”; the incentives for presidents to go around rather than through Congress; mobilization and counter-mobilization by interest groups; and efforts by state governments to create national policies.

*R. Shep Melnick*

**Graduate Course Offerings**

**PO 706 The American Founding (Spring: 3)**

**Open to undergraduates with permission of the instructor**

This seminar will examine the political debates associated with the American Founding. We will read some of the more important pre-Founding texts; examine the debate between and among the Federalists and Anti-Federalists; and study some of the immediate post-Founding discussions over such contested matters as: the nature of the Union, the powers of states, the status of slavery, the role of political parties, and the appropriate way to understand the presidency, the Congress, and the federal courts.

*Dennis Hale*

**PO 711 Quantitative Methods in Political Science (Fall: 3)**

This course provides an introduction to quantitative data analysis techniques commonly used in the social sciences to make descriptive and causal inferences. We will cover both the theoretical bases and practical applications of these techniques with an emphasis on the general linear model.

*David A. Hopkins*

**PO 727 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 politics. Its axiom is that contemporary politics cannot be adequately understood without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

*Marc Landy*

**PO 731 American Constitutional Development (Fall: 3)**

This seminar will explore questions of order and change in American constitutional doctrine and institutional relations and powers across time. Students will consider diverse theories of constitutional and institutional change. Emphasis will be on the relationship between paths of constitutional development and both conventions of legal and constitutional reasoning, and political, economic, social, and intellectual currents, settlements, and crises.

*Ken I. Kersch*

**PO 799 Graduate Readings and Research (Fall/Spring: 3)**

**By arrangement**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*The Department*

**PO 801 Master’s Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master’s Thesis.

*The Department*

**PO 806 Political Cultures of the Middle East (Fall: 3)**

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. It focuses on several spheres of political life, including conceptions of political leadership, legitimacy, and authority; different responses—from embrace, to adaptation, to outright rejection—to the West; the encounter with modernity and the problem of secularization; the uses of Islam as an ideology of resistance and the rise of fundamentalism; prospects for democratization; role of women in public life; and the impact of globalization and the new media on political participation and change.

*Ali Banuazizi*

**PO 812 State-Church Relations in Modern Europe (Fall: 3)**

Freedom of worship is a signature characteristic of democratic states, and yet governments have often had an uneasy relationship with organized religion. This seminar examines the evolution of policies and institutions that have accommodated and regulated religious exercise in Western Europe from the nineteenth century to the present, with some comparisons made to the United States. The central case studies include the Catholic Church, Jewish communities, and Islam in the West. Readings will reflect on processes of secularization, the separation of church and state, the emancipation of religious minorities, and the development of state-church relations with minority religious communities.

*Jonathan Laurence*

**PO 825 Security Studies (Fall: 3)**

This seminar covers major concepts, theories, and research programs in the field of security studies: the concepts of national security and interests, strategy, and grand strategy; morality and war; civil-military relations; the security dilemma and offense-defense theory; alliance politics and collective security; arms races and arms control; nuclear strategy; coercive diplomacy; proliferation and counter-proliferation; and terrorism and counter-terrorism. In addition to reviewing key theoretical works on these subjects, we will examine important empirical cases from the Cold War and recent international crises.

*Timothy Crawford*

## ARTS AND SCIENCES

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### PO 863 Institutions in International Politics (Spring: 3)

Not open to students who have previously taken PO 861

Open to undergraduates with permission of instructor

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level.

David A. Deese

### PO 888 Interim Study (Fall/Spring: 0)

The Department

### PO 913 The Political Philosophy of Al Farabi (Spring: 3)

David DiPasquale

### PO 928 Montesquieu's Fiction (Fall: 3)

Open to undergraduates with permission of the instructor

This course will involve a close reading of Montesquieu's *Persian Letters* and some of his shorter fiction in relation to the major themes of his political thought.

Christopher Kelly

### PO 931 Bacon and Descartes: the Politics of Science (Spring: 3)

The political aims and implications of modern science, according to two seminal figures.

Robert K. Faulkner

### PO 949 Political Philosophy of Xenophon (Spring: 3)

A close reading of Xenophon's *Education of Cyrus and Oeconomicus*.

Robert C. Bartlett

### PO 963 Kant's Theory of Justice (Spring: 3)

A close reading of Kant's *Doctrine of Right* (Part One of the *Metaphysics of Morals*), his definitive work on the nature of justice and rights, domestic and international.

Susan Shell

### PO 982 Seminar: The Political Philosophy of John Locke (Fall: 3)

This course will focus on Locke's epistemological reflections in order to gain clarity about theoretical and moral foundations of modern liberalism.

Nasser Behnegar

### PO 996–997 Dissertation Seminar I and II (Fall/Spring: 1)

Only students who have passed their doctoral comprehensives should take this course.

These courses will involve discussions of all stages of the dissertation from proposal to defense. In addition they will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

Nasser Behnegar

### PO 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

Nasser Behnegar

### PO 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

## Psychology

### Faculty

**Hiram H. Brownell**, *Professor*; B.A., Stanford University; M.A., Ph.D., Johns Hopkins University

**Elizabeth A. Kensinger**, *Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

**James A. Russell**, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

**Ellen Winner**, *Professor*; Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University

**Donnah Canavan**, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

**Michael Moore**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Gorica D. Petrovich**, *Associate Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

**Karen Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

**Scott D. Slotnick**, *Associate Professor*; M.S., Ph.D., University of California, Berkeley

**Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

**John Christianson**, *Assistant Professor*; B.A., Susquehanna University; M.A., Ph.D., University of New Hampshire

**Sara Cordes**, *Assistant Professor*; B.A., University of California; M.S., Ph.D., Rutgers University

**Sean MacEvoy**, *Assistant Professor*; Sc.B., Ph.D., Brown University

**Ehri Ryu**, *Assistant Professor*; M.A., Ph.D., Arizona State University

**Alexa Veenema**, *Assistant Professor*; M.Sc., Ph.D., University of Groningen, the Netherlands

**Hao Wu**, *Assistant Professor*; B.S., Beijing University; Ph.D., Ohio State University

**Liane Young**, *Assistant Professor*; B.A., Harvard College; Ph.D., Harvard University

**Andrea Heberlein**, *Lecturer*; B.A., University of Pennsylvania; Ph.D., University of Iowa

**Gene Heyman**, *Lecturer*; B.A., University of California at Riverside; Ph.D., Harvard University

**Jeffrey A. Lamoureux**, *Lecturer*; A.B. University of Vermont; Ph.D., Duke University

### Contacts

- Psychology Department Office: 617-552-4100, [psychoffice@bc.edu](mailto:psychoffice@bc.edu)
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, [ellen.winner@bc.edu](mailto:ellen.winner@bc.edu)
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, [scott.slotnick@bc.edu](mailto:scott.slotnick@bc.edu)

- Graduate and Undergraduate Programs Administrator:  
Michael Ring, 617-552-4100, psychoffice@bc.edu
- www.bc.edu/psychology

### Graduate Program Description

The Psychology Department at Boston College offers three graduate programs, all research-oriented: a doctoral (Ph.D.) program, a master's (M.A.) program, and a B.A.-B.S./M.A. program. Completion of the doctoral program typically requires four to five years of training after the bachelor's degree. Completion of the master's program requires two years of training after the bachelor's degree. Completion of the B.A.-B.S./M.A. program requires one consecutive year beyond the B.A. or B.S.

All three of our graduate programs require that students devote 100 percent of their time and effort to their studies, including summers. Students are admitted whose interests fall within or bridge one or more of our five areas of concentration, listed below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A.-B.S./M.A. program is limited to students who are majoring in psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's areas of concentration are:

- Neuroscience
  - Behavioral Neuroscience
  - Cognitive Neuroscience
- Social
- Developmental
- Quantitative

Visit the department's website at [www.bc.edu/psychology](http://www.bc.edu/psychology) for additional information on these areas.

### General Information

Visit the department's website at [www.bc.edu/psychology](http://www.bc.edu/psychology) and find detailed information about the research interests of individual faculty members, the requirements for completing the Ph.D. and M.A. programs, and the Graduate Program Handbook.

Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. For application materials or further information, visit [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html).

Applicants to the Ph.D. and M.A. programs should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation

- Statement of research interests
  - Application Fee
- Applications are accepted for fall term admissions only. The deadline for applications is December 15 for the Ph.D. program and February 1 for the M.A. program.

Applicants to the B.A.-B.S./M.A. program should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

The deadline for applications is February 1 of the student's junior year.

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

#### PS 501 Experimental Design and Statistics (Fall: 3)

*Prerequisite:* An undergraduate course in statistics

This course focuses on experimental design and related statistical methods. It covers between-subject, within-subject, and mixed designs with one and two factors. Statistical topics include the relevant statistical model and model assumptions, omnibus test, test of contrasts, multiple comparison, effect size, and power calculations. One and two sample t tests will also be revisited. If time permits, advanced topics such as designs with nested factors or random factors, mixed model approach, and nonparametric approach may also be covered.

*The Department*

#### PS 502 Multiple Regression (Spring: 3)

*Prerequisite:* PS 501

This course provides an introduction to the theory and application of multiple regression analysis. The topics are multiple regression, treatment of categorical predictors, test of interaction effect, statistical assumptions, regression diagnostics, and regression analysis for categorical dependent variable.

*Ebri Ryu*

#### PS 542 Theories of Human Emotion (Fall: 3)

*Prerequisite:* A 300-level Psychology course

This seminar covers the major psychological theories of human emotion, beginning with the classic writings of William James and continuing to contemporary controversies about the nature of emotion. Some of the questions to be considered are whether or not there are basic emotions, the relation of emotion to cognition and action, and whether emotions are innate or learned through our particular culture. The focus is on biological, social, and cultural subdisciplines of psychology, but contributions of anthropology, philosophy, and other disciplines will be discussed as well.

*James Russell*

#### PS 543 Current Topics in Moral Psychology (Spring: 3)

*Liane Young*

#### PS 571 Controversies in Cognitive Neuroscience (Spring: 3)

Cognitive Neuroscience is the study of how human mental processing relates to activity in specific brain regions. Current controversies in Cognitive Neuroscience will be critically examined by evaluating key articles relating to the following questions. Are there category specific processing regions in the brain (e.g., a region specialized for processing faces)? Can visual images be pictorial? Does short-term memory related activity in prefrontal cortex mirror more posterior perception related

## ARTS AND SCIENCES

activity patterns? Do recollection and familiarity—two types of long-term memory—depend on different sub-regions of the medial temporal lobe? Does attention modulate activity in primary visual cortex?

*Scott Slotnick*

### PS 574 Neuroscience of Sensation and Perception (Fall: 3)

Our ability to survive as we make our way through the world requires the quick and accurate transformation of a vast array of sensory inputs into a cohesive picture of the environment. Drawing upon classic work and recent advances, this seminar will explore the critical neural steps that underlie this process, addressing topics in vision, audition, and somatosensation, among others. We will place a particular emphasis upon drawing parallels among sensory modalities and upon integrating information from a wide range of techniques, from single-unit electrophysiology to fMRI.

*Sean MacEvoy*

### PS 583 Molecular Basis of Learning and Memory (Fall: 3)

Persistent yet pliable behavioral adaptations are the result of learning and memory. The goal of this course is to provide an introduction to the fundamental cellular and molecular mechanisms that permit the storage and retrieval of information. After a primer on cellular and molecular neurobiology, students will read and discuss the seminal works on the following topics: intrinsic (cellular), synaptic and morphological plasticity, molecular mechanisms of consolidation, modulators of memory systems and diseases of memory.

*John Christianson*

### PS 585 Advanced Brain Systems: Motivation and Emotion (Spring: 3)

This course will review the organization of neural networks that control motivated and emotional behaviors in mammals. This is a functional neuroanatomy course that will discuss how the brain regions are interconnected to form functional systems.

*Gorica Petrovich*

### PS 590 History of Psychology (Fall: 3)

A hundred years ago, psychology was a tiny academic specialty called mental philosophy. In a matter of decades, however, psychology burgeoned into an enormous field influencing both scholars and the popular imagination (think IQ test, think analyst's couch). What accounts for the rise of psychology to its all-powerful position? This course will examine the twentieth century trajectory of psychology, asking how it has shaped, and been shaped by, cultural, social, and political conditions, and exploring major thinkers such as William James, Sigmund Freud, B.F. Skinner, Stanley Milgram, Abraham Maslow, and others.

*Nadine Weidman*

## Graduate Course Offerings

### PS 601 Structural Equation Modeling (Spring: 3)

This course provides an introduction to the theory and application of structural equation modeling (SEM). The topics are basic concepts of structural equation models, path models with measured variables, measurement models, confirmatory factor analysis, structural equations with latent and measured variables, and extensions and advanced application. The course assumes that you have already completed a course in multivariate statistics. LISREL will be used to perform statistical analysis.

*Ehri Ryu*

### PS 603–604 Research Workshop in Quantitative Psychology I and II (Fall/Spring: 3)

*Ehri Ryu*

*Hao Wu*

### PS 625 Graduate Independent Study (Fall/Spring: 3)

*The Department*

### PS 640–641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*The Department*

### PS 660–661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Sara Cordes*

*Ellen Winner*

### PS 672–673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*The Department*

### PS 686–687 Research Workshop in Behavioral Neuroscience I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*The Department*

### PS 691–692 Professional Development Workshop I and II (Fall/Spring: 0)

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Scott Slotnick*

### PS 693 Neuroscience Proseminar I (Fall: 3)

This is the fall semester of a two-semester sequence. This proseminar will include faculty presentations on topics directly related to their area of expertise and student-led discussions of research related to those faculty presentations. Students may be asked to consider current debates within the field, to read historical perspectives on research topics, or to discuss methodological details.

*Gorica Petrovich*

### PS 888 Interim Study (Fall/Spring: 3)

*Scott Slotnick*

### PS 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

*Scott Slotnick*

## Romance Languages and Literatures

### Faculty

**Rena A. Lamparska**, *Professor Emerita*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

**Vera Lee**, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

**J. Enrique Ojeda**, *Professor Emeritus*; M.A., Ph.D., Harvard University

**Rebecca M. Valette**, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

**Robert L. Sheehan**, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

**Franco Mormando**, *Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

**Ourida Mostefai**, *Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

**Kevin Newmark**, *Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

**Elizabeth Rhodes**, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

**Sarah H. Beckjord**, *Associate Professor*; B.A., Harvard University; M.A., Ph.D., Columbia University

**Stephen Bold**, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

**Ernesto Livon-Grosman**, *Associate Professor*; B.A., Empire State College; M.A., Ph.D., New York University

**Irene Mizrahi**, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

**Harry L. Rosser**, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**Laurie Shepard**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Régine Michelle Jean-Charles**, *Assistant Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

**Jeff Flagg**, *Adjunct Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Joseph Breines**, *Adjunct Associate Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

**Brian O'Connor**, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Esther Gimeno Ugalde**, *Assistant Professor*; B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna

**Catherine Wood Lange**, *Adjunct Assistant Professor*; B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

**Andrea Javel**, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

**Debbie Rusch**, *Senior Lecturer*; B.S., M.S., University of Wisconsin–Madison

### Contacts

- Administrative Assistant: Joanna Doyle, 617-552-3821, joanna.doyle@bc.edu
- Romance Languages and Literatures Department office: 617-552-3820, rll@bc.edu
- www.bc.edu/rll

## Graduate Program Description

### M.A. and M.A.T. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film. The M.A. is granted in Hispanic Studies, French, and Italian. The M.A. is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program. The Department also grants a Masters of Arts in Teaching in French and Hispanic Studies, in conjunction with the Lynch School of Education. The department accepts M.A. candidates from Boston College into its Ph.D. program. The department is not accepting new Ph.D. candidates.

### Deadlines and Prerequisites for Admission

The M.A. application is due on February 1. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. There is no G.R.E. requirement for M.A. candidates. For complete information concerning the graduate programs, visit [www.bc.edu/schools/cas/romlang/gradprog/handbook.html](http://www.bc.edu/schools/cas/romlang/gradprog/handbook.html).

### Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, *Explication de textes*, and RL 901, *Advanced Textual Analysis in Spanish*, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their program, during the semester before they plan to enroll.

### Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language.

Consult the Departmental Graduate Handbook concerning other requirements.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found at [www.bc.edu/schools/cas/romlang/gradprog/handbook.html](http://www.bc.edu/schools/cas/romlang/gradprog/handbook.html).

### *Undergraduate and Graduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **RL 430 French Poetry of the Renaissance (Spring: 3)**

*Prerequisite:* Two courses from the following: RL 305–309

**Offered periodically**

**Conducted in French**

**Fulfills one of the 400-level requirements for the French major or minor**

This course will focus on the poetic revolution undertaken by Joachim du Bellay and Pierre Ronsard, leaders of the group known as the Pléiade. Their return to classic Greek and Roman sources paradoxically established the standards for modern French poetry through to the twentieth century. Most importantly, we will read some of the most beautiful and most intriguing poems ever written in French.

*Stephen Bold*

#### **RL 435 Tragedy (Fall: 2)**

*Prerequisite:* Two courses from the following: RL 305–309

**Offered periodically**

**Conducted in French**

This course will focus on the interrelated problems of morality, destiny, and esthetics as they affect the construction of the early modern hero.

*Stephen Bold*

#### **RL 441 Literature and Culture of the French Enlightenment (Fall: 3)**

*Prerequisite:* Two courses from the following: RL 305–309

**Satisfies Foreign Language Proficiency Core requirement**

**Offered periodically**

**Conducted in French**

This course seeks to examine the idea of "Lumières" in eighteenth-century France through the reading of the major texts of the period. We will analyze the concepts central to the French Enlightenment: tolerance, progress, nature, and culture, as they are formulated both in the fiction (tales and novels) and in the major theoretical texts of Montesquieu, Voltaire, Diderot, Rousseau, and the Encyclopedists.

*Ourida Mostefai*

#### **RL 449 The Eighteenth Century Novel: Libertinage (Spring: 3)**

*Prerequisite:* Two courses from the following: RL 305–309

**Offered periodically**

**Conducted in French**

Libertinage in eighteenth-century France is characterized by the desire for a radical emancipation from all constraints and the systematic

pursuit of pleasure. This course will focus on this cultural and intellectual phenomenon, which has recently received much critical attention. We will trace its evolution and analyze its multiple manifestations in ancien-régime French society: in religion, politics, morals, literature, philosophy and the arts. Readings will include pieces of fiction and philosophy of major authors (Crébillon, Marivaux, Diderot, Laclos, Sade) as well as lesser-known writers. Painters (Boucher, Watteau, Fragonard) and other artists who participated in this important movement will also be studied.

*Ourida Mostefai*

#### **RL 472 The French New Wave (Fall: 3)**

*The Department*

#### **RL 480 Marriage and Modernity (Fall/Spring: 3)**

*Prerequisite:* Two courses from the following: RL 305–309

**Offered periodically**

**Conducted in French**

**Fulfills one of the 400-level requirements for the French major or minor**

In this course we will study the role of marriage in French culture. Starting with comic theater in the seventeenth century, we will work our way up to recent debates about marriage laws in France. Our goal is to come to a better understanding of how representations of marriage in literature, art, popular media, and film function to define, challenge, and subvert what it means to be a French man and a French woman throughout the ages. We will meet a diverse cast of characters in our survey: wives and husbands, cheaters, cuckolds, desperate housewives, nuns, closeted gays, and prostitutes.

*The Department*

#### **RL 483 Twentieth-Century French Theater (Fall: 3)**

*Prerequisite:* Two courses from the following: RL 305–309

**Offered periodically**

**Conducted in French**

This course will study a number of plays written in French during the twentieth century. Authors will include Cocteau, Anouilh, Giraudoux, Sartre, Beckett and Genet. As many of the plays are remakes of Greek tragedies and legends (the Oedipus Cycle, the Trojan War, for instance) we will be posing questions such as: How does one explain the flurry of remakes at this time in France? How are classical notions of causality (Fate, Destiny) transposed in the modern versions? In what ways do the modern plays self-consciously express their status as remakes? Theoretical writings on theater will also be considered.

*Joseph Breines*

#### **RL 484 Fantastic Short Stories in French (Fall: 3)**

**Offered periodically**

This course will offer a study of the most representative texts (and some films) of the genre le fantastique examining them from several perspectives. We will explore the historical reasons for the emergence and popularity of the genre in the nineteenth century France. Drawing on various theories of the fantastique (e.g., Todorov, Freud), we will define its particularity in relation to neighboring genres (such as fairy tale, horror, and science fiction) and see how fantastic imagination echoes the modern crisis of interpretation. The following authors will be discussed: Nodier, Mérimée, Gautier, Maupassant, Balzac, Villiers de l'Isle-Adam, among others.

*Larysa Smirnova-Elentuck*

**RL 495 Second Language Acquisition (Spring: 3)**

Cross listed with SL 378

Offered periodically

The course focuses on research carried out since the development of the “interlanguage hypothesis;” the role of the learner’s native language, Krashen’s Monitor Model; application of Greenbergian language universals in the analysis of learner language; generative grammar-based proposals; debate about the role of input and interaction; and research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.

*Margaret Thomas***RL 511 Manzoni’s *I Promessi Sposi* (Spring: 3)**

Offered periodically

Conducted in Italian

Elective for Italian major or minor

Admitted by placement test, consent of instructor, or completion of RL 214 (CCR II)

A critical reading of Alessandro Manzoni’s nineteenth-century novel, *I Promessi Sposi*, the fascinating story of simple but star-crossed peasant lovers seen against the turbulent historical backdrop of the Spanish domination of seventeenth-century Lombardy. Universally acclaimed as the greatest and most important novel of Italian literature as well as one of the foundational texts of post-unification Italian national identity, the novel will be analyzed from a multiplicity of interdisciplinary perspectives (literary, political, theological, psychological, etc.). Accompanying our reading of the text will be a study of the two film versions of the novel produced in the 1940s and 1960s.

*Mattia Acetoso***RL 526 Dante’s *Divine Comedy* in Translation (Spring: 3)**

Cross listed with EN 696, PL 508, TH 559

Offered periodically

Conducted in English

Elective for Italian major or minor

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world’s greatest epic poems, produced by “the chief imagination of Christendom” (Yeats). Dante’s journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

*Laurie Shepard***RL 571 Italian Postwar Cinema (Spring: 3)**

Offered periodically

Conducted in Italian

Italian cinema left an everlasting footprint worldwide: many Hollywood masters declared their love for it and recognized their debt towards the major Italian directors, such as Roberto Rossellini, Federico Fellini, and Michelangelo Antonioni. This course follows the main steps toward the definition of this great filmic tradition, from Neorealism to the digital experimentation of the 1990s. From the great Italian comedies of the 1960s, to the political films of the 1970s,

Italian cinema constantly recorded the cultural evolution of a country that emerged from postwar poverty and became a global symbol of elegance, history and art.

*Mattia Acetoso***RL 572 Comparative Development of the Romance Languages**

(Fall: 3)

*Prerequisite:* Advanced knowledge of at least one romance language or Latin, or a strong background in Linguistics

Cross listed with SL 472

Offered periodically

Conducted in English

How many Romance languages are there? You may be surprised! What constitutes a Romance language? And why are they called Romance languages? In addition to answering these and many other questions, we will examine in considerable detail the linguistic development and structure of Spanish, French and Italian, and acquire more limited familiarity with other Romance languages. The focus of the course will be on their historical development from Latin. This course may be taken for either graduate or undergraduate credit.

*Laurie Shepard***RL 830 Bernini and the Baroque (Fall: 3)**

Offered periodically

Conducted in English

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.

*Stephanie Leone**Franco Mormando****Graduate Course Offerings*****RL 780 Readings in Theory (Spring: 3)**

Cross listed with EN 780, PL 780

Offered periodically

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 in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary antecedents of the diverse and often contentious theoretical models occupying the contemporary literary critical scene. Readings from Saussure, Levi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Derrida, de Man, García Canclini, Josefina Ludmer, Carlos Monsivais, among others.

*Kevin Newmark***RL 799 Readings and Research (Fall/Spring: 3)**

By arrangement

*The Department*

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### RL 825 Italian Novel of the Novecento (Fall: 3)

Offered periodically

Conducted in Italian

Open to undergraduates with permission of instructor

The novel is arguably the primary literary form of the twentieth century. Italy offered a unique path of experimentation and exploration in this genre, with the psychoanalytical works of Italo Svevo, the magic realism of Dino Buzzati, and the historical works of Elsa Morante, up to the revolution of experimental form led by Italo Calvino. This course analyzes the evolution of the Italian novel, from the late 1900s to the end of the last century, offering a new understanding of this genre through a comparative, interdisciplinary, and trans-historical perspective.

*Mattia Acetosio*

### RL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

### RL 901 Advanced Textual Analysis in Spanish (Fall: 3)

Conducted in Spanish

Required of all beginning graduate students in Hispanic Studies

An intensive writing workshop designed to improve students' skills in textual analysis. This course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, and oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

*Elizabeth Rhodes*

### RL 907 Introduction to Hispanic Linguistics (Spring: 3)

Conducted in Spanish

This course provides an introduction to Hispanic Linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Course readings and activities will include discussions of selected topics in historical linguistics, language acquisition, linguistic variation, and sociolinguistics. The content of the course will help students to improve their understanding of relevant issues of contemporary Hispanic linguistics, as well as the linguistic properties with a focus on Spanish language.

*Esther Gimeno Ugalde*

### RL 931 Cervantes and the Foundation of Hispanic Narrative

(Spring: 3)

Conducted in Spanish

This seminar studies *Don Quijote* as the master script of Hispanic narrative, focusing on the innovative narrative strategies of Cervantes which were most useful to future authors. Works by other authors, such as Galdés and García Márquez, will be included. Students are encouraged to have read *Don Quijote* before the seminar if possible.

*Elizabeth Rhodes*

### RL 941 Colonial and Post-colonial Hispanic Caribbean (Fall: 3)

Offered periodically

Conducted in Spanish

Fulfills pre-1800 Latin American requirement for major

Qualified undergraduates admitted with instructor's approval

The vibrant literary heritage of the Hispanic Caribbean reflects the crosscurrents of cultural, linguistic, and literary exchange that begins with early European colonial explorations and spans the struggles of slavery and independence, as well diverse experiences of the postcolonial "nation." Readings of representative texts, including authors such as Colón, Pané, Fernández de Oviedo, Las Casas, Manzano, Villaverde, Gómez de Avellaneda, Martí, Ortiz, Guillén and Carpentier. Sources include visual culture and music, as well as critical readings in cultural memory, testimonio, diaspora and postcolonial theory.

*Sarah H. Beckjord*

### RL 960 Against Authority: Twentieth-Century Spanish Poetry (Spring: 3)

This course studies the evolution of Spanish poetry from the end of the nineteenth century. While the emphasis is on poetry, and in particular, the development of its anti-authoritarian manifestations, there will be regular considerations of criticism and current literary theory.

*Irene Mizrahi*

### RL 961 The Dynamics of Dissent in Contemporary Spanish-American Novels (Fall: 3)

Offered periodically

Conducted in Spanish

A study of the ideological formation and stylistic development of major Spanish American novelists of the twentieth century, with special attention to the "Boom" and "post-Boom" periods. Works by such writers as Carpentier, Fuentes, Vargas Llosa, Allende, García, Marquez, Poniatowska, Mastretta, and Ferré, among others, will be examined in detail. Focus on structure, characterization, and use of language will lead to an understanding of the directions that genre has taken in recent decades.

*Harry L. Rosser*

### RL 990 Graduate and Professional Seminar (Fall: 1)

The seminar presents a systematic introduction to the issues and topics of graduate student life and preparation for a successful career. Discussions will include professional ethics, strategies for conference participation, publication, the evolving role of theory, the roles of literature and language in the classroom, long-term career planning, and specific information on departmental requirements.

*Laurie Shepard*

### RL 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

### RL 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Slavic and Eastern Languages and Literatures

### Faculty

**Maxim D. Shroyer**, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

**Cynthia Simmons**, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

**Margaret Thomas**, *Professor*; B.A., Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

**Sing-chen Lydia Chiang**, *Associate Professor and Coordinator, East Asian Languages*; B.A., National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

**Michael J. Connolly**, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

**Franck Salameh**, *Assistant Professor and Coordinator, Arabic and Hebrew*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

**Atef N. Ghobrial**, *Adjunct Assistant Professor*; B.A., Cairo University; M.A., Ph.D., Boston University

**Fang Lu**, *Adjunct Assistant Professor*; B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

### Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, parasira@bc.edu
- fmwww.bc.edu/sl

### Graduate Program Description

#### Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department entertains applications for dual M.A./M.B.A. and M.A./J.D. degrees.

#### Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

#### Degree Requirements

- All M.A. programs require:
- A minimum of ten 1-semester courses (30 credits) in prescribed graduate-level course work
  - Qualifying and special field examinations

- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

#### Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

#### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

#### SL 084 Literatures of the World: Dream and Nightmare—The Fantastic Landscapes of St. Petersburg (Fall: 3)

##### Readings in English

Founded in 1703 by Peter the Great, Saint Petersburg, intended to be Russia's "window on Europe," its modern capital, and an expression of Enlightenment rationalism, instead gave birth to a dystopian utopia, peopled by phantom realities and real phantoms. Home both to the Russian Revolution and artistic Suprematism, it also inspired and fascinated several of Europe's greatest authors: among them Pushkin, Gogol, Dostoevsky, and Bely, all of whom we will read. Additionally, we will survey the city's splendid architecture, its daunting social history, its rich artistic and political heritage; and you'll learn the Cyrillic alphabet in the bargain.

*Thomas Epstein*

#### SL 181 Persian for Scholars I (Fall: 3)

##### Familiarity with Arabic script recommended

An intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

*The Department*

#### SL 220 Far Eastern Literary Masterpieces (Spring: 3)

##### Satisfies Cultural Diversity requirement

##### All readings are in English translation

Introduction to the literary canons of East Asia through selected masterworks of Chinese, Japanese, and Korean literatures. We will learn how to interpret the meaning of each piece and to appreciate its unique artistry. The historical contexts, cultural values, and aesthetics of these masterpieces will also be discussed. Readings include classical Chinese poetry and short stories, *Tale of Genji*, and Korean fiction.

*Sing-Chen Chiang*

#### SL 272 War and Peace in Yugoslavia (Spring: 3)

##### Satisfies Cultural Diversity requirement

A study of the numerous differences and affinities—ethnic, religious, historical, and linguistic—that have characterized the former Yugoslavia as an area situated at the crossroads of East and West, of their representation in various sources and media (official documents,

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historical accounts, folklore, literature, and film), and of the influence of these varying and conflicting representations during the wars of succession and in the aftermath.

*Cynthia Simmons*

### SL 298 Advanced Readings in Turkish Texts (Fall/Spring: 3)

*Prerequisite:* SL 184 Turkish for Scholars II or equivalent

Offered biennially

Two semesters of this course satisfy the A&S language-proficiency requirement and the ICS-major language requirement.

This course examines classical and contemporary texts covering both prose and poetry for advanced students of the Turkish language. Emphasis is placed on comprehension, speaking, and writing.

*Bilal Ozaslan*

### SL 311 General Linguistics (Fall: 3)

Cross listed with EN 527

An introduction to the history and techniques of the scientific study of language in its structures and operations, including articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

*M.J. Connolly*

### SL 322 The Structure of Modern Russian (Fall: 3)

*Prerequisite:* Previous experience with an inflected language

Offered biennially

A systematic review coverage of the phonology and grammar of Contemporary Standard Russian with attention to specific topics in the linguistic analysis of the language, especially phonological structure, accentuation, and morphological patterning. Open to upper-division students requiring a very intensive introduction to Russian, as well as to students in Linguistics or Slavic Studies looking to see what makes the language “tick.”

*M.J. Connolly*

### SL 323 The Linguistic Structure of English (Spring: 3)

Cross listed with EN 121, ED 589

Offered biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language, including sound system, grammar, structure and meanings of words, and properties of discourse.

*M.J. Connolly*

### SL 324 The History and Structure of Latin (Fall: 3)

*Prerequisite:* Prior study of Latin

An introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin.

*M.J. Connolly*

### SL 325 Historical Linguistics (Spring: 3)

*Prerequisite:* SL 311 or equivalent and familiarity with an inflected language

Cross listed with EN 528

The phenomenon of language change and of languages, dialects, and linguistic affinities as examined through the methods of comparative linguistics and internal reconstruction.

*M.J. Connolly*

### SL 328 Classical Armenian (Spring: 3)

*Prerequisite:* Familiarity with an inflected language highly recommended

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century. Sample readings will come from Classical Armenian scriptural, patristic, liturgical, and historical texts.

*M.J. Connolly*

### SL 344 Syntax and Semantics (Spring: 3)

Cross listed with EN 392

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

*M.J. Connolly*

*Claire A. Foley*

### SL 358 The Linguistic Structure of Japanese (Spring: 3)

*Prerequisite:* Exposure to linguistics or to Japanese (but not necessarily to both)

Offered periodically

A linguistic outline of the Japanese language. The phonological and writing systems of Japanese and their origins, Japanese morphology, fundamentals of Japanese syntax, and characteristics of Japanese vocabulary.

*Margaret Thomas*

### SL 362 Language in Society (Fall: 3)

Satisfies Cultural Diversity Core requirement

Offered periodically

This course provides an introduction to the study of language in its social context, including varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.

*Margaret Thomas*

### SL 367 Language and Language Types (Fall: 3)

*Prerequisite:* SL 311/EN 527 and at least one other course in linguistics recommended

Cross listed with EN 127

Offered periodically

Undergraduate linguistics major elective

Researches the diversity of natural languages and the limits of that diversity. How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some discussion of the genetic (historical) relationships among the world's languages and methodological problems facing modern linguistic typologies.

*Margaret Thomas*

**SL 368 Newspaper and Media Chinese (Spring: 3)****Conducted in Chinese and English**

Introduction to the special vocabulary and sentence structure used in Chinese news media, both in print and on the Internet. The course aims to help students acquire advanced proficiency in reading, listening, speaking, and translating Chinese journalistic discourse.

*Fang Lu*

**SL 378 Second Language Acquisition (Spring: 3)**

Cross listed with RL 495

Offered biennially

An introduction to what it means to learn, and know, a second or foreign language. The course focuses on research carried out since the development of the “interlanguage hypothesis,” the role of the learner’s native language, Krashen’s Monitor Model, application of Greenbergian language universals in the analysis of learner language, generative grammar-based proposals, debate about the role of input and interaction, and research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.

*Margaret Thomas*

**SL 381 Newspaper and Media Arabic (Spring: 3)**

*Prerequisite:* At least five semesters (appx 200 hours) of Arabic-language study or equivalent

The specialized structure and vocabulary of newspaper Arabic, beginning with the analysis of headlines and telegraphic language and messaging, and continuing into video, radio, film, and web-based content.

*Atef Ghobrial*

**SL 385 Contemporary Chinese Literature (Fall: 3)**

Conducted in Chinese

This course introduces students to contemporary Chinese short fiction and its cultural context. Emphasis will be placed on the acquisition of advanced reading proficiency in literary texts.

*Fang Lu*

**SL 472 Comparative Development of the Romance Languages (Fall: 3)**

*Prerequisite:* Knowledge of one Romance language or Latin

Cross listed with RL 572

Offered periodically

Conducted in English

Why do the French say “pied,” the Italians “piede,” and the Spanish “pie”? The class, an introduction to Romance Philology, explores the common and distinctive linguistic features of Spanish, French, and Italian, as well as the historical and cultural contexts in which each language developed. The second part of the course is dedicated to an examination of three early texts, one from each of the languages.

*Laurie Shepard*

**Graduate Course Offerings****SL 586 Seminar: Exile (Spring: 3)**

Cross listed with EN 726

Offered periodically

Instructor’s permission required for undergraduates

All writers emigrate to their art and stay therein,” Vladimir Nabokov once stated. What are some of the historical, aesthetic, and

spiritual conditions that define a writer in exile? We shall attempt to answer this question by closely examining works by Berberova, Brodsky, Kundera, Nabokov, Naipaul, Sebald, I.B. Singer, Gertrude Stein, and other twentieth-century authors along with selected theoretical perspectives on exile.

*Maxim D. Shrayer*

**SL 888 Interim Study (Fall/Spring: 0)**

*The Department*

**Sociology****Faculty**

**Severyn T. Bruyn**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

**John D. Donovan**, *Professor Emeritus*; Ph.D., Harvard University

**Lynda Lytle Holmstrom**, *Professor Emerita*; B.A., Stanford

University; A.M., Boston University; Ph.D., Brandeis University

**David A. Karp**, *Professor Emeritus*; A.B., Harvard College; Ph.D., New York University

**Ritchie Lowry**, *Professor Emeritus*; A.B., A.M., Ph.D., University of California at Berkeley

**Sarah Babb**, *Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**Charles Derber**, *Professor*; A.B., Yale University; Ph.D., University of Chicago

**Lisa Dodson**, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

**William A. Gamson**, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

**Sharlene Hesse-Biber**, *Professor*; A.B., A.M., Ph.D., University of Michigan

**Stephen J. Pfohl**, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

**Paul G. Schervish**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin, Madison

**Juliet Schor**, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

**John B. Williamson**, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

**Eva Marie Garrouette**, *Associate Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

**Paul S. Gray**, *Associate Professor*; A.B., Princeton University; A.M., Stanford University; A.M., Ph.D., Yale University

**Zine Magubane**, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

**Michael A. Malec**, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

**Shawn McGuffey**, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

**Charlotte Ryan**, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

**Natasha Sarkisian**, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

**Eve Spangler**, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

## ARTS AND SCIENCES

**Brian Gareau**, *Assistant Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

**Sara Moorman**, *Assistant Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin–Madison

**Gustavo Morello**, *Assistant Professor*; B.A., Universidad Del Salvador, Buenos Aires, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Buenos Aires, Argentina

### Contacts

- 617-552-4130
- [www.bc.edu/sociology](http://www.bc.edu/sociology)
- [sociolog@bc.edu](mailto:sociolog@bc.edu)

### Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Guide to Graduate Study at [www.bc.edu/schools/cas/sociology/grad/handbook.html](http://www.bc.edu/schools/cas/sociology/grad/handbook.html).

#### Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

*Admissions:* Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Apply online at [www.bc.edu/schools/gsas/admission.html](http://www.bc.edu/schools/gsas/admission.html).

*Master's Degree Requirements:* The master's degree is completed by passing ten courses (30 credit hours) and completing the requirements for either the **Academic Master's Degree** or the **Applied Master's Degree**.

To receive an Academic Master's Degree, the student must complete ten courses, including five required courses, and a Master's Examination, including a Master's Thesis or Paper. The core required courses for the Academic M.A. are the following: a 2-semester sequence in sociological theory (SC 715–716), a 1-semester course (Social Inquiry Research Seminar SC 710), and a 2-semester sequence in statistics (SC 702–703).

To receive an Applied Master's Degree, the student must complete a Plan of Study in collaboration with a departmental advisor, have that Plan of Study approved by the Graduate Program Director, and complete ten courses, including the following six required courses: one semester of sociological theory (either SC 715 or SC 716), a 2-semester sequence in statistics (SC 702–703), and either three additional courses in research methods (including statistical methods), or two additional courses in research methods (including statistical methods) and SC 540 (Internship in Sociology).

#### Doctoral Program

The Ph.D. program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. It prepares students for careers as researchers and university and college faculty.

*Admissions:* The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants

should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are required. Apply online at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html).

*Ph.D. Degree Requirements:* The doctoral degree is fulfilled by completing all M.A. requirements plus an additional eight courses (for a total of 54 credits), including another graduate level Methods course. Other requirements include meeting a one year full-time residency requirement, writing a research paper of publishable quality, 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, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at [gray@bc.edu](mailto:gray@bc.edu) for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.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 assured of receiving funding. Apply online at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html).

The Sociology Department's e-mail address is [sociology@bc.edu](mailto:sociology@bc.edu).

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

#### SC 378 Introduction to Social Work (Fall/Spring: 3)

##### Cross listed with PS 600, SW 600

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the generalist method of social work intervention. The course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

#### The Department

#### SC 455 Sociology Senior Seminar (Spring: 3)

This seminar will help students to understand the education they have received and provide direction for their career choices. The goals are: to help students think through the intellectual, ethical and personal meaning of their sociology studies, and to solidify their sociological knowledge. The course will have three main parts: (a) one will focus on readings and seminar style discussion, (b) a second part will provide elements for the students to prepare for their lives after graduation, (c) a third part will involve work on a project that can assume the form of a paper or any other creative way.

*Gustavo Morello*

**SC 518 Participant Observation (Fall: 3)****Offered periodically**

This seminar introduces students to qualitative methods of inquiry. This is a hands-on course in which you will collect and analyze your own data. We will examine the scope and principles of qualitative inquiry, and the basic techniques of ethnographic observation, interviewing, recording and transcribing, data analysis, and writing reports. We will discuss strategies for gaining entry into your research site, identifying key informants, selecting respondents, and considering the ethical responsibilities of qualitative researchers. To understand what constitutes good research, we will first read and critique key qualitative studies and then discuss hands-on research conducted by seminar participants.

*Kimberly Hoang***SC 519 Applied Policy Research (Spring: 3)***Prerequisite:* SC 702, SC 200, or equivalent statistics coursework**Offered periodically**

This course introduces students to techniques for carrying out public policy research in an applied setting. The course covers a range of qualitative and quantitative approaches to public policy research, providing an overview of experimental design, econometric techniques, and ethnographic practices, and examines how various methodological approaches lend themselves to specific research questions. The course is structured around lectures and case discussions. Student will receive training and practice in the skills of applied policy analysis using practical, real-world examples of public policy research.

*Nick Redel***SC 540–541 Internship in Sociology I and II (Fall/Spring: 3)***Prerequisite:* Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

*John B. Williamson***SC 550 Important Readings in Sociology (Spring: 3)***Prerequisite:* Permission of the department

**This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.**

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

*Paul Gray***SC 554 Qualitative Methods for Applied Settings (Fall: 3)****Offered periodically**

This course situates the researcher as practitioner and provides a foundation in the application of qualitative methods to applied settings. It offers training in social research designs connected to social issues and problems central to public health, clinical, social science and educational settings. It provides a hands-on approach to learning methods—focus groups interviews, in-depth interviews, case studies and evaluation designs—that are deployed to answer complex social questions and issues. The course introduces mixed methods designs that bring together qualitative and quantitative methods especially as this relates to randomized control trial (RCT) experimental designs.

*Sharlene Hesse-Biber***SC 562 Environmental Sociology I (Fall: 3)****Offered periodically**

This course reviews some of the major literatures and lines of research in environmental sociology. The literature emphasized here (1) pioneered the formation of environmental sociology, (2) directed its various trajectories, and (3) represents recent developments. Classical readings include the works of Karl Marx, Kautsky, and Adam Smith. Early environmental sociology works include those of Catton, Dunlap, Freudenberg, Buttel, Schnaiberg, Merchant, and others. Contemporary trajectories explored include ecological modernization, treadmill of production, ecology of the world-system, world polity theory, eco-Marxism, eco-feminism, actor-network theory, environmental justice, critical studies of global environmental governance, and political ecology.

*Brian Gareau***SC 568 Sociology of Education (Spring: 3)****Cross listed with ED 349****Offered periodically**

**To get Sociology credit for the major or minor, you must register for SC 568 rather than the cross-listed course**

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationship between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

*Ted Youn***SC 574 Globalization, Gender and Development (Spring: 3)****Offered periodically**

Over the past two decades the concept of globalization has taken academia by storm. The movement of people, capital, and cultures across borders has profoundly reshaped local structures transforming the everyday lives of people in every corner of the globe. In this course we will explore several factors that shape a global world include the role of nation states, economic capital, and laws that permit or inhibit the movement of people across borders. We consider theory and policy oriented towards addressing not just material deprivations but also gender, racial and ethnic disparities, health status, education, human rights, and political freedoms.

*Kimberly Hoang*

### SC 590 Carework and Inequality (Fall: 3)

Offered periodically

This course explores work and family conflicts and the tension between carework as private responsibility versus carework as a public good. We examine the private cost of motherhood and the social and economic consequences of child-raising, including those faced by low-income parents without public provision of family welfare. We return to the question, does the larger society have care responsibilities for its people? We also focus on purchased care and paid careworkers, exploring the race/class identity of this fastest-growing labor market and their care-impooverished families.

*Lisa Dodson*

### SC 593 Religion in a Global Context (Spring: 3)

This course will address current topics and problems related to religious pluralism in contemporary global society. Students will begin by exploring taken for granted concepts of religious freedom as they are understood in the American context and discuss how these concepts become problematic when applied outside mainstream religious traditions. We will then see how these problems become amplified when applied in the global setting. The course focus on religious issues arising in the contemporary global context, e.g., religious freedom, universal human values, and the relationship between religion, nationalism and violence.

*Sharlene Hesse-Biber*

### SC 597 Contemporary Race Theory (Spring: 3)

**To get sociology credit for the major or minor, you must register for SC 597 rather than cross-listed course**

This class will explore how various contemporary writers engage with the question of race, both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

*Zine Magubane*

### SC 670 Technology and Culture (Fall: 3)

Cross listed with CS 267, PL 670

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

*William Griffith*

### Graduate Course Offerings

#### SC 702 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*

#### SC 703 Multivariate Statistics (Spring: 3)

Offered periodically

**Requirement for graduate students; enrollment for students outside the sociology department is by permission of the instructor**

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

*John B. Williamson*

#### SC 704 Regression Models for Categorical Data (Spring: 3)

**All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.**

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include OLS regression diagnostics, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), treatment of missing data, and the analysis of clustered and stratified samples.

*Sara Moorman*

#### SC 705 Advanced Statistics (Fall: 3)

Offered periodically

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include hierarchical linear modeling and structural equation modeling. We will use HLM and LISREL to conduct the analyses.

*Sara Moorman*

#### SC 708 Hierarchical Linear Modeling (Spring: 3)

Offered periodically

**We will use HLM 6 to perform the analyses; no prior knowledge of this software is required.**

This applied course on hierarchical linear modeling is designed for graduate students with a thorough knowledge of OLS regression. It will cover 2-level models for continuous, categorical, and count outcomes, 3-level models, growth curve models, and models for couple data. The goals of the course are to develop the skills necessary to identify an appropriate technique for multilevel data analysis, estimate models, conduct diagnostics, and interpret results.

*Natasha Sarkisian*

#### SC 709 Quantitative Data Management (Fall: 3)

This course will provide a comprehensive introduction to quantitative data management using Stata; the focus will be on working with

complex datasets (both cross-sectional and longitudinal) and preparing them for analysis. This course is intended for students who need to manage data for academic or non-academic projects.

*Natasha Sarkisian*

### SC 710 Social Inquiry Research Seminar (Spring: 3)

#### Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

*Shawn McGuffey*

### SC 715 Classical Social Theory (Fall: 3)

#### Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call “classical sociological theory.” Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

*Eve Spangler*

### SC 716 Contemporary Social Theory (Spring: 3)

#### Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

*Zine Magubane*

### SC 737 Contemporary Issues in Curriculum and Instruction

(Fall: 3)

*Lisa Stevens*

### SC 751 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*

### SC 761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

Students should register for the two semester course in the spring term only and contact the professor about attending in the fall. A completed research proposal is required for entry. The course does not meet every week.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers and second-year papers. The three-credit, two-semester seminar begins in fall and continues into the spring term. Students are encouraged to take the seminar in the fall term immediately following their completion of the spring Research Methods course (SC 710). The writing seminar employs a supportive structure and a collaborative learning environment to help students to carry out their own independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

*Sarah Babb*

### SC 763 Topics in Environmental Sociology (Fall: 3)

*Juliet Schor*

### SC 771 Understanding Consumer Society (Spring: 3)

This course will examine debates about consumer society and culture, with emphasis on sociological literature. In addition to classic texts (Veblen, Adorno and Horkheimer, Bourdieu, Baudrillard), we will consider more recent contributions (Holt, Bordo, Thompson). We will also consider how consumer culture structures identities, including by class, race, and identity. The latter part of the course will address particular topics such as globalization, the politics of consumption, and ecology.

*Juliet Schor*

### SC 781 Dissertation Seminar (Fall/Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

*Natasha Sarkisian*

### SC 798 Research Practicum (Fall: 3)

#### 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.

*The Department*

### SC 799 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

*The Department*

### SC 801 Thesis Seminar (Fall: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

*The Department*

## ARTS AND SCIENCES

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### SC 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department*

### SC 901 Research Apprenticeship (Fall: 3)

By arrangement

*The Department*

### SC 998 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*

### SC 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Theology

### Faculty

**Robert Daly, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

**Harvey D. Egan, S.J.**, *Professor Emeritus*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Philip King**, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

**Patrick J. Ryan, S.J.**, *Associate Professor Emeritus*; A.B., A.M., Boston College, S.T.D., Gregorian University

**Stephen F. Brown**, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

**Lisa Sowle Cahill**, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

**M. Shawn Copeland**, *Professor*; Ph.D., Boston College

**Catherine Cornille**, *Professor*; Chairperson of the Department; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

**Richard Gaillardetz**, *The Joseph McCarthy Professor of Catholic Systematic Theology*; B.A., University of Texas, Austin; M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame

**Roberto S. Goizueta**, *Flatley Professor of Catholic Theology*; B.A., Yale University; M.A., Ph.D., Marquette University

**Michael J. Himes**, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

**David Hollenbach, S.J.**, *University Professor of Human Rights*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

**James F. Keenan, S.J.**, *Founders Professor of Theological Ethics*; Director of Graduate Studies; B.A., Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

**Ruth Langer**, *Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

**James W. Morris**, *Professor*; B.A., University of Chicago; Ph.D., Harvard University

**John J. Paris, S.J.**, *Walsh Professor*; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

**PHEME PERKINS**, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

**Stephen J. Pope**, *Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

**Boyd Taylor Coolman**, *Associate Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

**John A. Darr**, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

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**Mary Ann Hinsdale**, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

**Frederick G. Lawrence**, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

**John J. Makransky**, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

**H. John McDargh**, *Associate Professor*; A.B., Emory University; Ph.D., Harvard University

**Brian D. Robinette**, *Associate Professor*; B.A., Belmont University; M.A., Saint John's University (Collegeville); Ph.D., University of Notre Dame

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

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**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

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**David Mozina**, *Assistant Professor*; A.B., Columbia University; M.T.S., Harvard Divinity School; Th.D., Harvard Divinity School

**Andrew L. Prevot**, *Assistant Professor*; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

**Liam Bergin**, *Adjunct Assistant Professor*; B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland

**Erik C. Owens**, *Adjunct Assistant Professor*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

**Matthew Petillo**, *Adjunct Professor*; B.A., Saint Anselm College; M.A., Ph.D., Boston College

**Meghan Sweeney**, *Adjunct Assistant Professor*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

**Matthew Mullane**, *Adjunct Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

#### Contacts

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- www.bc.edu/theology

#### Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. The combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier International Theological Center and the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

#### Ph.D. Program in Theology

The program has as its goal the formation of theologians who intellectually excel in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The program is designed and taught by the ecumenical faculty of the Theology Department. One of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other major religions, with other Christian theological positions, and with contemporary cultures.

The program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to

theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology can be pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

#### Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

**Biblical Studies** focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination on the testament that is not their specialty. (That counts as their "minor" area).

**The History of Christian Life and Thought** examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors, the current faculty in this area have a strong common interest in spirituality and in the history of theological developments. Their emphasis is on the study of the past in its "pastness," although secondarily the contemporary relevance of historical developments may be brought out as well. The faculty is interested in imparting to students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

This area is for scholars whose teaching interests fall into a broad range of courses in the history of Christianity and whose research interests lie within at least one subfield of historical Christianity—such as the early Church, the medieval Church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history.

**Systematic Theology** is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, that is, according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of Systematic Theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

**Theological Ethics** prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It includes a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

**Comparative Theology** prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on 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 that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion, or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

### Language Requirements

Each doctoral student must pass examinations in at least two languages (normally, French and German). These test the student's proficiency in reading languages important for his/her research, and must be passed before admission to the comprehensive examinations. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Some areas require more than the minimum of two languages. Knowledge of various ancient languages may also be required, depending on the student's dissertation topic. Thus, Greek,

Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

### Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

**TH 241 Roman Religion (Fall: 3)**

**Cross listed with CL 242**

**Offered periodically**

In this class we will explore the theory and practice of religion in the ancient Roman world as reflected in ancient literary texts as well as in epigraphic and archaeological evidence. Themes will include the nature of Roman worship, from state cult to magic and mysteries; the interplay between religion and politics; and the development of Christianity in its pagan context.

*Kendra Eshleman*

**TH 261 Spirituality and Sexuality (Spring: 3)**

*Prerequisite:* Permission of instructor

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

*H. John McDargh*

**TH 290 The Problem of Belief in Modernity (Fall: 3)**

The various critiques of religion that have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and

grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.

*The Department*

**TH 343 Genocide and Film (Fall: 3)**

**Cross listed with FM 343**

This course is an historical overview of the twentieth century tragedy of genocide and ethnic cleansing as depicted in feature films and documentaries. We ask how these horrors can be visually translated to the screen while both maintaining their authenticity and serving as commercial entertainment. Through an analysis of a series of poignant films, the plight of the Native Americans, the controversial Armenian Genocide, the Holocaust and its legacy, the Killing Fields of Cambodia, and the Hutu-sponsored massacres in Rwanda will help grasp the driving mechanism of genocide and ethnic cleansing.

*Raymond Helmick*

*John Michalczyk*

**TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

**Cross listed with TM 351**

Religious differences often appear to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts, such as revelation; election; and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts and will ask to what extent employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

*Raymond Helmick, S.J.*

**TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**

**Satisfies Cultural Diversity Core requirement**

In 1993 the parties in the Middle Eastern Conflict came to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw and has figured massively into the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

*Raymond Helmick, S.J.*

**TH 372 New Testament Greek (Fall: 3)**

**Offered periodically**

This course will teach you to read the New Testament in Greek in one semester. The Greek of the New Testament is readily learnable by American students and will enrich their English vocabulary. Students will begin immediately to translate verses from the New Testament. To read the New Testament in Greek is to more fully understand the Good News of the Gospel.

*Margaret Schatkin*

**TH 387 Path of Bodhisattva: Mahayana Buddhism/East (Spring: 3)**

**Offered periodically**

The bodhisattva—a wise and compassionate being dedicated to the salvation of all sentient beings—is arguably the model for and model of Buddhist practice in China, Japan, Korea, Vietnam, and, more recently, North America and Europe. This course will explore the cultic dimensions of Buddhism in East Asia—the modes of self-cultivation and worship that have revolved around the figure of the bodhisattva. Close readings of texts and images will challenge Western assumptions about what Mahayana Buddhism has been all about, and by extension, how we imagine the general categories “theology” and “religion.”

*David Mozina*

**TH 426 Fathers of the Church (Fall: 3)**

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

*Margaret A. Schatkin*

**TH 436 Exploring the Theology of Abraham Joshua Heschel (Spring: 3)**

A refugee from the Nazis, Abraham Joshua Heschel became one of the most beloved and influential Jewish theologians of his day. He advised the bishops in formulating their new teachings about Jews and Judaism at the Second Vatican Council, he marched with Martin Luther King in Selma, he protested the Vietnam War, and he dialogued with other leading Christian theologians. This course will be an exercise in comparative theology, engaging key elements of Heschel's writings and the Judaism expressed in them in order to investigate their potential for contributing to the self-understanding of Christians and practitioners of other religions.

*Ruth Langer*

**TH 437 Jewish and Christian Approaches to Bible (Fall: 3)**

Although Jews and Christians share many scriptural texts (the Christian Old Testament, the Jewish Tanakh), they often understand them differently. This course explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. Students will themselves engage in interreligious learning while learning about ancient Israel's scriptures and studying methods of biblical interpretation from late antiquity to today.

*Ruth Langer*

*David Vanderhoof*

**TH 438 Career and Calling (Fall: 3)**

**Offered periodically**

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of “workplace spirituality.” The Academy of Management, a leading forum for business schools, now includes a section on management and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises.

*James Weiss*

## ARTS AND SCIENCES

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### TH 448 Patristics: Latin and English (Spring: 3)

*Prerequisite:* Introduction to Latin

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between Eastern and Western theology.

*Margaret Schatkin*

### TH 452 Marriage and Family in the Catholic Tradition (Spring: 3)

*Prerequisite:* Undergraduates must have completed the Theology core in either Exploring Catholicism or Intro to Christian Theology.

The Catholic Christian tradition has always given a prominent role to marriage and family yet both institutions have undergone significant changes and have been understood in quite different ways within that tradition. This course will explore the changing role and developing doctrinal/theological understandings of marriage and family with special attention to several controversial issues.

*Richard Gaillardetz*

### TH 462 Liberating Rituals (Fall: 3)

**Offered periodically**

Rituals and symbols are at the heart of every religion. They remind us of who we are and from where we have come. They give shape and direction to our lives and inform the way that we act. This course investigates the transformative power of the prophetic actions of Jesus of Nazareth, such as feeding the hungry, reconciling the outcast and healing the sick. These dramatic acts proclaimed the nearness of God's Kingdom and unveiled the fullness of life that it promised. A renewed approach to Christian sacraments is then proposed.

*Liam Bergin*

### TH 464 Liberation Christology (Spring: 3)

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences the understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed, among others are the relationship between Christian faith and the social order, the implications of globalization for Christology, Jesus and violence, differences between "low" and "high" Christologies, and the meaning of salvation in the light of liberation Christologies.

*Roberto Goizueta*

### TH 469 What Can We Know About God? Exploring the Answers of Christian Antiquity (Fall: 3)

**Team-taught with Rev. George Dion D. Dragas of Greek Orthodox School of Theology**

Study of the teachings and dogmatic writings of the Cappadocians (Basil, Gregory of Nazianzus, Gregory of Nyssa) and John Chrysostom about God, Trinity, and Christology in light of modern interpretation and contemporary debate.

*Margaret Schatkin*

### TH 471 Bread Broken for a New World (Spring: 3)

The Eucharist is primarily about the future. God has laid hold of human history and has begun to transform it from within. The Eucharist has the power to shape the community that celebrates it to be a source of life in a broken and fragile world. This course examines the biblical roots of the Eucharist in the meal traditions of the Jewish people, in the table fellowship of Jesus and in his death on the Cross.

*Liam Bergin*

### TH 482 Hitler, the Churches, and the Holocaust (Fall: 4)

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust and consider the post-Holocaust paradigm shift in theology.

*Lorenz Reibling*

### TH 492 Religion(s) and American Public Schools (Spring: 3)

**Cross listed with ED 402**

This course examines a controversial but surprisingly unfamiliar topic: religion(s) in American public schools. The class has three objectives: (1) to understand the complex role religions have played in the development of American public schools and the political and educational philosophy that undergirds them; (2) To examine the principled philosophical and theological issues behind contemporary legal cases about religion and public education; and (3) To understand how constitutionally sound approaches to religion in schools can help to modulate or resolve the pedagogical and administrative issues that arise across the curriculum and within school culture.

*Erik Owens*

### TH 493 Spiritual Exercises: Philosophers and Theologians (Spring: 3)

**Cross listed with PL 492**

This course will introduce students to "spiritual exercises" that have helped shape the philosophical and theological traditions of the West, and which allow us to appreciate how these disciplines form a "way of life." Such exercises include: cultivating attention, concentrating upon the present moment, negative visualization, meditating upon death, becoming indifferent to indifferent things, the art of reading and dialogue, systematizing the passions, observing states of mind, discernment, examining conscience, and non-discursive meditation. The course is designed to provide students opportunities for engaging ancient and contemporary voices of wisdom in the effort to imagine and fashion "the good life."

*Brian Robinette*

### TH 506 Tibetan Buddhist Philosophy and Practice (Spring: 3)

**Cross listed with PL 509**

Philosophical concepts and meditative and ritual practices of the Tantric Buddhism of Tibet (Vajrayana). Includes early Buddhist and Mahayana philosophical foundations of Tantric Buddhism, connections between philosophy and sacred story, nature of mind and the transformative potential of the human being, visionary practices, meditation theory, inner yogas, unities of wisdom and means, and the feminine divine in cultural context. We explore Tibetan philosophy and praxis through writings of modern Buddhist studies scholars and Tibetan lamas.

*John J. Makransky*

### TH 514 Parables of Jesus (Fall: 3)

*Prerequisite:* Biblical Heritage II or similar introductory New Testament course

**Offered periodically**

Close reading and analysis of Jesus' parables in the synoptic gospels from literary, social, historical, and theological perspectives. Special

attention will be given to the historical Jesus' use of parables and to the literary functions of parables as "narratives within narratives" in the gospel stories.

*John Darr*

**TH 519 The Crisis of Confidence in the Catholic Church (Spring: 3)**

**Cross listed with TM 569**

**Offered periodically**

The Catholic Church in the United States and Europe has seen declining numbers both in regular attendance and in clergy and religious life. Scandals have torn at people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them from the Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

*Raymond Helmick, S.J.*

**TH 527 Meditation, Interfaith Learning, and Social Service (Spring: 3)**

*Prerequisite:* Instructor's permission required

**Cross listed with TM 544**

Enters students into a process in which their study of meditation theory, their own contemplative experience, critical reflection on writings of faith-based social activists, and social service mutually inform each other, helping them to freshly appropriate their own spiritualities as bases for service and action. By engaging contemplative practices from Tibetan Buddhism in forms made accessible to people of other faiths, this course is also an exercise in inter-religious learning and applied comparative theology. Includes writings of Merton, Nouwen, Himes, M.L. King, Gandhi, Thich Nhat Hanh, Suu Kyi and others.

*John Makransky*

**TH 528 The Gospel of Matthew (Spring: 3)**

*Prerequisite:* Biblical Heritage II or equivalent, or instructor's permission

**Offered periodically**

An in-depth examination of the Gospel of Matthew, with sustained analysis of its narrative contents and structure, sources, and theology. This course aims to produce thorough familiarity with the text and its interpretive problems, as well as traditional and recent methodological approaches that have produced promising solutions. Topics of primary interest will include ethics, eschatology, and ecclesiology, with focus on the relationship of Matthew's community to the Judaism of its day.

*Yonder Gillihan*

**TH 533 Modern Catholic Social Teaching (Spring: 3)**

**Offered periodically**

This course will be an historical and analytical investigation of the church's official social teaching. The focus will be on the major texts from papal and episcopal sources. The aim of the course will be to understand the social and ecclesial contexts in which the documents were written and the development of the main themes comprising the Catholic social tradition.

*Kenneth Himes, O.F.M.*

**TH 548 Buddhist Thought and Practice (Fall: 3)**

**Cross listed with PL 448, TM 448**

A study of early Buddhism, Southeast Asian Buddhism, Zen, and Pure Land traditions of East Asia, with focus on ways that Buddhist philosophy informs and is informed by practices of meditation, mindfulness, inquiry, ethical training, and ritual. Students will be instructed in mindfulness exercises (observation of states of mind) to inform our studies, with daily mindfulness practice required. Relevance of Buddhist philosophy today, and in relation to Western philosophy and religion, will be considered throughout.

*John Makransky*

**TH 552 God, Ethics, and the Sciences (Spring: 3)**

**Cross listed with PL 552**

**Offered periodically**

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.

*Patrick Byrne*

*Daniel McKaughan*

**TH 554 Encountering the Qur'an: Contexts and Approaches (Fall: 3)**

Using only English-language sources, this seminar will focus on developing the skills and background needed to understand and reliably interpret the Qur'an in translation. The course will also introduce the traditional contextual materials, such as Prophetic history (Sira, hadith), recitation, "tales of the prophets," textual development, and tafsir. But seminar sessions will focus on close reading and interpretation of selected early (Meccan) Suras.

*James Morris*

**TH 556 Mystery of God (Spring: 3)**

**Offered periodically**

This course covers a variety of themes in contemporary philosophical and Trinitarian theology. The central goals will be (1) to think critically about what we can and cannot know about God in the light of natural reason and divine revelation and (2) to consider how this theological knowing and unknowing has helped many Christian thinkers effectively address certain pressing epistemological, ethical, and political challenges in modernity and postmodernity. Students should have some background in philosophy and theology prior to taking the course.

*Andrew Prevot*

**TH 559 Dante's *Divine Comedy* in Translation (Spring: 3)**

**Cross listed with EN 696, PL 508, RL 526**

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple

## ARTS AND SCIENCES

levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering and Happiness.

Laurie Shepard

### TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)

Corequisite: TH 605

Cross listed with IN 600

See Theology or International Studies Department for registration approval

Priority given to senior Theology and International Studies majors

You must register for one of the required discussion groups

An examination of ethical approaches to international affairs and the role of religion in international politics. The class will explore diverse religious and secular models for relating ethics to international affairs as well as specific areas of international politics where ethical questions are likely to arise, including sovereignty, terrorism, peace-making, human rights, globalization, economic justice, and the use of force in war or humanitarian interventions.

Aspen Brinton

Erik Owens

### TH 566 Mystical Poetry in the Islamic Humanities (Spring: 3)

Supplemental Persian reading session available

Spiritual poetry and music have long been the primary cultural vehicle for the popular communication of Qur'anic teaching throughout the Islamic world. Beginning with essential background from the Qur'an and Hadith, this seminar will focus on three classics of the Islamic humanities: Attar's *Language of the Birds*; Rumi's *Masnawi*; and Hafez's lyrical poetry. Each participant will also study another major work from the Islamic humanities (in translation) from a different Muslim culture or cognate artistic forms (film, music, literature) from contemporary spiritual settings.

James Morris

### TH 569 Johannine Community (Spring: 3)

Emergence and development of the Johannine community as reflected in the Gospel and Epistles of John. Analysis of the Gospel text from the perspective of historical-criticism, literary criticism, and theological developments in gospel traditions. Introduces the student to exegetical methodology as well as basis themes in Johannine theology.

Pheme Perkins

### TH 571 Augustine's *Confessions* (Spring: 3)

This course will offer an in-depth reading of St. Augustine's classic work *The Confessions*. Attention will be paid not only to the theological, philosophical, and biographical issues raised in the text, but also to questions of genre, style, voice, and structure. Among the topics to be considered will be the nature of evil, language, scriptural interpretation, and the construction of individual and communal religious identity.

Doug Finn

### TH 572–573 Intermediate Biblical Hebrew I and II (Fall/Spring: 3)

Prerequisite: Introductory Biblical Hebrew

Offered periodically

These courses begin with a refresher of the basic grammar learned in Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis

is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

David Vanderhoof

### TH 577 Conciliar Traditions (Fall: 3)

This course offers an introduction to the conciliar tradition of the Roman Catholic Church. The course will begin with an historical overview of the ecumenical and Catholic councils, from the councils of Nicaea and Constantinople in the early church era, to the Council of Trent and the First Vatican Council in early modernity. It will then turn to an extended exploration of the Second Vatican Council, its interpretation and reception. The course provides an introduction to the development of Catholic theology, in regard to both form and content, from the beginning to the present.

Boyd Coolman

Mary Ann Hinsdale, IHM

### TH 578 Visions and Visualizations: Daoist Religious Traditions

(Fall: 3)

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

David Mozina

### TH 582–583 Introduction to Biblical Hebrew I and II (Fall/

Spring: 3)

Cross listed with SL 091–092

No previous knowledge of Hebrew is assumed

These courses are a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

Jeffrey Cooley

### TH 587 Early Christianity in its Jewish Context (Fall: 3)

Prerequisite: Biblical Heritage II or equivalent

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

### TH 598 Law, Medicine, and Ethics (Fall/Spring: 3)

Cross listed with PL 598

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine, such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the

position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought-through and principled position. A Socratic method is used to achieve that goal.

*John J. Paris, S.J.*

**TH 605 Toward a Lay Ecclesial Ministry: Theology and Pastoral Practice (Fall: 0)**

Contemporary ministry requires an integrated theological and pastoral formation process. The holistic development of personal, spiritual, professional and ecclesial aspects of contemporary ecclesial ministry is the subject of this course. Designed to strengthen participants' ability to collaborate and communicate more effectively, the course integrates the collective wisdom of the Christian tradition with the student's own personal praxis in contemporary ministry.

*Erik Owens*

**TH 794 Philosophy and the Church Fathers (Spring: 3)**  
Cross listed with PL 794

Introduction to the major Church Fathers and Christian schools of antiquity and their varying engagement with philosophy. Elements of opposition and areas of harmony between Greek and Christian ideals.

*Margaret Schatkin*

**Graduate Course Offerings**

**TH 414 Contemporary Approaches to Religious Education (Spring: 3)**

Cross listed with TM 414

Offered periodically

Graduate level course

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

*Jane E. Regan*

**TH 461 Human Rights Interdisciplinary Seminar (Spring: 3)**

*Prerequisite:* Admission by instructor permission only

Cross listed with ED/PY 461, UN 461, LL 461

Applications are invited from students enrolled in graduate or professional degrees in any of Boston College's divisions. Apply by submitting a brief statement explaining the student's interest (250 words maximum) to CHRJI ([humanrights@bc.edu](mailto:humanrights@bc.edu)) before Wednesday, November 6, 2013.

Satisfies ABA writing requirement for Law students

This seminar explores an interdisciplinary understanding of and responses to various compelling human rights challenges. 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. See full description at: [www.bc.edu/centers/humanrights](http://www.bc.edu/centers/humanrights).

*Daniel Kanstroom*

*M. Brinton Lykes*

**TH 507 Theology of Religions/Comparative Theology (Fall: 3)**

Offered periodically

This seminar will focus on the various theological positions which have been developed with regard to the reality of religious pluralism as well as on the relationship between theology of religions and comparative theology. While we will focus mainly on the works of Christian theologians, we will also pay attention to analogous developments in other religious traditions.

*Catherine Cornille*

**TH 534 Feminist Theology and Ethics (Spring: 3)**

Will treat major voices connecting feminist theology and ethics/politics (e.g., Mary Daly, Elizabeth Johnson, Elisabeth Schussler Fiorenza, Margaret Farley, Ivone Gebara, representatives from Asia and Africa, and applied ethics (e.g., economics, racism, sex, abortion).

*Lisa Cahill*

**TH 535 Ethics of War and Peacemaking (Fall: 3)**

*Prerequisite:* Theology Core

This course will study the many ethical questions that arise in a Christian assessment of war and peacemaking in the modern age. The course will include historical development and moral analysis of various theories of just war and non-violence. Among the applied ethical questions to be examined are humanitarian intervention, targeted killing, economic sanctions, pre-emptive and preventive wars.

*Kenneth Himes*

**TH 611 Hebrew Exegesis of the Dead Sea Scrolls (Fall: 3)**

*Prerequisite:* Intermediate Hebrew or the equivalent

This course begins with exegesis of the Hebrew text of the three "Rules" found in the Qumran caves and in the Cairo geniza: the Community Rule (1QS), the Rule for the Congregation (1QSa), and the Damascus Rule (CD). We will also survey passages from other sectarian texts devoted to interpretation of scripture and history, especially the pesharim. Students with ability to read Aramaic will read selections from the Aramaic DSS that complement the Hebrew texts, and all will read the entire corpus of non-biblical manuscripts in English translation.

*Yonder Gillihan*

**TH 613 Thirteenth Century Franciscan Theology: Alexander and Bonaventure (Spring: 3)**

This course explores the thirteenth-century Franciscan theological tradition through a substantial engagement with the theology of Alexander of Hales and of St. Bonaventure, focusing on the central theological topics of the theological method, Trinity, and Christology.

*Boyd Taylor Coolman*

**TH 618 Development of Theology as a Scientific Discipline in the Middle Ages (Fall: 3)**

Offered periodically

A historical study of the way the monastic reading of the Scriptures developed into the university discipline of theology. The course examines the roles played by Scripture, by patristic and medieval authorities, and by philosophy in theological inquiry during the medieval period. The sources for this study are the translated primary texts from Robert Melun to Luther.

*Stephen F. Brown*

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### TH 621 The Pentateuch (Spring: 3)

*Prerequisite:* Knowledge of biblical Hebrew

#### Offered periodically

In this course we will study the Hebrew text of the Pentateuch, including the history of its interpretation and its modern study. Knowledge of Biblical Hebrew is expected.

*Jeffrey Cooley*

### TH 624 Vatican II: History, Interpretation, and Reception (Fall: 3)

The Second Vatican Council was arguably the most significant ecclesial event for Roman Catholicism in the last four centuries. Although Vatican II has become a staple of contemporary church language, few who invoke it (including many bishops and theologians!) seem to have really grasped what happened at that council and what its consequences are for the life of the church today. This course will study the Second Vatican Council as (1) a seminal ecclesial event, (2) a source for authoritative Catholic teaching and (3) a source for a revitalized vision of the church for the third millennium.

*Richard Gaillardetz*

### TH 630 Authority in Church (Spring: 3)

#### Offered periodically

This course will explore the biblical, historical and theological foundations of ecclesial authority and the structures by which authority is exercised in the life of the church. We will consider questions related to the principles of synodality and primacy, and the distinctive modes of authority exercised by theologians and all the baptized. The focus will be on how these issues are engaged within the Roman Catholic tradition but we will also be attentive to the ecumenical dimensions of the topic. Masters level students must have completed a graduate course in ecclesiology to be eligible for admission into the course.

*Richard Gaillardetz*

### TH 640 Twentieth Century Systematic Theologians (Spring: 3)

This graduate seminar will consider major systematic theologians, both Catholic and Protestant, of the twentieth century. It follows on, but may be taken independently of, TH 694 Early Modern Theology. The seminar will entail close reading of major texts.

*Michael Himes*

### TH 658 Ecclesiology of St. Augustine (Fall: 3)

#### Offered periodically

This course will survey Augustine's understanding of the church as both a historical institution and a sacramental reality. We will explore the development of Augustine's ecclesiology alongside his Christology and theology of scripture in light of his late antique North African context, pastoral commitments, and conflicts with the Manicheans, Donatists, and Pelagians.

*Doug Finn*

### TH 659 New Testament Ethics (Fall: 3)

*Prerequisite:* New Testament or Old Testament Introduction

#### Offered periodically

A survey of ethical material in the New Testament, including ethical arguments in their cultural and literary context. Particular attention to the exegesis of the Sermon on the Mount and Pauline letters. Themes to be discussed include Christianity and culture; violence and love of enemy; obligation to the marginalized; sexuality, marriage, and divorce; Christians and the social order; and the religious basis of ethical transformation.

*Pheme Perkins*

### TH 660 Hans Urs von Balthasar (Fall: 3)

Hans Urs von Balthasar is one of the greatest and most controversial figures of Catholic theology in the twentieth century. This seminar will explore his ecumenical mediation of the debate between Erich Przywara and Karl Barth; his development of a theological aesthetics in critical dialogue with Martin Heidegger; his elaboration of a theological dramatics in critical dialogue with G. W. F. Hegel; his method of retrieving various spiritual, cultural, and doctrinal sources; his Christology, Trinitarian theology, and anthropology; and several positive and critical receptions of his work.

*Andrew Prevot*

### TH 667 Theology and the Mystical Turn (Fall: 3)

This seminar explores the wide-ranging apophatic mood in contemporary thought and the diverse ways mystical theology has come to occupy a central role in recent reflection upon God. In addition to examining the emphasis upon "difference," "absence," and "otherness" among key philosophical and theological voices, the seminar inquires into the relationship between negative theology and the incarnation, as this relationship uniquely characterizes Christian apophysis.

*Brian Robinette*

### TH 670 Methods in Theology (Spring: 3)

#### Offered periodically

In the late 1960s, Karl Rahner asserted that theology's new partners in dialogue were the human and social sciences. Increasingly in answering new and perennial questions, contemporary theology has partnered with archaeology, sociology, cultural studies, psychology, world religions, and forms of critical theory. This course considers various methods in doing theology as well as some of theology's significant dialogue partners.

*Shawn Copeland*

### TH 671 Theology of Edward Schillebeeckx (Spring: 3)

This doctoral seminar will be devoted to the reading of primary texts from three periods in the work of Edward Schillebeeckx (1914–2009): (1) the early existential-phenomenological retrieval of Thomas Aquinas's theology of sacraments; (2) the shift to historical consciousness and hermeneutics during and after Vatican II, particularly exemplified in his Christology; (3) the shift to critical theory and its critique of modernity, leading to an historical praxis of mysticism and politics in the light of a suffering world.

*Mary Ann Hinsdale, IHM*

### TH 674 Theology and Science (Spring: 3)

#### Offered periodically

*Brian Robinette*

### TH 676 Theological Aesthetics (Spring: 3)

This course will explore the dramatic, aesthetic dimension of faith. In the light of Hans Urs von Balthasar's thought, students will examine the performative character of Christian faith as a locus theologicus that integrates contemplation and action, beauty and justice. Among the issues to be addressed are the following: theology and spirituality; the Christological foundation of theological aesthetics; popular Catholicism as liberating aesthetic practices; the relationship between liberation theology and theological aesthetics; and theology and the arts.

*Roberto Goizueta*

**TH 678 Feminist Theologies and Theory (Fall: 3)**

A critical examination of the contributions feminist/womanist/Latina and Asian theologians have made to theology, with special attention given to the theoretical perspectives and frameworks they employ (i.e., liberal, radical, post-structural, critical race theory, post-colonial, queer, ecofeminist, etc.). This seminar will consider classic texts by Aquino, Copeland, Daly, Isasi-Diaz, Johnson, Kwok, Ruether, Schssler Fiorenza, Williams, and others in light of the challenges regarding “difference” and “embodiment” offered by contemporary feminist theory.

*Mary Ann Hinsdale, IHM*

**TH 687 Catholic Theological Ethics: Twelfth–Eighteenth Century (Spring: 3)**

A survey of the following major figures in theological ethics: Duns Scotus, William of Ockham, Jean Gerson, Antoninus of Florence, Desiderius Erasmus, John Mair, Bartolomé de las Casas, Juan Gines de Sepulveda, Francisco de Vitoria, Dominic Soto, Bartolomé Medina, the Council of Trent (1545–1563), Francesco de Toldeo, Thomas Sanchez, Francisco Suarez, Antonio Escobar, Blaise Pascal, Alphonsus Liguori, Johann Michael Sailer, Johann Baptist von Hirscher, and Thomas Slater.

*James F. Keenan, S.J.*

**TH 744 On the Trinity I: The Way to Nicea and Beyond (Fall: 3)**

We will mainly study the newly published *The Triune God: Doctrines* by Bernard Lonergan, as well as some primary sources in tracing the emergence of Trinitarian doctrines—the “dangerous memories” or the truths by which we live as Christians—in the early church councils and patristic theology.

*Frederick Lawrence*

**TH 746 On the Trinity II: From Processions to Missions (Spring: 3)**

**Offered periodically**

We will mainly study *The Triune God: Systematics* by Bernard Lonergan, along with brief forays into Augustine’s *De Trinitate* and Thomas Aquinas’s *Summa theologiae*. Students will be asked to report on alternate approaches to the Trinity: Protestant (e.g., Barth), Orthodox (e.g., Zizioulas), and Roman Catholic (e.g., Balthasar, Rahner).

*Frederick Lawrence*

**TH 762 Christian Ethics: Major Figures (Fall: 3)**

**Offered periodically**

Will consider fundamental questions in Christian theological ethics. Major issues are Scripture and ethics, nature and grace, Christian ethics and philosophy or “reason,” and faith and social action or politics. Two areas of applied ethics will be emphasized: (1) just war and pacifism; and (2) gender, sex, marriage. The approach will be both historical or descriptive, and critical or normative. Authors include Augustine, Aquinas, Luther, Calvin, Menno Simons, and Jonathan Edwards.

*Lisa Sowle Cabill*

**TH 794 Philosophy and the Church Fathers (Spring: 3)**

Introduction to the major Church Fathers and Christian schools of antiquity and their varying engagement with philosophy. Elements of opposition and areas of harmony between Greek and Christian ideals.

*Margaret Schatkin*

**TH 803 Graeca (Spring: 3)**

*Prerequisite:* Intermediate Greek

Rapid reading in Jewish Greek texts (LXX, Philo, Josephus), with an introduction to research in the authors treated, for students who have completed Intermediate Greek.

*Pheme Perkins*

**TH 813 Theological Bioethics (Fall: 3)**

**Cross listed with TM 813**

**Offered periodically**

See course description in the School of the Theology.

*Andrea Vicini*

**TH 817 Global Health and Theological Ethics (Fall/Spring: 3)**

**Cross listed with TM 813**

See course description in the School of the Theology.

*Andrea Vicini*

**TH 851 Seminar: Biblical Studies II (Fall: 3)**

*Prerequisite:* Required of Ph.D candidates in Biblical Studies

*Pheme Perkins*

**TH 880 Psychotherapy and Spirituality (Fall: 3)**

*Prerequisite:* Undergraduates require permission of instructor

**Cross listed with TM 882**

**Offered periodically**

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

*John McDargh*

**TH 899 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* The professor’s written consent, on a form obtained from the department, must be secured prior to registration.

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*The Department*

**TH 969 Suffering, Solidarity, and the Cross (Fall: 3)**

This course understands massive public or social suffering as an outcome of social oppression or social sin. Nearly each decade of the previous century witnessed instances of ethnic or racial killing—the attempted extermination of the Armenians, the Romani peoples, the Jews, the Tutsis. But protracted and pervasive state participation in structuring social and racial discrimination and containment remind us that social oppression cannot be labeled as rare and extreme. The course aims to raise practical-political theological and ethical questions, while developing responses rooted in Christian hope.

*Shawn Copeland*

**TH 982 Ethics Doctoral Seminar (Fall/Spring: 0)**

**By arrangement**

*Lisa Cabill*

**TH 984 Systematics Doctoral Seminar (Spring: 3)**

**By arrangement**

*Mary Ann Hinsdale, IHM*

**TH 985 Comparative Doctoral Seminar (Fall/Spring: 0)**

**By arrangement**

*John Makransky*

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### **TH 998 Doctoral Comprehensive (Fall/Spring: 1)**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*Richard Gaillardetz*

### **TH 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*Richard Gaillardetz*

## The School of Theology and Ministry

### INTRODUCTION

The Boston College School of Theology and Ministry (STM) is an international theological center that serves the Church's mission in the world as part of a Catholic and Jesuit university. The school prepares its students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith. The STM is committed to the Catholic theological tradition, rigorous academic inquiry, interdisciplinary study, ecumenical and interreligious dialogue, and the engagement of faith and culture. The STM offers graduate programs, including civil and ecclesiastical degrees in theology and ministry that integrate intellectual, spiritual, pastoral, and personal formation and reaches out to larger theological and pastoral communities through C21 Online learning resources, the publication of New Testament Abstracts, and timely continuing education programs. For more information, visit the STM website at [www.bc.edu/stm](http://www.bc.edu/stm).

### Admissions and Financial Aid

Applying to the School of Theology and Ministry is straightforward; however, some programs have specific requirements. Be sure to review carefully the requirements for your program of study. The STM, along with four other BC graduate schools, are launching a new online application program called embark. Access to the online application can be found through the STM website at [www.bc.edu/stm](http://www.bc.edu/stm).

### Admissions Requirements

#### Deadlines

##### Fall Admission

Ph.D.: January 15

All other degrees: February 15 (for priority financial aid consideration)

##### Summer Admission (M.A.P.M. and non-degree programs only)

February 15 (for priority financial aid consideration)

##### Spring Admission (Except Ph.D. and S.T.D.)

November 15 (for priority financial aid consideration)

Below are the admission application requirements for all degree programs:

#### Online Application for Admission

- **Personal information**
- **Three letters of recommendation:** Recommenders should be familiar with the applicant's academic competence. For applicants who have been out of school for a significant amount of time, the recommenders should be familiar with the applicant's professional competence. At least one recommendation should also speak to the applicant's character. For M.Div., M.A., and M.Ed. applicants, one recommender should be familiar with the applicant's ministerial potential and experience. Recommendations can be submitted through the online application by the recommenders.
- **Personal statement:** Maximum 1,000 words. The personal statement is submitted online through the online application. Please address the following areas:
  - The academic, professional, and personal development that has motivated you to apply to the STM. Include a sketch of

your educational background and interests, any experience you have in ministry and/or religious education, and any other relevant professional and volunteer experience;

Your understanding of theological education and/or ministry in the context of the Church's mission;

How you plan to apply your theological education;

Given your experience, how you assess your principal strengths for theological education and/or ministry as well as your areas of needed development.

- **Statement of intent (Ph.D. and S.T.D. only):** Applicants should include additional information (up to an additional 1,000 words) outlining your specific area and field of academic interest, how your previous academic, professional, and/or pastoral experience has prepared you for studies within that particular field, the service in the Church that one would render with the Ph.D./ S.T.D. degree, why you are applying to STM, and the faculty member(s) with whom you would like to work. The statement of intent is submitted online through the online application
  - **Curriculum vitae or resume:** The curriculum vitae or resume is submitted online through the online application
  - **Writing sample (Ph.D. and S.T.D. only):** Academic paper, usually no less than 10 pages, not to exceed 25 pages. S.T.D. applicants are also required to submit a copy of their S.T.L. thesis upon its completion. The writing sample is submitted online through the online application
  - **\$75 Admissions application fee.** Jesuits, current JVC members, and current BC students are exempt from this fee. Email the admissions office at [stmadmissions@bc.edu](mailto:stmadmissions@bc.edu) to request a waiver.
  - **Major Superior Form** for all applicants that are priests or members of religious orders. The form can be found in the online application, and can be submitted through the mail to the processing center.
- Other Supporting Documents (submitted through the mail)**
- **Official transcripts** sent to the STM Admissions Office from all colleges, universities, seminaries, or theological schools that you have attended. Official transcripts can be sent along with other supporting application materials in a sealed, signed envelope.
  - **GRE scores:** Scores need to be received directly from ETS. Our GRE code is 2508. In some cases, the admissions office may accept other standardized tests (for example, the Miller Analogies Test). International students for whom English is not their native language can submit TOEFL scores in place of GREs. To inquire, please email the admissions office. The admissions committee may also waive this requirement for those who have earned a previous master's degree. No exceptions will be made for those applying to the Ph.D. or S.T.D.
  - **Personal interviews:** The admissions committee may request a personal interview as part of the application process.

### **Supporting Application Materials**

The School of Theology and Ministry is currently able to accept personal statements, statements of intent, *curricula vitae*/resumes, writing samples, and letters of recommendation through the online application.

All transcripts, major superior forms, and standardized test scores should be mailed to: Boston College School of Theology and Ministry, Processing Center, P.O. Box 270, Randolph, MA 02368-0270.

Please include your full name and Eagle ID number (if you have it) on all forms and correspondence.

### **Jesuit Applicants**

Jesuit scholastic applicants must follow the instructions above. Additionally, international Jesuits should first contact the Assistant Director of Admissions at least five months prior to their planned enrollment to discuss their plans, academic background, and language skills.

Jesuits requiring financial assistance should be in touch with the school by February 15, 2013 so that names may be submitted to the U.S. Jesuit Conference. After this initial contact, the scholastic's provincial would write a letter to the rector of the Blessed Peter Faber Community. The letter would indicate an intent to mission the student to STM, request housing, and indicate if financial funding is needed. Funding for Jesuits from developing countries is approved by the U.S. Jesuit Conference in Washington D.C., and the request is made by the rector of Blessed Peter Faber Community. All Jesuit scholastic applications are reviewed by the Admissions Committee.

In addition, Jesuit applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with the rector of the Blessed Peter Faber Community and other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

### **Non-Jesuit Religious Applicants**

Religious applicants who are not Jesuits must also follow the instructions above. Religious applicants requiring scholarship and parish or convent housing assistance should apply by February 15, 2013 for the fall semester. All religious applicants are reviewed by the Admissions Committee. Lastly, if accepted, the Office of Admissions will work with the Office of International Students and Scholars to process all visa documentation for international applicants.

In addition, non-Jesuit religious applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with your vocation director and/or other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

### **Additional Information**

All transcripts must be mailed to BC's STM Processing Center. No materials submitted as part of the application for admission can be returned or forwarded to a third party. The Admissions Committee will not consider an application until it is complete.

Once an application is complete, it will take up to four weeks before you receive a decision. Ph.D. applications can take up to two months after our deadline before receiving a decision. Decision letters are mailed to the applicant's current address as reported on the admission application.

The Admissions Committee takes into account all of the material submitted with the application: grade point average (GPA), GRE or other standardized test scores (if applicable), TOEFL (for international students), letters of recommendation, work and/or volunteer experience, and personal statement—where we look for a high level of intellectual, social, and religious maturity.

Acceptance to a STM degree program is not guaranteed and is very competitive. Therefore, estimates of the likelihood of acceptance cannot be given to any applicant.

### **Scholarship and Grant Funding**

As an international theological center providing outstanding academic resources and an intimate community for its members, we want to help you finance your studies and make it possible for you to join us. Boston College School of Theology and Ministry (STM) offers generous funding through several types of financial assistance. When you complete and return the STM Financial Aid Application, you are automatically considered for all financial assistance for which you may be eligible from the STM.

Tuition scholarships are based on considerations of academic achievement, potential for ministry, demonstrated leadership, and financial need. Funding is generally renewable at the same level in years following the student's initial award year, assuming the student's need and academic standing do not change markedly. Prospective students are encouraged to contact the Associate Dean, Director of Enrollment Management for questions regarding the funding of your studies.

### **Federal Student Loans**

In addition to scholarship and grant funding, the University participates in the Federal Direct Loan Program. Students can borrow up to the total cost of attendance, minus any funding they are receiving from the STM through the Direct Loan Program. To apply for the Stafford loan, you will need to submit a Free Application for Federal Student Aid (FAFSA), and also complete and submit the Boston College Graduate Financial Aid Application/Validation. Information and forms are available through the Boston College Office of Student Services located in Lyons Hall. Go to [www.bc.edu/gradaid](http://www.bc.edu/gradaid) or call 617-552-3300 for more information. Please note that Federal Stafford loans are only available for U.S. citizens and residents. Please also note that Federal loans are not available to S.T.L. or S.T.D. degree seeking students.

**Notification of your funding will occur after a decision is made regarding your admission into the STM.**

Please note that if you receive a scholarship after you receive your loan package, your loan package may have to be adjusted. Federal regulations limit the total amount of aid (including student loans) a student can receive. Contact the Boston College Office of Student Services if you have any questions about Federal loans.

### **International Student Admission Requirements**

As an international theological center, STM represents the changing landscape of the Catholic Church on the global stage by training priests, lay ministers, and theologians from over forty nations. While we continue to attract and train students from North America and Europe, more and more, the future leadership of the Church is emerging from South America, Africa, India, and Asia. STM is a part of this movement, training some of the first indigenous professors of seminaries, universities, and theological centers in those regions.

We encourage clergy, religious men and women, and lay students from all countries to apply to our programs. Below is important information that you should consider before applying.

#### Visa Process

##### When Applying

Applicants only start securing a visa after they have been accepted to a program. No work on the part of the international applicant needs to be done toward a visa until after they receive a letter of admission, have confirmed intent to enroll, and have proven financial ability for studies. (See below.)

##### After Being Accepted

After being accepted, the Admissions Office will send you the Declaration and Certification of Finances form for the I-20 document. Filling out and returning these forms to the STM Admissions Office will start the process of obtaining an F-1, or student, visa to study in the United States, as long as you meet the financial and English language requirements.

International students, who are also Diocesan priests, must obtain priestly Faculties to serve as priests in the Boston Archdiocese. The student's bishop or major superior must write to the Archbishop of Boston, requesting housing and facilities to function as a priest in the area. A copy of this letter should be sent to STM. Boston College can only issue an I-20, after such facilities have been secured.

#### Additional Requirements

All applicants for whom English is not their native language must demonstrate proficiency in the English language. This can be demonstrated by an acceptable score on the TOEFL exam (Test of English as a Foreign Language) or by receiving a degree from a college or university at which English is the language of instruction.

An acceptable TOEFL score is 550 on the paper-based exam or 79 on the Internet exam. When taking the exam, include STM's institutional code—3971—so that your scores may be sent directly to the school. Students cannot be accepted into any STM program without an acceptable TOEFL score.

##### TOEFL Registration

CN6152

Princeton, NJ 08541, USA

[www.toefl.org](http://www.toefl.org)

The TOEFL score is not required if:

1. You are a citizen of Australia, Canada (except Quebec), Great Britain, Ireland, New Zealand, Guyana, an Anglophone country of Africa, or an English-speaking country of the Caribbean.
2. You earned your prior college or university degree in the U.S. or one of the countries listed above.
3. You are currently enrolled as a full-time student in a U.S. degree-granting program or at an American or English-speaking school in one of the countries listed above and will have completed two academic years of college/university work before beginning your studies at Boston College.

#### GRE Exam

If you do not already have a graduate degree (a degree beyond the initial first post-secondary degree) you must take the Graduate Record Examination (GRE). STM prefers a score of 550 or above on the verbal to be eligible for admission. **Ph.D. and S.T.D. applicants are not exempt from taking the GRE even if they possess a graduate degree.** STM GRE code is 2508.

Educational Testing Service

P.O. Box 6000

Princeton, NJ 08541

[www.gre.org](http://www.gre.org)

#### Permission of Superior

All diocesan priests and members of religious orders must submit a letter of approval and financial support from their bishop or major superior. The letter must indicate complete knowledge and support for your studies indicating degree and semester of initial enrollment. The letter must be on official letterhead and signed by your superior or bishop. The letter should be addressed to the Associate Dean, Director of Enrollment Management and must contain contact information. STM will only accept original letters.

#### Costs

The United States Government requires all international students to prove that they have the financial means to support themselves while studying in the United States. If you are a member of the clergy or a religious, you need to document by either a bank statement or letter of support from your bishop or congregation that you have funds to live and study in the U.S. The U.S. Embassy will not issue you a visa if you do not have the necessary funds. Any tuition costs not covered by STM scholarship funds must be documented.

#### Financial Aid and Scholarships

The cost of higher education in the United States is high. STM awards tuition grants to international students depending on availability, to help ease their financial burden. Partial tuition grants are available for international students. Students must be enrolled in a degree seeking program. Students must exhibit an exemplary academic record and personal potential. Students should be aware that, even if receiving a tuition grant, they still must obtain support to pay for their living expenses. Unfortunately, Federal loans are not available to those who are not U.S. citizens or permanent residents.

All international students must show that they have sufficient funds or resources to pay for their tuition and living expenses during the course of their studies, whether support comes in the form of scholarships, grants, or support from a religious order or personal bank account. Applicants do not need to supply evidence of sufficient resources with their applications. Once accepted, the admissions office will send a form where one can document resources.

#### Housing

Housing is available for international lay students on an individual basis.

Members of religious orders usually find housing with area parishes or religious communities. The Admissions Office assists placing religious members in such communities, though placement and housing is not guaranteed.

#### Graduate Programs

##### *Degree Programs*

The School of Theology and Ministry offers graduate students a number of degree-granting programs. Our degree programs prepare students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith, and scholars preparing for a career in academia.

### **Master of Divinity (M.Div.)**

The School's most comprehensive program, the three-year M.Div. program offers a course of theological, pastoral, and spiritual formation to prepare students for ordained ministry, professional lay ecclesial ministry, or doctoral studies. M.Div. students at the STM have a demonstrated passion for ministry and service to the world, and often go on to careers in parish ministry, campus ministry, chaplaincy, teaching, and non-profit work.

### **Master of Arts in Pastoral Ministry (M.A.)**

The M.A. in Pastoral Ministry combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, ministry in Hispanic and/or multicultural communities, campus ministry, religious education, high school religion teaching, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

The M.A. in Pastoral Ministry is a 35-credit, summer degree program offered through the STM Summer Institute. This summers-only degree is designed especially for those already working in ministry or teaching. Over the course of up to five summers, students study at Boston College for six weeks each summer. The STM Summer Institute offers a vibrant community, joyful liturgy, and opportunities to explore Boston.

Students wishing to do so may choose to pursue a Hispanic Ministry track within the degree.

In collaboration with other BC professional schools, the M.A. in Pastoral Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

### **Master of Arts in Theology and Ministry (M.A.)**

The M.A. in Theology and Ministry prepares students for a wide variety of ministries. Designed for students of all ages and career backgrounds, this two-year program (48 credits in the academic year) combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, ministry in Hispanic and/or multicultural communities, campus ministry, religious education, high school religion teaching, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

For the most flexibility, students in the M.A. Theology and Ministry utilize their their electives to explore theological and pastoral areas of interest. Those wishing to do so can choose a specific track in either Hispanic Ministry or Religious Education.

In collaboration with other BC professional schools, the M.A. Theology and Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

### **Master of Theological Studies (M.T.S.)**

The two-year M.T.S. program (48 credits) offers a broad study of theology with the option to specialize in an area of particular interest. With a flexible curriculum and a special focus on scholarship, the M.T.S. is especially appropriate for students who intend to pursue doctoral studies in theology. The program is also appropriate for students seeking personal reflection and theological development.

### **Doctor of Philosophy, Theology and Education (Ph.D.)**

The Ph.D. program educates scholars in the interdisciplinary field of religious education. Participants take courses in theology, education, and religious education; faculty members from each of these areas serve on both the comprehensive examination committee and on the dissertation committee. The program is offered in conjunction with

the Boston College Theology Department and the Lynch School of Education, and the degree is awarded by the Graduate School of Arts and Sciences.

### **Master of Theology (Th.M.)**

The Th.M. is a one-year, post-master's degree (24 credits) that is intended to deepen and focus a student's foundational knowledge of theological disciplines and ministerial practice. Th.M. graduates come from various backgrounds and go on to use their experience in a diverse array of professions. Graduates take their Th.M. education and serve as teachers, administrators, medical doctors, advocates for refugees and human rights, and ecumenical ministers, as well as in numerous other capacities. Finally, lay students who have already completed a master of divinity and who are interested in pursuing doctoral work, but believe they need additional course work might also consider the master of theology.

### **Certificate of Advanced Educational Specialization, Religious Education (C.A.E.S.)**

The C.A.E.S. is a two-year (36 credits in the academic year; 30 credits in summers) post-master's degree and is for students who hold masters' degrees in theology, divinity, religious education, or a closely related field and have significant professional experience coming in to the program. The program enables students to deepen their theological and educational expertise, develop an educational specialization, or broaden their religious education, ministerial, and theological background.

### **Ecclesiastical Degrees**

The ecclesiastical degrees are part of a three-degree cycle offered by an ecclesiastical faculty and granted in the name of the Holy See. STM has one of only six ecclesiastical faculties within the United States. The degrees provide training in advanced theological areas, preparing students to teach in a seminary or for religious and lay leadership positions in the Catholic Church.

The **Bachelor of Sacred Theology (S.T.B.)** is a first-level, three-year ecclesiastical degree granted in the name of the Holy See through the ecclesiastical faculty of the School of Theology and Ministry (STM) by virtue of its status as an Ecclesiastical Faculty accredited by the Vatican Congregation of Catholic Education. It is offered only in conjunction with the Master of Divinity (M.Div.), a three-year civil degree. Building on the solid theological and practical foundation for ordained and full-time lay ecclesial ministry established by the requirements of the M.Div. degree, the S.T.B. prepares one to pursue the Licentiate of Sacred Theology (S.T.L.), a second-level, research-oriented ecclesiastical degree also offered by the STM.

The **Licentiate in Sacred Theology (S.T.L.)** is the second degree in a three-degree progression of ecclesiastical degrees. The S.T.L. enables students to build upon previous work and focus more on a particular subject or field within a Catholic context. An advanced degree, it provides students with two full years of work above and beyond the S.T.B. or M.Div. Students use the S.T.L. to continue work in Catholic theological studies, prepare for doctoral work, or teach or build competence for working within the Church. Officially, it is "the academic degree which enables one to teach in a major seminary or equivalent school." The S.T.L. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

The **Doctor of Sacred Theology (S.T.D.)** is the culminating step in the three-degree ecclesiastical program. The purpose of the S.T.D.

program is to create scholars who combine broad knowledge of a certain area, a critical knowledge of theological methodology, and an ability to contribute original research in a chosen field of study. Most students who complete the S.T.D. go on to teach in university faculties, seminaries, and theological centers. They also contribute to Church administration and pastoral work, using their extensive study, training, and expertise as resources for their community. Students interested in the S.T.D. usually have discerned a vocation of working within the Catholic Church or a related environment. As with the S.T.L., the S.T.D. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

### ***Non-Degree Programs***

The School of Theology and Ministry is committed to providing the opportunity for professional development and ongoing formation for today's Church. Every person interested in exploring the important issues of the Church today can find a workshop, lecture, or course to meet his or her interest—whether professional or personal. Our programs are designed to fit into a variety of schedules, with day, evening, weekend, and online programs during the academic year, as well as one- or two-week courses held during the STM's Summer Institute.

#### **Academic Certificate Programs**

##### **Post-Master's Certificate in Spiritual Formation**

The Post-Master's Certificate prepares ministers with a prior master's degree in theology or a related field to be spiritual mentors for persons and Christian faith communities.

##### **Pastoral Ministry Certificate**

The Pastoral Ministry Certificate is an 18-credit program for individuals who wish to study a specialized area of ministry, but not enroll in a full master's program.

##### **Hispanic Ministry Certificate**

The Hispanic Ministry Certificate is a program designed to prepare students, ministers, and educators who are already working or are interested in doing so in the context of Hispanic communities anywhere in the U.S.

##### **Supervised Practicum in Spiritual Direction**

A joint offering of the STM and the Jesuit Collaborative based in Watertown, MA, the Supervised Practicum in Spiritual Direction is designed for those interested in thorough introduction to the practice of spiritual direction within the Catholic tradition.

#### **Summer Institute**

The Summer Institute brings together leading U.S. and international theologians to provide a rich array of learning opportunities in conversation with liturgies, seminars, and off-campus activities. In addition to individual courses for credit or audit, the M.A. in Pastoral Ministry is offered through the STM Summer Institute.

#### **Individual Courses**

##### **Special Student**

Special Students at Boston College are those students wishing to take one or more classes in the academic year. As a Special Student at STM you may earn academic credit without enrolling in a degree program. Regular tuition applies and up to 12 credit hours may be taken. Should you later enroll in an STM degree program, the credits you earn will count toward your degree. Special Students may cross-register at other BTI schools, as long as they take one course at STM. Special Students are also allowed to take courses for audit for one-half of the credit cost.

##### **Auditor**

Students not enrolled as Special Students or in a degree or certificate program are eligible to audit one course per semester at the rate of \$441 per credit hour.

##### **Minister-in-the-Vicinity**

Boston College STM offers a special audit rate for those currently engaged in full-time ministry (ministers, lay ecclesial ministers, priests, rabbis, and others) who live in the vicinity and who hold a theological degree. Minister-in-the-Vicinity students can audit one course per semester at the rate of \$201.

#### **Continuing Education**

##### **Conferences, Lectures, Workshops, Seminar Series**

STM welcomes all as part of our commitment to making contemporary theological discussion accessible to the community. Many events are free of charge and others have a small fee.

##### **Sabbatical**

Those who wish to come to Boston College for sabbatical may apply as a Special Student or Minister-in-the-Vicinity and create their own independent sabbatical experience.

##### **C21 Online**

C21 Online offers online courses to support the ongoing formation of Catholic adults and parish volunteers, as well as the professional development of Catholic school teachers and professional lay ministers.

For more information about any of the STM's programs, visit [www.bc.edu/stmacademics](http://www.bc.edu/stmacademics).

#### **Academic Policies and Procedures**

##### ***Academic Integrity at Boston College***

Academic integrity is taken quite seriously at Boston College and by the dean and faculty of the School of Theology and Ministry in particular. STM abides by the University policy on academic integrity to be found in the University Policies and Procedures section of this catalog. The roles and responsibilities of students, faculty, and deans with regard to promoting academic integrity can be found there as well. STM students are strongly encouraged to become familiar with these policies and procedures, as they are held responsible for this knowledge. Students with questions regarding what constitutes a violation of Boston College's Academic Integrity Policy, especially with regard to specific courses and assignments, are invited and encouraged to ask these questions of their professors and the Associate Dean for Academic Affairs.

##### ***STM Academic Integrity Procedures***

In the School of Theology and Ministry (STM), an Academic Integrity Committee (AIC) with both faculty and student members is to be constituted annually by the Associate Dean for Academic Affairs and chaired by one of the faculty members serving on the AIC.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and is encouraged (but not required) to notify the Associate Dean for Academic Affairs in writing of the incident. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty must be sent to the Associate Dean for Academic Affairs.

On receipt of such a notification the Associate Dean will notify the student of the allegation and the grading penalty (if any) imposed by the faculty member. The student will be given an opportunity to

respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the STM AIC. The Associate Dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

The Associate Dean will notify the faculty member bringing the accusation and the student that the case is under review by the AIC. The AIC at its discretion may interview any individual with knowledge pertinent to the case.

The AIC will decide a case by simple majority vote, and the Associate Dean will convey to the faculty member and the student the committee's findings as to responsibility and recommended sanctions. The Associate Dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a warning, which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the committee's decision may be made by written request to the Dean of the school not later than ten days following notice of the committee's decision, and the Dean's decision will be final.

### ***STM Academic Integrity Tutorial***

This online tutorial, developed by STM faculty, students, and administrators, is meant to help students understand better the importance of and policy regarding academic integrity at Boston College and to introduce them to the academic culture at the STM. As well, the tutorial serves as an introduction to good research practices and resources in theology and ministry at the graduate level. The tutorial is required of all new STM degree and certificate students in their first semester or summer of study. Students who do not complete the tutorial by the deadline set each semester by the associate dean for academic affairs will not be able to register for courses for the following term until they complete the tutorial. Information regarding the administration of the tutorial will be given at new student orientation and through email from the Associate Dean for Academic Affairs.

### ***University Communication Policies and Student Responsibilities***

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### ***Absences for Religious Reasons***

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog.

### ***Academic Advising***

Students are free to form mentoring relationships with all STM faculty, including but not limited to their assigned advisors, and are encouraged to form these relationships particularly with those faculty working in the student's area of academic or ministerial interest. STM faculty welcome the opportunity to mentor students.

All students are assigned a faculty advisor for the purpose of course selection upon entry into an STM degree program. Students are strongly encouraged to meet with their advisors once per semester to choose courses for the following semester. Consulting with the advisor ensures that when it comes time for graduation the student will have fulfilled the requirements of his or her program. Conversely, students who do not consult with advisors risk not having fulfilled their requirements and then needing to take extra courses in order to do so before they graduate.

Faculty advisors are assigned based on the student's degree program and an equitable distribution of advising among the faculty. Because advising is so important to the student's academic success, students should feel comfortable with their faculty advisors. Students who wish to change their advisor may do so by contacting the Associate Dean for Academic Affairs, requesting and giving the reason for the change, and identifying the faculty person whom the student wishes to have as his or her advisor moving forward. The Associate Dean will handle the matter in a way that is respectful to all parties.

### ***Academic Grievances***

#### ***I. Preamble***

The Academic Grievance Policy of the School of Theology and Ministry provides a procedure for the constructive and timely resolution of serious academic grievances of students against faculty members. An academic grievance is defined as a complaint by a currently enrolled graduate student against a member of the faculty related to a serious academic matter that has had an adverse effect on the student's learning or ability to perform to the best of his/her ability.

Ordinarily, questions related to a course grade are not considered cause for setting in motion an academic grievance, unless the disputed grade is judged to be evidence of a broader issue or concern related to instruction, communication, access, availability, accountability and/or fairness on the part of the professor. If a student's only issue is the grade itself, the matter should be addressed directly with the professor either in person or in writing. It is the professor's prerogative to alter or uphold the grade. In this case, the decision of the professor is final. If a student wishes to dispute a grade based on one of the alleged broader issues named above, a student may use the Academic Grievance Process to do this. The decision-makers in the Academic Grievance Process will consider only how the broader issues affected the student's grade; they will not abrogate the professor's prerogative to evaluate the academic quality of the student's work.

Resolution of grievances should involve all parties working cooperatively and respectfully to obtain resolutions acceptable to all parties involved. The grievance process first strives for mediated outcomes and only moves to directed outcomes when such efforts at mediation fail. All parties should seek resolutions at the lowest possible administrative level. The grievance should be initiated no later than the end of the

sixth week of the semester immediately following the one in which the action giving rise to the complaint occurred—for example, a grievance arising from spring semester must be initiated before the end of the fall semester.

## II.

Any student who believes he or she has a grievance should communicate with the faculty member(s) directly involved as soon as possible after the action being grieved, but by no later than the end of the sixth week of the semester immediately following the one in which the action giving rise to the complaint occurred. Ordinarily, any grievance initiated will be responded to within thirty days of being initiated. If communication results in a resolution acceptable to all parties involved, the matter shall be considered closed. If either party wishes to have a written statement of the outcome, the parties shall put the solution in writing, sign it, and each retain a copy.

## III.

If, however, a resolution acceptable to all parties involved is not achieved, the student may present the matter in writing in a timely manner—ordinarily, “a timely manner” suggests no more than ten business days; in this case, that means ten business days from the date of the unsuccessful effort to achieve a negotiated resolution—to the chairperson of the department in which the faculty member(s) resides administratively. The written statement must clearly specify: (a) the nature of the complaint and (b) the remedy requested. The chairperson should proceed in the following manner. If the chairperson is a party to the grievance, the Associate Dean for Academic Affairs shall act in his/her stead:

(A) After consultation with both the student and the faculty member(s) involved, the chairperson should proceed in a timely manner either to mediate the matter personally or assign it for mediation to one or more members of the department.

(B) The chairperson or designated faculty mediator(s) shall then meet formally with the faculty member(s) involved and obtain a written answer to the grievance with a full explanation of the faculty member(s)' position. After a full investigation, the chairperson or assigned mediator(s) should meet again with the faculty member(s) and student involved, either separately, or jointly, or both, in order to achieve a resolution of the grievance. If the chairperson or assigned mediator(s) succeeds in resolving the grievance, he/she shall put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all parties involved in the process.

Should the chairperson or assigned mediator be unsuccessful at achieving a resolution, the chairperson, after conducting such further proceedings as he/she may determine to be necessary or desirable in his/her sole discretion shall prepare a written decision and provide a copy of it to the student and the faculty member(s) involved.

## IV.

A student grievant may appeal a decision of the department chairperson to the Dean. The appeal must be made in writing within ten business days of the decision of the department chairperson and must specify clearly: (a) the nature of the grievance; (b) the remedy sought; and (c) the reason or reasons why the proposed resolution emanating from step (III) above is not acceptable. Upon receiving the written appeal, the Dean or the Dean's designees must meet with the chairperson, faculty member(s) and student involved, separately or jointly,

to seek a timely solution to the issues. If such procedures produce a resolution acceptable to all parties involved, it shall be put in writing and copies given to all of the parties.

If no resolution acceptable to all parties is achieved, the Dean or the Dean's designees shall gather all written statements and evidence accumulated up to that point and conduct such review or such further proceedings, including hearings, as the Dean or the Dean's designees may determine in their sole discretion to be reasonably necessary to reaching an ultimate disposition of the grievance. In the event of a hearing, the faculty member(s) and student shall each be entitled to bring, for consultative purposes only, an advisor from the School of Theology and Ministry or the wider Boston College community. If the above process achieves a resolution acceptable to all parties, the Dean or the Dean's designee(s) must put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all of the parties.

If the Dean or the Dean's designee(s) does not achieve a resolution acceptable to all parties, the Dean shall in ten working days convey his/her decision and report (or the report of his/her designee(s) as applicable) to the chairperson and the parties involved. The Dean's decision shall be final.

## Attendance

In order to successfully complete and achieve the objectives of an STM course, students must attend the course meetings in order to engage the professor and fellow students in the teaching and learning dynamic. Students are responsible for being familiar with and following the attendance policy in the University Policies and Procedures section of this Catalog. In addition, the STM has its own attendance policy, enforced by course instructors at their discretion. Students must withdraw from a course in which they have been absent at least 30% of class meeting time. If a student with more than a 30% or greater absence rate does not withdraw from the course, the student will be given a failing grade for the course.

## Audits

Students enrolled in STM degree and certificate programs may audit courses and will be charged half the per-credit tuition rate. Students will not receive financial aid/tuition remission for audited courses and audited courses do not count toward degree programs (but may count toward certificate programs).

Students not enrolled in STM degree or certificate programs can apply through the Admissions Office to audit STM courses for a reduced rate of \$441 per course.

The STM has a reduced audit rate of \$201 per course for Ministers-in-the-Vicinity. Please contact the Admissions Office for more information.

Students cannot register to audit courses through their Agora accounts. Students should contact the STM Service Center or the Assistant Director for Financial Aid and Academic Services in order to register to audit a course.

## Comprehensive and Synthesis Exams

### Doctoral Students: S.T.D.

Consult the S.T.D. Handbook for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TM 980 S.T.D. Specialized Research. In accordance with

the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail (see the University Policies and Procedures section of this Catalog).

### **Doctoral Students: Ph.D.**

Consult the Ph.D. Prospectus for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TM 999 Doctoral Continuation. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail (see the University Policies and Procedures section of this Catalog).

### **M.Div. Students: Synthesis Exams**

Students entering fall 2012 have a choice between the established M.Div. curriculum or the curriculum that was revised and approved in spring 2012. For students choosing the revised curriculum, synthesis exams are taken in the third (or for part-time students, the last) year of the M.Div. program. Consult the M.Div. Handbook for more information about policies and procedures for the synthesis exams.

### ***Cross-Registration***

In consultation with their faculty advisors, STM students may cross-register into courses at other universities and schools of theology through the following consortia: the Boston Theological Institute, the Consortium, and the Graduate Consortium in Women's Studies. More information is available in the University Policies and Procedures section of this Catalog. Students can obtain a BTI cross-registration form at the STM Service Center. *Note that 50% of coursework required for a Boston College degree must be taken at Boston College.*

### ***Directed Research***

Directed research may be pursued on a specialized topic not currently covered in the curriculum, depending on the availability of faculty to work with a student. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be worked out with the professor. The agreement must be put in writing on a Readings and Research form, obtainable through the STM Service Center, signed by both the student and faculty member, and approved by the Associate Dean for Academic Affairs.

### ***Doctoral Candidacy and Continuation***

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog.

To register for doctoral continuation, Ph.D. students register for TM 999 and S.T.D. students register for TM 980.

### ***Doctoral Dissertation Submission***

In order to graduate your graduation date must match the one listed on Agora. If not, you must contact STM's Assistant Director for Financial Aid and Academic Services to have this corrected. Follow the instructions below to ensure you have completed all requirements.

#### **Submitting your Ph.D. Dissertation**

Ph.D. students should consult the office or the website of the Graduate School of Arts and Sciences for further instructions on dissertation submission.

#### **Submitting your S.T.D. Dissertation**

Please review the S.T.D. Handbook for instructions on formatting your dissertation. Submit your dissertation electronically via eTD@BC. See the Help section of the University Libraries website for instructions on how to do this.

#### ***Enrollment Status***

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

#### ***Final Examinations***

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

#### ***Foreign Language Requirements***

Students should consult individual degree program handbooks/prospectuses for program-specific requirements.

#### ***Good Standing***

A student in one or both of the following situations is considered to be under academic review:

1. the student's cumulative grade point average (GPA) falls below 3.0;
2. the student receives a grade of "incomplete" for one-half or more of the courses taken in a single semester.

If a student is under academic review at the end of a given semester, the student will be notified in writing by the Associate Dean for Academic Affairs. The student will have until the end of the following semester to bring his/her GPA up to 3.0 and to complete all incompletes. If a student does not do these things, the Associate Dean may engage the student's faculty course selection advisor, the relevant department chair, and the Associate Dean for Student Affairs in a discussion as to whether and under what conditions the student may continue in his or her degree or certificate program. At that point, the student may be dismissed from the University or given further conditions to meet in order to remain enrolled in the STM. The Associate Dean for Academic Affairs will communicate this information to the student in writing as soon as possible after the meeting.

#### ***Grading***

The STM follows the grading policies and grading scale set forth in the University Policies and Procedures section of this Catalog.

#### ***Grade Changes***

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

#### ***Graduation***

For graduation policies and procedures, please see the University Policies and Procedures section of this Catalog.

#### ***Incompletes***

A student may, with adequate reason and at the discretion of the instructor, take an incomplete in a course. A formal request form must be obtained at the Admissions Office and signed by the professor and the Associate Dean for Academic Affairs. For approval to be granted, a date for completion must be agreed upon between the student and the professor. Except in extraordinary cases, all such "I" grades will automatically be changed to "F" according to the following University-dictated schedule:

**Spring**

August 1

**Fall**

March 1

**Summer**

October 1

See the STM Good Standing policy for the number of incompletes a student may take in a given semester or summer and remain in good academic standing.

### *Leave of Absence and Readmission After a Leave of Absence*

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Students are not eligible for STM financial aid or funding while on leave. When they return to the STM, students continue to receive the tuition remission that they were granted upon entrance into their degree program.

Students wishing to take courses at theological institutions outside of Boston College and the BTI while on leave of absence from Boston College are strongly advised to discuss this plan with their faculty advisor, the relevant department chair, and the Associate Dean for Academic Affairs to make sure that the courses they are planning to take will transfer into and be counted toward their STM degree program. Please see the Transfer of Credit policy for more information.

In some cases, the Associate Dean may require that the student work out a plan of study for the following semester or for the completion of the degree as a condition of re-admission after a leave of absence.

### *Masters' Theses*

All M.A. and M.Ed. students are required to complete a non-credit thesis in or prior to the last semester of their programs. Students seeking more information about the thesis should obtain a Thesis Packet from the STM Service Center.

M.T.S. students have the option of using one of their electives to do a 3-credit thesis. Students seeking more information about the thesis should consult the M.T.S. Handbook and/or consult the M.T.S. Program Director. Students should be registered for TM 880 M.T.S. Thesis.

### *Online Courses*

M.A., M.Ed., and C.A.E.S. students may take up to six credits of online courses toward their degree requirements. Hybrid courses are not included in these six credits. Other STM degree students should consult their course selection advisors and/or faculty program directors as to whether online courses would be acceptable toward their degrees.

### *Pass/Fail*

Select courses are designated Pass/Fail. All requests for Pass/Fail credit, beyond taking courses designated Pass/Fail, must be approved by the student's academic advisor and the Associate Dean for Academic Affairs during the registration period. Students should obtain a Pass/Fail form from the Admissions Office.

- M.A., M.Ed., and C.A.E.S. students may take two courses P/F beyond those designated as such.
- M.Div. students may take no more than 18 credits on a P/F basis.
- M.T.S. students may take no more than 12 credits on a P/F basis.

- Th.M., S.T.L., and S.T.D. students may not elect to take any courses P/F, with the exception of the Spiritual Direction Practicum.
- Ph.D. students should consult the GSAS Dean's Office.

### *Prerequisites*

For students with little or no background in writing research papers in the humanities, students for whom English is a second language, and others, the Admissions Committee may decide to recommend or require TM 731 Writing and Research for Theology and Ministry as a condition of admission into a degree or certificate program. This is a one-credit seminar that will utilize the writing a student is doing in other courses to explore various types of theological writing such as reflection papers, research papers, and more.

TM 731 is not a remedial course and is highly recommended for most students. It can be used for elective credit toward the degree by M.A. and M.Ed. students who have not been required to take it. If the student is required to take this course, however, it must be taken in addition to the credit hours required for the degree.

Four courses (12 credits) in philosophy are prerequisites for the M.Div. degree. These courses can be taken on an undergraduate or graduate level, and they can be taken Pass/Fail. For students who do not have at least 12 credits of philosophy at the time of application to the M.Div. program, these courses may be taken during the first year of the M.Div. All courses must be taken for credit and the courses themselves approved by the M.Div. program director. As prerequisites for the degree, they do not count in the 84 credits required for the M.Div.

### *Professional Ethics in Ministry Workshop*

STM's Professional Ethics in Ministry Workshop, required for all STM students, is intended for academic-year students as they begin their programs at STM. The day considers ministerial ethics in theological, pastoral, and legal perspectives and invites students into an ongoing, school-wide conversation and reflection on the nature of ministerial roles and the power dynamics and ethics that attend them. Students in ministerial degree programs (except for summers-only degrees) with a field education requirement (Contextual Education or Supervised Ministry) must fulfill this requirement before they begin their placements. All other students must complete the requirement before they graduate. Information about when the Professional Ethics in Ministry Workshop is offered each fall is distributed with admission materials. Students who have not fulfilled the requirement in their first semester of study will be notified of the next available date to fulfill the requirement by the Associate Dean for Academic Affairs.

For summers-only M.A. and M.Ed. students, the material normally covered in the Professional Ethics in Ministry Workshop will be covered during the required Contextual Education course.

### *Readmission After a Lapse in Enrollment*

All students are required to keep their University status current. If a student does not do so, s/he must seek approval from the STM to be re-admitted to the degree program.

Each degree has a term limit—a number of years from the date of matriculation into the degree program by which a student must finish the degree. These term limits are the following:

- M.A. and M.Ed.: 5 years
- M.T.S.: 4 years
- M.Div.: 6 years
- Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

If a student seeks readmission before the term limit expires, s/he must write the Associate Dean for Academic Affairs to request readmission before the start of the semester in which the student wishes to return. If granted, all courses taken towards the degree thus far will count toward the degree.

If a student seeks readmission after the term limit has expired, the student must reapply through the Office of Admissions. To begin this process, the student should email the Assistant Dean for Enrollment. If the student is readmitted to the program, a decision will be made on a case-by-case basis by the Associate Dean for Academic Affairs as to (1) which and how many courses already taken will count toward the degree; and (2) any changes in requirements for graduation with the degree. These decisions will be based on the criteria spelled out in the University Policies and Procedures section of this Catalog.

### **S.T.L. Thesis Submission**

*Do not submit your dissertation online through the same process by which S.T.D. dissertations are submitted.* Before your defense, please obtain from the Admissions Office an S.T.L. Thesis Defense form. This form comes with instructions on S.T.L. thesis submission.

### **Summer Courses**

Summer students whose requirement is a total of 35 credit hours for the degree may take no more than two three-credit courses during the academic year.

All STM Summer Institute two-week courses are designated for two credits. However, as an exception a M.A., M.Ed., C.A.E.S., or Ph.D. student may request that such a two-credit course be taken for three credits. This may be done only with the professor's permission, and under the following conditions:

1. The student does an additional reading of at least 500 pages of scholarly work that is germane to the theme of the course and no required reading for other courses. The text(s) chosen must have the explicit and prior approval of the professor.
2. The student submits to the professor a written paper on the additional required reading of at least ten pages (double spaced).
3. M.A., M.Ed., C.A.E.S., and Ph.D. student must have at least a B+ (3.5) grade point average in the program.
4. Summers-only M.A., M.Ed., and C.A.E.S. degree students may obtain three credits in a two-week course only twice throughout their degree program, no more than once per summer, and not in their first summer.

Summers-only M.A., M.Ed., and C.A.E.S. students may take a maximum of eight credits in any given summer. Beginning summer 2014, the on-line course can be taken as an additional two credits (for a total of ten) since the on-line offering will begin in mid May and complete before the on-campus summer courses begin in late June.

The faculty strongly urge that all Summer Institute students obtain the reading lists for their chosen courses well ahead of time and to have much of the required reading done before classes begin.

For M.A., M.Ed., C.A.E.S., and Ph.D. students taking a summer course for three credits, a three-credit form, detailing the work to be completed for the third credit and signed by both the student and the professor, must be returned to the Admissions Office by the second day

of class. The Associate Dean for Academic Affairs decides on approval for all such requests. Students should assume that the request has been approved unless contacted by the Associate Dean.

For M.Div. and M.T.S. students, courses offered in semester-length mode must be taken in that mode. Summer courses cannot be used to satisfy subject area requirements for these degree programs, but, where appropriate, courses taken in the summer can be applied as electives. The student should consult the relevant program director to determine such suitability before enrolling in summer course(s). Two-credit courses taken in the summer must be counted as such; no provision will be made to convert these courses to three credits. A maximum of six (6) credits from summer courses can be applied towards an M.Div. or M.T.S. degree.

For Th.M., S.T.L., or S.T.D. students, permission of the program director is required before enrolling in summer courses. Two-credit courses cannot be applied toward these degrees.

For students in all STM degree programs, summer courses in languages are acceptable if they conform to the requirements of the degree program to which they are to be applied; the student should contact the relevant program director to determine such suitability before enrolling in the summer language course.

### **Summer Course Registration**

Students taking summer courses must be registered for the course for credit or audit. When students register for a course, they will be given a name tag; students without name tags will be asked to return to the Service Center to register. Persons with questions about this policy should contact the Associate Dean for Academic Affairs.

### **Time-to-Degree Completion and Extensions**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Each degree has its own time limit for graduation from the date of matriculation into the degree program.

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

S.T.D.: There is no set time limit. However, S.T.D. students must register for the 6-credit TM 980 from the time they finish their course work until they graduate.

Ph.D.: Ph.D. students should consult the GSAS office or website for time-to-degree policy. It is important to note that Ph.D. students must register for the one-credit TM 999 (Doctoral Continuation) from the time they finish their course work and until they graduate.

Students must petition the STM for an extension if they will not complete the degree in the time frame indicated above. Normally, only one extension will be granted per student. Students should send a letter by U.S. mail or email to the Associate Dean for Academic Affairs, detailing (1) the reason the extension is needed and (2) giving a completion date for the degree. The Associate Dean will circulate the petition for extension to the student's faculty advisor and department chair for approval before making a final decision on an extension. The Associate Dean will notify the student as to whether the petition has been approved and the student's new graduation term.

**Transcripts and Transcripts/Diploma Holds**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

**Transfer of Credit**

STM degree students, with the exception of M.Div. students, may transfer a total of six graduate credits from another university or school of theology, subject to the following criteria:

- at the date of the student's graduation, his or her transfer credits may be no more than five years old;
- transfer credits must have been obtained for graduate-level course work;
- each transfer course must have been taken for a letter grade and a minimum grade of "B" must have been earned;
- credit must not have been used in obtaining any other degree; and
- course work must be relevant to the student's degree program.

M.Div. students may transfer in 24 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

Students may transfer up to 12 credits taken at the STM prior to degree matriculation into an STM degree program. After admission into the degree program, students wishing to do this should contact the Associate Dean for Academic Affairs.

In order to transfer credits into your STM degree program, you will need to submit *three forms* to the Admissions Office:

1. **Transcript** containing the courses you wish to transfer.
2. An **up-to-date program of study/course tracking sheet** indicating the courses you've taken so far at STM, the courses you are hoping to transfer into the degree, and the requirements that you are proposing that all those courses fulfill.
3. A completed **Transfer of Credits form**.

**Please follow these steps:**

1. Check to see if you have an up-to-date program of study/course tracking sheet. If you know that you've recently filled one out with a faculty advisor or program director, obtain a copy from that person.
  - a. If you have an updated program of study/course tracking sheet, bring it with you and continue with steps 2, 3, 5, and 6 below (skip step 4).
  - b. If you don't have an updated program of study/course tracking sheet, follow *all* steps below.
2. Stop by Admissions to print out the transcript containing the courses you want to transfer in. If they don't have the transcript on file, then contact the institution at which you took those courses and ask them to send you an official transcript.
3. Once you have the transcript, ask Admissions for a Transfer of Credit form.
4. *If you don't have an up-to-date program of study/course tracking sheet*, ask Admissions for a blank one and fill it out using the transcript you have in hand as well as your Boston College course history, which can be accessed through one of the computers in the front of the Service Center.
5. Fill out the Transfer of Credit form.
6. Hand all three forms to the person at the front desk.

Admissions will circulate the form to your advisor, department chair, and the Associate Dean for Academic Affairs (for Jesuit scholastics, it will also go to the director of Jesuit studies) for approval. The

Associate Dean will send it on to University Student Services, who will transfer in the credits. If the courses do not show up on your Agora course history within two weeks, please contact the Associate Dean for Academic Affairs.

**Weekend Courses**

In consultation with their faculty advisors, students may take these as their program permits, up to the maximum of six credits.

**Withdrawal from a Course**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

**Withdrawal from Boston College**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

**Faculty**

**Khaled E. Anatolios**, *Professor of Historical Theology*; B.A., M.A., Ph.D. (Boston College)

**John F. Baldovin, S.J.**, *Professor of Historical and Liturgical Theology*; A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)

**James T. Bretzke, S.J.**, *Professor of Moral Theology*; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)

**Richard J. Clifford, S.J.**, *Visiting Professor of Old Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., S.T.L., Ph.D. (Harvard)

**James J. Conn, S.J.**, *Professor of the Practice of Canon Law and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., A.M., J.D., J.C.L., J.C.D. (Gregorian)

**Thomas H. Groome**, *Professor of Theology and Religious Education*; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/ Columbia University Teachers College)

**Daniel J. Harrington, S.J.**, *Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., B.D., Ph.D. (Harvard)

**Mary Jo Iozzio**, *Professor of Moral Theology*; B.A., M.A., Ph.D. (Fordham)

**Richard Lennan**, *Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

**Mark S. Massa, S.J.**, *Professor of Church History and Dean*; A.B., M.A., M.Div., S.T.L., Th.D. (Harvard)

**Francine Cardman**, *Associate Professor of Historical Theology and Church History*; A.B., M.Phil., Ph.D. (Yale)

**Dominic F. Doyle**, *Associate Professor of Systematic Theology*; B.A., M.T.S., Ph.D. (Boston College)

**Colleen M. Griffith**, *Associate Professor of the Practice of Theology and Faculty Director for Spirituality Studies*; B.A., M.Ed., Th.D. (Harvard)

**Margaret Eletta Guider, O.S.F.**, *Associate Professor of Missiology*; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

**Thomas A. Kane, C.S.P.**, *Associate Professor of Homiletics and Liturgical Practice*; A.B., M.A., S.T.L., Ph.D. (Ohio State)

**Melissa M. Kelley**, *Associate Professor of Pastoral Care and Contextual Education*; B.A., M.A., Ph.D. (Boston University)

**Catherine M. Mooney**, *Associate Professor of Church History*; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

## THEOLOGY AND MINISTRY

**Nancy Pineda-Madrid**, *Associate Professor of Theology and Latino/Latina Ministry*; B.A., M.Div., Ph.D. (Graduate Theological Union)

**Jane E. Regan**, *Associate Professor of Theology and Religious Education*; B.A., M.A., Ph.D. (The Catholic University of America)

**John R. Sachs, S.J.**, *Associate Professor of Systematic Theology*; A.B., M.A., M.Div., Dr. Theol. (Tübingen)

**Thomas D. Stegman, S.J.**, *Associate Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

**Andrea Vicini, S.J.**, *Associate Professor of Moral Theology*; B.Phil., B.Th., M.D., S.T.L., S.T.D., Ph.D. (Boston College)

**Christopher Frechette, S.J.**, *Assistant Professor of Old Testament*; B.A., M.Div., S.T.L., Th.D. (Harvard)

**Philip Browning Helsel**, *Assistant Professor of Pastoral Care and Counseling*; B.A., M.Div., Ph.D. (Princeton)

**Theresa A. O'Keefe**, *Assistant Professor of the Practice of Youth and Young Adult Faith and Faculty Co-Director of Contextual Education*; B.A., M.Ed., Ph.D. (Boston College)

**Hosffman Ospino**, *Assistant Professor of Hispanic Ministry and Religious Education*; B.A. (Equiv.), M.A., Ph.D. (Boston College)

**O. Ernesto Valiente**, *Assistant Professor of Systematic Theology*; B.A., M.Div., Ph.D. (Notre Dame)

**Michael Simone, S.J.**, *Instructor of Old Testament*; B.A., M.Div., S.T.L., Ph.D. Cand. (Johns Hopkins)

### Contacts

- General Information: 617-552-6501
- Admissions: 617-552-6535
- C21 Online: 617-552-4075
- Continuing Education: 617-552-0185

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**TM 351 Faith Elements in Conflicts (Spring: 3)**

**Cross listed with TH 351**

**Open to STM, GA&S and Advanced Undergrad Theology major students**

Religious differences often appear to figure into the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election, and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict and how the religious elements and loyalties relate to other interests that figure into such conflicts.

*The Department*

**TM 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**

**Cross listed with TH 352**

**Open to STM, GA&S, and Advanced Undergrad Theology major students**

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw and has figured massively into the turbulent

events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

*The Department*

**TM 569 The Crisis in Confidence in the Catholic Church (Spring: 3)**

**Cross listed with TH 519**

**Open to STM, GA&S, and Advanced Undergraduate Theology major students**

The Catholic Church, in the United States and Europe, has seen declining numbers both in regular church attendance and in clergy and religious life. Scandals have torn people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them, whether from Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

*The Department*

### Graduate Course Offerings

**TM 414 Contemporary Approaches to Religious Education**

**(Spring: 3)**

**Cross listed with ED 414, TH 414**

**Offered periodically**

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

*Jane Regan*

**TM 425 Topics in Catholic Education (Fall: 3)**

This course explores the history, purpose, current status, and possible futures of Catholic elementary and secondary schools. Students will become conversant with the body of scholarly literature, theoretical and empirical, that defines the field of Catholic education. Though the primary focus will be on Catholic schools in the United States, the course will explore how we can learn from the experience of other religiously affiliated schools here and abroad, and from the experience of Catholic educators worldwide. Special attention will be devoted to how the Ignatian spirituality and pedagogy can be a resource for educators in Jesuit and non-Jesuit schools.

*Joseph O'Keefe, S.J.*

**TM 438 Career and Calling (Fall: 3)**

**Cross listed with TH 438**

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of "workplace spirituality." The Academy of Management, a leading forum for business schools, now includes a section on management and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This

multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.

*James Weiss*

**TM 448 Buddhist Thought and Practice (Fall: 3)**

**Cross listed with PL 448, TH 548**

A study of early Buddhism, Southeast Asian Buddhism, Zen, and Pure Land traditions of East Asia, with focus on ways that Buddhist philosophy informs and is informed by practices of meditation, mindfulness, inquiry, ethical training, and ritual. Students will be instructed in mindfulness exercises (observation of states of mind) to inform our studies, with daily mindfulness practice required. Relevance of Buddhist philosophy today, and in relation to Western philosophy and religion, will be considered throughout.

*John Makransky*

**TM 449 Jewish and Christian Approaches to Bible (Fall: 3)**

**Cross listed with TH 437**

Although Jews and Christians share many scriptural texts (the Christian "Old Testament," the Jewish Tanakh), they often understand them differently. This course explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. Students will themselves engage in interreligious learning while learning about ancient Israel's scriptures and studying methods of biblical interpretation from late antiquity to today.

*Ruth Langer*

*David Vanderhooff*

**TM 501 Theological Synthesis (Spring: 3)**

**Enrollment limited. Qualified students in other programs may enroll as space allows.**

This is the second semester of the required, six-credit course for M.Div. students in their second year of residency. The course combines reading, lectures, written reports, and discussion groups on the following topics: the church—a broad examination that includes sacramentality and ministry; Christian moral life; and creation and eschatology. Students conclude the course by writing a short synthesis of the faith in collaboration with a faculty mentor; this paper serves as the basis of a one-hour oral examination by members of the faculty.

*Orfilio Valiente*

**TM 502 Synoptic Gospels (Spring: 3)**

**Offered periodically**

A study of the Gospels of Mark, Matthew, and Luke. Following an examination of the "synoptic problem," the course offers an extended analysis of Mark's Gospel and then proceeds to examine how Matthew and Luke produced "second edition" Gospels to serve the needs of the communities to whom they wrote. Particular attention is paid to theological and pastoral issues raised by the texts.

*Thomas Stegman, S.J.*

**TM 503 Grief and Loss (Fall: 3)**

Grief may be understood as the response to a significant loss. We will explore pastoral, theological, religious, and secular perspectives on grief and loss and seek to integrate these perspectives where appropriate. We'll consider important new research in thanatology and review traditional psychological theories of grief in light of contemporary critiques. We will explore the experience of grief in light of context and culture and consider which features may be universal. We will attend

to often unrecognized dimensions of grief—disenfranchised grief and the grief born of injustice. We'll focus on how to respond pastorally to grieving individuals and communities.

*Melissa Kelley*

**TM 505 Introduction to Catholic Social Ethics (Fall: 3)**

This course introduces the rich tradition of social ethics engaged explicitly by Leo XIII, *Rerum novarum* (1891), continued by his successors and bishops conferences, and enriched by theological reflection that continues today. Attention will be given to the principal documents (encyclicals, *Gaudium et spes* (1965), pastoral letters), and the contexts from which they emerged to gain facility in applying social analysis to contemporary concerns. Key themes to be studied: life and dignity of the human person, solidarity, social participation and the common good, the preferential option for the poor, and economic development and work, among others.

*Mary Jo Iozzio*

**TM 506 Fundamental Theology (Fall/Spring: 3)**

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the Church's doctrine. The course will also survey past and present methods in "doing theology," and consider the connection between theology and spirituality.

*Khaled Anatolios*

*John Sachs*

**TM 510 Fundamental Moral Theology (Fall: 3)**

**Prerequisite:** One undergraduate course either in philosophical ethics or moral theology

This Level Two course treats Roman Catholic fundamental moral theology, focusing on both traditional and contemporary understandings of principal themes such as: the nature and history, as well as a methodological model for approaching fundamental moral theology; the moral person and moral community; conscience, moral norms and the natural law; evaluations of moral acts; sin (personal and social), conversion and reconciliation; roles of church teaching (magisterium) and tradition in selected contemporary issues in the areas of sexual ethics, health care and bioethics, and Catholics in the political arena will be discussed in terms of applying the fundamental themes of moral theology.

*James Bretzke, S.J.*

**TM 512 Acts of the Apostles (Spring: 3)**

**Prerequisite:** NT Intro is recommended

**Offered periodically**

An exegetical analysis of Luke's narrative of the birth and growth of the early Church and its key theological themes (e.g., God, Jesus, the Holy Spirit, the twelve apostles, Jerusalem, the Church, Jews and Christians, the Gentiles, Christology, eschatology, mission, salvation history). The treatment will proceed with particular attention to the Gospel of Luke, the genre and purpose(s) of Luke's second book, and the life setting of the Lukan author and audience.

*Christopher Matthews*

## ***THEOLOGY AND MINISTRY***

### **TM 513 Theological Synthesis (Fall: 3)**

*Prerequisite:* Department permission required

**Qualified students in other programs may enroll as space allows.**

**Students register for TM 501 spring semester.**

This is a required six-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines. The course combines reading, lectures, written reports, and discussion groups. Students conclude the course by writing a short synthesis of the faith in collaboration with a faculty mentor which serves as the basis of a one-hour oral examination by members of the faculty.

*Orfilio Valiente*

### **TM 514 The Psalms: Prayer of Israel, Prayer of Christians (Spring: 3)**

*Prerequisite:* No prerequisite, but TM 515 is highly recommended

**Offered periodically**

From ancient times to the present, the Book of Psalms has held 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.*

### **TM 515 The Core Narrative of the Old Testament: Genesis to Kings (Fall: 3)**

**This course will meet on Friday from 9-12 plus a one hour section, time to be determined.**

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures, and sections in which students present an exegesis of important passages. Solid knowledge of these books is essential to understand the rest of the Bible. This course does not duplicate other "introductions," for we read only Genesis through Kings (not the Prophets, Wisdom Literature, or Psalms), and a third of the class time is devoted to small sections, which are designed to sharpen exegetical and preaching skills.

*Richard J. Clifford, S.J.*

### **TM 517 Human Sexuality (Fall: 3)**

**Level Two course**

The course studies human sexuality in light of the contributions that come from human experience and human sciences, biblical scholarship, theological insights and debates, and the Catholic Magisterium. Personal dimensions (e.g., bodiliness, development, orientation, identity, affectivity), social components (e.g., gender, economic dynamics), and historical shifts will be highlighted. The anthropological, hermeneutic, and phenomenological approaches that will be privileged allow us to discuss behaviors and practices critically and to strengthen and promote virtuous and just relationships.

*Andrea Vicini, S.J.*

### **TM 527 Liturgical Preaching I (Spring: 3)**

**Offered periodically**

**There will be sections with a limit of six students per section.**

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the

homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.

*Thomas Kane, C.S.P.*

### **TM 529 Ministry and Theology of the Sacrament of Reconciliation (Spring: 3)**

*Prerequisite:* One graduate course in fundamental moral theology and one course in canon law (preferably canon law of marriage and sacraments)

**Offered periodically**

**This course is part of the M.Div. Rites Practicum, and is open to non-ordination students, including women, as long as they have the prerequisites and are aware that the primary focus is on preparation for the ministry of the Sacrament of Reconciliation.**

This Level Two course treats the Roman Catholic Sacrament of Reconciliation from its historical, theological, moral, pastoral, liturgical, and canonical perspectives. The course's emphasis will be on an ongoing practicum on confessional counseling, utilizing role playing of a variety of confessional cases and issues. The course will also include discussion of moral, liturgical, and systematic theology as it relates to the Sacrament. Additional attention will be paid to spiritual direction and pastoral counseling in the context of sacramental confession, as well as a number of pastoral, moral, and canonical issues which often surface in the celebration of the Rite of Reconciliation.

*James T. Bretzke, S.J.*

### **TM 530 Contextual Education (Fall: 2/Spring: 3)**

For academic year students, Contextual Education is a 5-credit program. It includes a supervised field placement and a classroom component that lasts from September through April. Students register for Contextual Education during the Fall semester of their final year but should contact the Director of Contextual Education in the prior Spring semester to set up a placement.

*The Department*

### **TM 531 Rites Practicum (Fall: 3)**

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet twice a week (once for theory and once for practice) as well as in small groups and for videotaping.

*Thomas Kane, C.S.P.*

*Robert Ver Eecke, S.J.*

### **TM 534 The Church (Fall/Spring: 3)**

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the Church within both a Trinitarian theology and a theological anthropology. Specific topics for exploration include the place of the church in the Creed, the sacramentality of the Church, a theology of mission, and of structure and authority. The course will also explore current issues shaping the Church's life and its place in the wider culture.

*The Department*

### **TM 537 Spiritual Autobiography: Journeys into the Self and God (Fall: 3)**

**Offered periodically**

This course examines the spiritual autobiographies of well-known individuals such as Augustine of Hippo, Teresa of Avila, Thérèse of Lisieux, Thomas Merton, Dorothy Day, Walter Ciszek, S.J., and Nancy Mairs.

*Catherine Mooney*

**TM 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)**

*The Department*

**TM 540 Introduction to the New Testament (Fall: 3)**

A historical and theological introduction to the New Testament, its various genres, and the methods of its interpretation against the background of early Christian literature.

*Daniel Harrington, S.J.*

**TM 544 Meditation, Service, and Social Action (Spring: 3)**

Meditations of loving communion and presence are adapted from Tibetan Buddhism for students of all backgrounds and faiths to explore. Contemplative theory, meditation guidance, daily meditation practice and writings of leading social activists mutually inform each other to help students freshly appropriate their own spiritualities as a basis for social service and social action throughout their lives. Contemplative theory is explored through the professor's recent book and through the students' deepening meditation experience. This is brought into conversation with weekly readings in Martin Luther King, Jr., Mohandas Gandhi, Thich Nhat Hanh, Michael Himes, Thomas Merton, Ram Dass and other social activists.

*John Makransky*

**TM 546 Christology (Fall/Spring: 3)**

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ, and why this is a significant claim. The course surveys the origins and development of three fundamental approaches to Christology: (1) the historical Jesus, (2) Jesus as Savior, and (3) the divine and human natures of Jesus. The course examines the New Testament, the early councils of the Church, the writings of early and medieval Christian theologians, the dogmatic teachings of the Church and the contributions of contemporary theologians. Two main questions will be addressed: Who is Jesus? How does Jesus save us?

*The Department*

**TM 550 History of Western Christianity I: 100–850 (Fall: 3)**

Through lectures and primary source readings, the course surveys the major cultural, institutional, and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.

*Francine Cardman*

**TM 551 History of Western Christianity II: 850–1650 (Spring: 3)**  
**Students need not have taken TM 550 or any other course in church history.**

**Level One course**

General survey of Western Christianity, with special emphasis on institutional, theological, pastoral and spiritual issues. Lays the foundation for understanding many features of the Church today. Topics include monasticism, establishment of the modern papacy, lay apostolic movements (e.g. beguines), religious orders (e.g. Franciscans, Jesuits), heresies, crusades, inquisitions, scholasticism, saints (e.g., Hildegard of Bingen, Francis of Assisi, Ignatius of Loyola), popular devotions, women in church, mysticism, Protestant Reformation, church councils (e.g. Trent), overseas evangelization.

*Catherine M. Mooney*

**TM 560 Critical Contemporary Ethical Issues: Cultivating the Common Ground (Spring: 3)**

**Offered periodically**

**This is the introductory course in moral theology for all degree programs, except the M.Div.**

This Level One course considers contested ethical issues from Catholic, ecumenical, and cross-cultural perspectives seeking to foster development of a common ground approach that transcends the religious, cultural, political and ideological divisions that often mark these debates. The course employs the "Moral Triangle" method of analysis which probes the debates in terms of Issues (including assumptions and morally relevant features), Judgments (including truth claims and moral principles) Applications (including goals and strategies). Issues treated come biomedical ethics (including genetics and end-of-life issues), sexual ethics (including gender and reproductive issues), abortion, Scripture and ethics, faith and politics, inculturation and cross-cultural ethics.

*Mary Jo Iozzio*

**TM 569 The Crisis in Confidence in the Catholic Church (Spring: 3)**

**Cross Listed with TH 519**

**Open to STM, GA&S, and Advanced Undergraduate Theology major students**

The Catholic Church, in the United States and Europe, has seen declining numbers both in regular church attendance and in clergy and religious life. Scandals have torn people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them, whether from Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

*Raymond Helmick, S.J.*

**TM 572 Intermediate Hebrew Readings (Fall: 0/Spring: 3)**

*Prerequisite:* Basic Hebrew

A two-semester course of readings from the Hebrew Bible.

*Richard Clifford, S.J.*

**TM 573 Intermediate Greek (Fall: 0/Spring: 3)**

*Prerequisite:* A minimum of one year of basic Greek

A two-semester course of readings from the New Testament and the Septuagint. Three credits will be awarded in the second semester.

*Daniel J. Harrington, S.J.*

**TM 577 Comparative Theology/Theology of Religions (Fall: 3)**

**Cross listed with TH 507**

This seminar will focus on the various theological positions which have been developed with regard to the reality of religious pluralism as well as on the relationship between theology of religions and comparative theology. While we will focus mainly on the works of Christian theologians, we will also pay attention to analogous developments in other religious traditions.

*Catherine Cornille*

**TM 586 Tibetan Buddhist Philosophy and Practice (Fall: 3)**

*The Department*

### TM 595 Professional Ethics for Ministry I (Fall: 0)

This intensive workshop offers participants an opportunity to reflect theologically and pastorally on professional ethics in ministry. Through varied modalities, participants will consider a broad spectrum of ministerial activities and the correlative ethical responsibilities of the minister. Students register for one of the following dates: September 27 or October 4. It meets from 12:00 p.m. to 4:00 p.m.

*Melissa Kelley*

### TM 603 Classic Texts of American Theology (Fall/Spring: 3)

Offered periodically

A seminar focused on the classic texts, and secondary works, produced in and about religion in the United States: William James' *Varieties of Religious Experience*, H. Richard Niebuhr's *Christ and Culture*, and George Marsden's *Fundamentalism and American Culture*.  
*Mark Massa, S.J.*

### TM 607 Gospel of Luke (Fall: 3)

*Prerequisite:* TM 540 or equivalent

This course aims to develop the student's ability to use the Gospel of Luke more precisely in relation to its Synoptic counterparts and to integrate the Lukan perspective meaningfully into preaching, teaching, and personal reflection. This goal will be pursued through a survey of the structure, content, and main themes of the Third Gospel, based primarily upon exegetical and narrative analysis of the text with attention to current discussion in the scholarly literature.

*Christopher Matthews*

### TM 611 Pathways to God: Classic Texts on Prayer and Christian Mysticism (Spring: 3)

*Prerequisite:* A previous church history or historical theology course is desirable but not required.

This course explores the theological and pastoral dimensions of classic texts on prayer and Christian mysticism. Texts are paired with specific topics: Benedict of Nursia (liturgy of the hours); Bernard of Clairvaux (role of affectivity; contemplative prayer); Francis of Assisi (reverence for the cosmos); Cloud of Unknowing (centering prayer); Julian of Norwich (Jesus as mother; visionary prayer); Ignatius of Loyola (discerning prayer; consolation, desolation); John of the Cross (dark night); Teresa of Avila (mysticism); and Teilhard de Chardin (God in the cosmos). Other topics include praying with icons and/or with saints, petitionary prayer, and the possibility of everyday mysticism.

*Catherine Mooney*

### TM 612 The Apostle Paul (Fall: 3)

A study of Paul's life, an investigation of all thirteen letters attributed to him, and an examination of the key theological themes of these letters.

*Thomas Stegman, S.J.*

### TM 618 Theology of the Spiritual Exercises of Ignatius Loyola (Spring: 3)

*Prerequisite:* Familiarity with Spiritual Exercises

The theology underlying the Exercises is both familiar and foreign to us today. This advanced seminar brings it into dialog with contemporary theological interpretations of key topics such as: the will of God, vocation, prayer and discernment, divine and human action, grace and human freedom. Intended for advanced students with a basic familiarity of the Spiritual Exercises. Authors include Michael Ivens, William Barry, Karl Rahner, John Macmurray, Roger Haight and William Lynch.

*Randy Sachs, S.J.*

### TM 629 MTS Reflection Paper (Fall/Spring: 0)

*Khaled Anatolios*

### TM 636 Introduction to Liturgy (Fall: 3)

To introduce the basics of liturgical theology, the course is divided into three parts: liturgical history and sources; ritual studies including art, music and environment; and liturgical practice, planning and celebration.

*Thomas Kane, C.S.P.*

### TM 637 Classics of Christian Spirituality: 100–1200 (Spring: 3)

Through careful and critical reading of representative texts from the period, the course will explore the variety of images, ideals, and ways of Christian living that emerged in the changing historical circumstances of the second through the twelfth centuries (e.g., martyrdom, asceticism, pilgrimage, lives of holy women and men, monasticism, mystical and ascetical theology). There will be introductory lectures on texts, authors, and contexts, but class sessions will center on focused discussion of the primary readings. Students are responsible for further background reading as needed for informed participation.

*Francine Cardman*

### TM 638 Seminar: Global Catholicism in the Twenty-First Century (Fall: 3)

This seminar traces the evolution of global Catholicism in the light of demographic shifts within the Roman Catholic Church from 1910–2010. Drawing upon insights and perspectives from church history, ecclesiology, theology, world mission studies, and post-colonial theory, the seminar examines the interactive dynamics of faith and culture as it explores the transformation of Roman Catholic ecclesial consciousness in the twenty-first century. Additional resources for research and analysis include the working documents, proceedings, and outcomes of recent Special Synods as well as international, regional, and national General Conferences of Episcopal Conferences, Assemblies of Conferences of Religious, and World Youth Days.

*Margaret Guider, O.S.F.*

### TM 644 Theological Foundations in Practical Perspective (Fall/Spring: 3)

A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in Co-Workers in the Vineyard of the Lord, e.g., the cultural context in which we do theology, God, being human, Jesus, reign of God, Church. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

*Colleen Griffith*

*Nancy Pineda-Madrid*

### TM 646 Ecclesial Ministry (Spring: 3)

This course explores the theology, history, and spirituality of ministry in the church. The emphasis will be on the ecclesial foundations for ministry and the relationship between ministry and the mission of all the baptized. The course will examine current issues in the theology and practice of ministry as well as the implications of ministry for the faith and practice of the minister.

*Margaret Guider, O.S.F.*

### TM 647 Sacraments in the Life of the Church (Fall: 3)

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its

broadest sense and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual's faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation—Baptism, Confirmation, and Eucharist; the Sacraments of Healing—Reconciliation and the Sacrament of the Sick; and Sacraments of Vocation; Marriage and Holy Orders.

*Barbara Radtke*

**TM 654 The Canon Law of Marriage and the Sacraments (Fall: 3)**  
**Offered periodically**

A study of the canonical norms governing marriage and the sacraments of initiation and healing in the Catholic Church. Special attention is given to the prenuptial preparation of couples for marriage and to the various grounds of nullity for failed marriages. Treatment of marriage and the other sacraments is directed to priests, deacons, and lay persons who administer and assist at them, and to those who prepare the faithful for their valid, lawful, and fruitful reception. Consideration is given to the theological basis of the law and its appropriate pastoral application.

*James J. Conn, S.J.*

**TM 663 A Survey of Canon Law (Spring: 3)**

An introductory survey of the canon law of the Catholic Church through an examination of the Code of Canon Law. Special attention is given to the rights and obligations of all the Christian faithful and of various groups within the Church (laity, clerics, consecrated persons) and to the universal and local ecclesial structures that foster and protect them. Parochial, educational and ecumenical issues are given due consideration. Generally not included are sacramental and marriage topics dealt with in TM 654.

*James J. Conn, S.J.*

**TM 673 Seminar: The Cross in Christian Salvation (Fall: 3)**

*Prerequisite:* Christology

This seminar will deal with the question of the salvific meaning of Christ's suffering and death on the cross, as interpreted by major figures in the Christian tradition (including Irenaeus, Athanasius, Anselm, Aquinas, Palamas) and in modern theology (including von Balthasar, liberation theology, feminist theology, Eastern Orthodoxy, and René Girard).

*Khaled Anatolios*

**TM 674 Introduction to Latin I (Fall: 3)**

This elementary course in Latin presumes no prior study of the language. Basic principles of Latin phonology, morphology and syntax will be treated in the weekly classes and reinforced by regular homework exercises and their review in class. Emphasis will be placed on the vocabulary that is proper to the various theological disciplines. This course is highly intensive and requires significant weekly work and a fair measure of independent learning.

*James Conn, S.J.*

**TM 675 Introduction to Latin II (Spring: 3)**

*Prerequisite:* TM 674 or equivalent

**Fulfills the Latin requirement for the S.T.L. degree**

This is the second part of the Introduction to Latin course offered in the STM. Its objective is to enable the students to read theological, liturgical, biblical (Vulgate), and canonical texts with the help of a

lexicon. It begins with unit 20 of *A Primer of Ecclesiastical Latin* by John F. Collins and completes the study of the textbook. The course presumes some previous study of Latin.

*James Conn, S.J.*

**TM 677 Priesthood: Theology and Praxis (Spring: 3)**

*Prerequisite:* Ecclesiology is a prerequisite for counting this course for the Ecclesial Ministry requirement in the M.Div. curriculum

**Offered periodically**

This Level Two course is open to all students and focuses on ordained ministry of the Roman Catholic priesthood in terms of its biblical and theological foundations, historical development, contemporary issues, pastoral practice, and priestly spirituality, especially as treated in the pertinent ecclesial documents. Also treated are the cooperation between laity and clergy and the roles of lay ecclesial ministry as well as both tensions and critiques arising out of the Church's reservation of the priesthood to males and mandatory celibacy. Ecclesiology is a pre-requisite for counting this course for the Ecclesial Ministry requirement in the M.Div. curriculum.

*James T. Bretzke, S.J.*

*James J. Conn, S.J.*

**TM 678 The Eucharist: Re-creating a New World in Memory of Christ (Spring: 3)**

**Offered periodically**

The Eucharist is the liturgical enactment of the saving mystery of Christ. It is a ritual that can transform the community that celebrates it to be a source of life in a broken and fragile world. This course examines the biblical roots of the Eucharist in the meal traditions of the Jewish people, in the table fellowship of Jesus, in his death on the Cross. It looks at how the Christian community has variously responded to the Lord's command to "do this in memory of me" until he comes again. The impact of historical controversies of contemporary debate is discussed.

*Liam Bergin*

**TM 683 Seminar in Practical Theology (Fall: 3)**

*Prerequisite:* Four courses in theology and/or ministry

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*

**TM 685 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*

### TM 690 CPE Reflection Experience (Fall/Spring: 1)

This one-credit experience is required of all M.Div. students who complete a unit of Clinical Pastoral Education (CPE) for academic credit. It offers the opportunity to examine and articulate the pastoral and professional learning one has gained through participation in CPE. Students prepare written summations of and reflections on their experiences and engage in an oral process of reflection with other participants.

*Melissa Kelley*

### TM 699 Directed Reading (Fall/Spring: 3)

*The Department*

### TM 703 Seminar: Christ, Christians, and the Religions (Fall: 3)

*Prerequisite:* Christology

**Offered periodically**

How can Christians understand the world religions as part of God's providential will to draw all people into the fullness of divine life? What can we learn from the phenomenon of interreligiousness and multiple religious belonging? How does this bear on Christian identity and the Church's mission of evangelization? This course will examine Church teaching and contemporary theology since Vatican II in order better to understand the significance, opportunities, and challenges of religious pluralism in today's world.

*John R. Sachs, S.J.*

### TM 717 Education of Christians: Past, Present, and Future (Fall: 3)

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*

### TM 722 Seminar: Saints and Sanctity (Fall: 3)

*Prerequisite:* A prior course in church history or historical theology is desirable, but not required.

**Offered periodically**

This seminar examines the Christian saints from the formation of the cult of saints in early Christianity through the sixteenth century, with some attention to modern saints. Topics include how to read saints' lives; martyrdom; why notions of sanctity change; the difference between popularly proclaimed saints and papally canonized saints; the significance of shrines, relics and pilgrimage; gendered notions of sanctity; and the extent to which saints might be useful for contemporary spirituality. Extensive discussion of primary sources.

*Catherine Mooney*

### TM 724 Seminar: Augustine (Spring: 3)

*Prerequisites:* A course in systematic theology and a course in early church history or theology. Departmental permission required.

The seminar will examine foundational themes in major works of Augustine as he develops them in the contexts of his life and ministry. Taken broadly, these themes hinge on questions of interpretation:

understanding his own search for God; the purpose and methods of Christian teaching and preaching; love of God and neighbor; sin, grace, and human nature; and the mystery of the Trinity.

*Khaled Anatolios*

### TM 727 Two Great Councils: Trent and Vatican II (Spring: 3)

*Prerequisite:* At least one Systematics course

Questions of theological cultures and styles and historical and ecclesial contexts are key to understanding and interpreting these two great councils, sometimes characterized and contrasted (mistakenly) as a "dogmatic" and a "pastoral" council. Lectures, extensive readings in the documents of each council, and discussion sections.

*Francine Cardman*

### TM 730 Spiritual Formation for Ministry (Fall/Spring: 1)

This two semester program, a requirement for first year M.A. in Pastoral Ministry and Master of Education students, cultivates practices for integrating faith, life, and ministry through prayer and reflection on central themes of spirituality for ministry. The program consists of two parts. First, a student commits to a small faith community, which meets twelve times during the academic year under the guidance of a trained facilitator. Second, a student creates a spiritual formation plan (SFP), the components of which may be fulfilled throughout the duration of one's degree program.

*The Department*

### TM 731 Writing and Research for Theology and Ministry (Fall/Spring: 1)

**Offered biennially**

This course provides an introduction to writing and research for students engaged in STM degree programs. In the conviction that writing for theology and ministry invites a practical integration of theological, ministerial, and wider social worlds in its diverse modes of communication, this course imagines writing, research, and the theological and pastoral questions that engender them as integrated parts of an ongoing process of inquiry, reflection, and practice. Its goal is to invite students into that process through the questions arising from their own theological and ministerial study, engagement, and reflection.

*Mary Overton*

### TM 748 Introduction to Pastoral Care and Counseling: A Narrative Approach (Fall/Spring: 3)

In this introduction to pastoral care and counseling, you will reflect on the discipline as a charism for the whole people of God that can be practiced in empowering and teachable ways. Focusing on how people shape their lives through stories, you will explore congregational and personal family systems and self care practices. Particular topics to be addressed will be family counseling, violence, crisis ministry, depression, substance abuse, and boundaries in ministry. You will explore the theological horizons of pastoral care and counseling, including the interface between counseling ministry, sacramental ministry, and Ignatian spirituality.

*Philip Browning Helsel*

### TM 749 Trauma and Addiction (Fall: 3)

This course will explore recent research on the relationship between trauma and theology, describing both the effects of trauma—including symptoms such as addiction—and its theological and spiritual consequences. A central thesis of the course is that trauma interferes with both personal and communal memory. Students will review several approaches to trauma therapy, including those that help a person recover memory in a safe atmosphere—specifically using guided

imagery—and surround that survivor with a community of memory. Attention will be given to healing both survivors and perpetrators and particularly addressing systems that attempt to silence trauma survivors.

*Philip Browning Helsel*

**TM 751 Supervised Practicum in Spiritual Direction (Fall/Spring: 6)**

*Prerequisite:* An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum.

**Graded pass/fail**

This practicum is a two-semester, six-credit course in which students direct three to five persons, receive supervision, and attend a three-hour seminar every week.

*The Department*

**TM 756 Feminist Theologies and the Question of Salvation**

**(Spring: 3)**

*Prerequisite:* Introductory Theology or Christology course

**Offered periodically**

A critical study of the challenges and contributions to the question of salvation being offered by major feminist theologians (Shussler Fiorenza, Ruether, Johnson, Williams, Gebara, and others). We will analyze how the soteriological task gets framed, particularly in relation to suffering, to the cross, to hope, and to emancipation, as well as to other developing themes. Attention will be given to the critique and appropriation of the Christian tradition.

*Nancy Pineda-Madrid*

**TM 757 Seminar: Reconciliation in a World of Conflict (Fall: 3)**

**Offered periodically**

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 Schreier, 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.

*Ernesto Valiente*

**TM 759 Seminar: Genesis: New Methods, Different Approaches**

**(Spring: 3)**

*Prerequisite:* Basic Old Testament course. Hebrew desirable but not required.

**Offered periodically**

In addition to traditional methods like source criticism and form criticism, recent years have seen the emergence of new methods: literary criticism, anthropological and sociological study, feminist hermeneutics and canonical criticism. This seminar will look at Genesis from both the traditional and the newer methods.

*Richard Clifford, S.J.*

**TM 763 Scripture and Christian Ethics (Fall: 3)**

*Prerequisite:* One graduate course in Bible and one graduate course in ethics or moral theology

This Level three course analyzes the presuppositions, limits, and possibilities for integration of Scripture in fundamental and applied Christian ethics, the principal hermeneutical and exegetical issues connected with the use of Scripture in Christian ethics (including

feminist and liberationist ethics), the debate between the Faith Ethics (Ratzinger, Schürmann, von Balthasar, et al.) versus the Moral Autonomy Schools (Demmer, Fuchs, McCormick, Schüller, et al.) as well as an evaluation of the principal methodological contributions of Protestant and Catholic authors including Fowl & Jones, Furnish, Gustafson, Harrington & Keenan, Hays, Hauerwas, HR Niebuhr, Ogletree, Schneiders, Schrage, Schüssler-Fiorenza, Siker, Spohn, and Yoder.

*James Bretzke, S.J.*

**TM 764 Ethical Themes in Augustine (Fall: 3)**

*Prerequisite:* Masters courses in Systematics, Ethics and Early Church History.

**Offered periodically**

This is a doctoral level seminar intended for advanced degree students (STL, STD, PhD) and presupposes previous preparation in early Church history or patristic theology and in ethics or moral theology. Departmental permission required

The seminar explores foundational theological and ethical themes in Augustine's works (e.g., love, sociality, sin and grace, moral agency, evil) and examines the way in which those themes function in selected texts and topics in Augustine's ethics (e.g., love of God and neighbor; poverty, riches, property; gender and sexual ethics; religious coercion and just war; social and political life). Extensive readings in primary sources in translation and short weekly papers are the basis for focused class discussion.

*Francine Cardman*

**TM 767 Ministry in a Diverse Church: Latino Perspectives and Beyond (Fall: 3)**

**School of Theology and Ministry**

Catholicism in the United States is presently shaped by rich cultural traditions that demand creative approaches to ministry in the midst of diversity. Nearly 45% of all Catholics in the country are Hispanic, 40% Euro-American, 4% Asian-American, 3.7% African-American, among others. Students in this course explore key questions and discuss ministerial strategies that will help them develop cultural competencies for effective ministry today. The course builds on the U.S. Latino/a Catholic experience as a case study while addressing core issues in ministry that affect everyone in the Church. Ecumenical and international perspectives are welcomed into this conversation.

*Hosffman Ospino*

**TM 772 Theological Critiques From the Margin (Fall: 3)**

*Prerequisite:* Fundamental Moral Theology or Critical Contemporary Ethical Issues

**Offered periodically**

**Level Two course**

Dominant Western and Northern theology faces a critique from the margins of race, gender, age, sex, culture, and disability. This course explores the contexts of those critiques, key texts challenging the dominant narrative and its responses admitting injustice, dismantling structural sins, and beginning the work of communion, solidarity, reparation, and restoration to which the Gospel calls. Attention will be given to the advent of liberation and other context-based theologies in the developing world and the global north where the power to marginalize has been institutionalized yet where the cry of the poor is heard and signs of heeding emerge.

*Mary Jo Iozzio*

## *THEOLOGY AND MINISTRY*

### **TM 773 Pastoral Care of the Family (Spring: 3)**

This course presents specific topics that are important for effective and compassionate pastoral care of families today. We will examine challenging realities that may shape and/or disturb families— domestic violence, substance abuse, imprisonment of a family member, grief and loss, and family caregiver stress—and lead members to seek pastoral care. We will consider the specific needs of families affected by injustices and harsh difficulties such as poverty and immigrant/refugee status. We will consider the specific roles and strategies of the pastoral caregiver and the faith community in helping families to negotiate challenges and create stability and well-being.

*Melissa Kelley*

### **TM 780 Advanced Professional Ministry Practicum (Fall/Spring: 3)**

*Prerequisite:* Completion of the Professional Ministry Practicum

The Advanced Professional Ministry Practicum provides advanced M.Div. or Th.M. students with opportunities for exercising ministerial leadership in settings requiring both advanced ministerial experience and professional expertise in a field other than theology. The aim is to conjoin expertise in another professional field (e.g., health care, law, economics, social work, education, international affairs, etc.) with the practice of ministry. The student is mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

*Melissa Kelley*

### **TM 785 Theological Anthropology and the Body (Spring: 3)**

Issues of embodiment relating to theology, spirituality, and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.

*Colleen Griffith*

### **TM 787 Diaconate Practicum (Fall/Spring: 3)**

*Prerequisite:* Completion of the Professional Ministry Practicum

The Diaconate Practicum provides advanced M.Div. or Th.M. students with opportunities for ministering as a deacon in parish settings while being mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

*Melissa Kelley*

### **TM 791 Spirituality and Justice: Twentieth Century Writings (Spring: 3)**

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz, and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

*Colleen Griffith*

### **TM 795 Spiritual Classics in Theological Perspective (Fall: 3)**

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine,

Benedict, Francis and Clare of Assisi, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, and John of the Cross. Thematic questions will be brought to the reading of core texts.

*Colleen Griffith*

### **TM 799 Advanced Directed Reading (Fall/Spring: 3)**

*The Department*

### **TM 813 Theological Bioethics: From the Basics to the Future (Fall: 3)**

The course addresses, first, the basic issues in bioethics focusing on the beginning of human life (reproductive technologies, prenatal diagnosis, abortion), biomedical research (transplantation, AIDS, genetic research, stem cell research), sustainability, and the end of human life (palliative care, vegetative state, euthanasia). Second, it discusses the bioethical concerns raised by developing biotechnologies (e.g., neurosciences, oncofertility, nanotechnology, cyborg technologies). By studying the current theological debate and the Catholic Magisterium, principles and theories will be highlighted aiming at supporting personal decision-making and pastoral service.

*Andrea Vicini, S.J.*

### **TM 815 Theological Anthropology (Fall: 3)**

**Offered periodically**

What is the Christian vision of humanity? This course examines key aspects of human life in the light of Christian revelation including: the human person as created in the image of God; finitude, suffering, and sin; forgiveness and sanctification; grace and nature; gender and sexuality; community; and Ignatian spirituality. Readings from Rahner, Balthasar, Ernest Becker, Lisa Cahill, Anne Carr, Mary Aquin O'Neill, David Kelsey, Roger Haight, Michelle Gonzalez, and others.

*John R. Sachs, S.J.*

### **TM 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)**

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Such foundations include the theological anthropology, ecclesiology, soteriology and eschatology that should undergird religious education and ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of "sharing faith."

*Thomas Groome*

### **TM 817 Global Health and Theological Ethics (Spring: 3)**

*Prerequisite:* One course in Bioethics

**Offered periodically**

**Level Three course**

The course engages theological ethics in promoting global health as an urgent good and right that is integral to a vision of just society. Global health challenges (from HIV/AIDS to poverty and underdevelopment) are studied by highlighting international examples (from Asia, Africa, and the Americas) that help to identify the theological agenda and to implement it. Public health concerns and universal health coverage are part of this agenda worldwide. The course's theological analyses and proposals rely on Catholic and Protestant insights (from social doctrine to philosophical and theological bioethical discourse).

*Andrea Vicini, S.J.*

### **TM 818 Ministry for Mission Seminar (Spring: 3)**

The seminar, enrollment in which is required for all M.Div.-1 students, is a three-credit course run over two semesters; the credits are awarded at the end of the second semester. The seminar promotes

the human formation of the student, particularly the integration of human and ministerial identity. The seminar, through its methodology and content, complements, without repeating, what is done in the human, spiritual, and pastoral formation programs that are integral to the M.Div. It also builds on other academic courses in the M.Div., particularly the theology of church and the theology of ministry.

*Margaret Guider, O.S.F.*

**TM 819 Integrating Faith, Counseling and Service of Justice (Spring: 3)**

What are the spiritual and theological resources that energize persons to serve in ministries of personal and social justice? How does a vocation of care unite diverse fields such as pastoral ministry, social work, and counseling? In this advanced course in pastoral care and counseling you will explore these questions by examining the implicit theological and spiritual components, histories and themes, of the psychotherapeutic “schools.” This course help you access resources to support your own vocation as a person who gives care and seeks justice.

*Philip Browning Helsel*

**TM 824 Catholic Healthcare: History, Contexts, Values, and Principles (Spring: 3)**

*Prerequisite:* One course in Bioethics

**Offered periodically**

**Level Three course**

The course examines the Catholic healthcare by highlighting, first, key historical elements and a few inspiring figures (among healthcare professionals and religious women) in the U.S. and in other countries. Second, a specific attention will be given to the ethical issues in social structures (e.g., hospitals, long-term care and assisted living facilities, rehabilitation centers, medical schools, and the family) and in critical locations (e.g., marked by poverty, war, and pandemics). Third, the ethical decision-making will be articulated by considering the various moral agents, the theological resources (i.e., values, virtues, principles, and the social justice tradition), cases, and concrete praxes.

*Andrea Vicini, S.J.*

**TM 826 Introduction to the Old Testament (Spring: 3)**

Geared toward the pastoral interests of students, this course introduces the core narrative of the Old Testament (passages from Genesis through 2 Kings) as well as prophetic books (passages from Amos and Isaiah) and wisdom literature (passages from Psalms and Job). Engaging current theological and pastoral issues, we will interpret biblical texts within the cultural, historical, literary and theological contexts from which they emerged.

*Michael Simone, S.J.*

**TM 827 The Virtues and Catholic Social Teaching (CST) (Spring: 3)**

*Prerequisite:* TM 505 and TM 510

**Offered periodically**

Virtue ethics enjoys a long history in the Catholic theological tradition and within the last century ethicists have looked to integrate the virtues explicitly with other theological disciplines from scripture and dogmatic theology to liturgical and modern Catholic thought. This course investigates the connections between virtue and the practical invitations to social action with and for others in CST and explores the thought of Aquinas and contemporary theological appropriations of

the virtues in dialogue with the principles of CST. In particular, attention will be given to identifying which trajectory virtue or CST best grounds and which best informs action.

*Mary Jo Iozzio*

**TM 828 Seminar: Irenaeus and Origen (Spring: 3)**

**Offered periodically**

This course will entail a close reading of some major texts by two of the most influential theologians of the early Church, Irenaeus of Lyons and Origen.

*Khaled Anatolios*

**TM 831 Directed Research in Religious Education (Fall/Spring: 3)**

*Thomas Groome*

**TM 840 Master of Divinity Closure Seminar (Spring: 3)**

This seminar promotes the integration of theory and practice, as well as formation, for collaboration and partnership in ministry. Discussions, group work, and team projects are some of the components of the seminar, which concludes with the M.Div. Convocation in April. The seminar brings closure to the M.Div. program by providing a structured forum for collectively exercising and applying the skills and knowledge acquired during the degree program.

*Thomas Kane, C.S.P.*

**TM 854 Catholic Higher Education (Spring: 3)**

**Cross listed with ED 854**

This course will offer an historical overview, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education, particularly in the U.S., and its relationship with the Church and society. This course will also engage students in an analysis of contemporary issues facing Catholic higher education, particularly faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

*Michael James*

**TM 861 Jesus and Hermeneutics (Spring: 3)**

*Prerequisite:* Basic courses in New Testament and Theology

**Offered periodically**

An investigation of what we know about Jesus, what it means to say how Jesus is normative for Christian self-understanding, and how particular hermeneutical theories bear on interpreting Jesus.

*Daniel J. Harrington, S.J.*

**TM 862 The Postexilic Books of the Bible: The Community Rebuilds (Fall: 3)**

*Prerequisite:* Intro Old Testament

An examination of the later books of the Old Testament, from the perspective of a community rebuilding its life and institutions after destruction.

*Daniel J. Harrington, S.J.*

**TM 863 Biblical Aramaic (Spring: 3)**

*Prerequisite:* One and a half years of Hebrew

**Offered periodically**

Translation and grammatical analysis of the Aramaic portions of Ezra, Daniel, Qumran texts, and Targums.

*Daniel J. Harrington, S.J.*

**TM 868 Religion and Higher Education (Fall: 3)**

This course explores the historic relationship between religion and higher education, primarily within the American context. After

## ***THEOLOGY AND MINISTRY***

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preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; and modernism, post-modernism, post-secularism, and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning.

*Michael James*

**TM 880 M.T.S. Thesis (Fall/Spring: 3)**

*The Department*

**TM 881 Th.M. Thesis (Fall/Spring: 6)**

*Thomas Kane, C.S.P.*

**TM 882 Psychotherapy and Spirituality (Fall: 3)**

*Prerequisite:* Undergraduates require permission of instructor

**Cross listed with TH 880**

**Offered periodically**

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practices of clinical psychotherapy and pastoral counseling and spiritual direction.

*John McDargh*

**TM 888 Masters Interim Study (Fall/Spring: 0)**

*The Department*

**TM 915 Ph.D.-S.T.L. Colloquium (Fall/Spring: 0)**

*The Department*

**TM 920 Ph.D. Comprehensive Examinations (Fall/Spring: 0)**

*The Department*

**TM 980 S.T.D. Specialized Research (Fall/Spring: 6)**

*John R. Sachs, S.J.*

**TM 985 S.T.L. Thesis (Fall/Spring: 9)**

*Thomas Stegman, S.J.*

**TM 990 S.T.L. Continuation (Fall/Spring: 0)**

**Offered biennially**

*The Department*

**TM 994 Education for Justice and Peace (Spring: 3)**

**Offered periodically**

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice, followed by a review of Catholic social teachings as a means of offering a theological foundation for educating for justice. Finally, it looks at educational methods from the early twentieth century to the present that reflect on education itself as a work of justice. The course concludes with student groups presenting lessons in which they have used tools of investigation and analysis on an issue, incorporated theological reflection, and developed a methodology for effective education.

*Theresa O'Keefe*

**TM 999 Ph.D. Continuation (Fall/Spring: 1)**

*The Department*

## Lynch School of Education

The Lynch School offers graduate programs in education and psychology. The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

### GRADUATE PROGRAMS

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

#### Admission

Information about admission is available on the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll). You may also write to the Office of Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail [gsoe@bc.edu](mailto:gsoe@bc.edu).

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a Non-Degree Student. Consult the Lynch School admissions website for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

#### Application Deadlines

All admission deadlines are posted on the Lynch School website at [www.bc.edu/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 email [gsoe@bc.edu](mailto:gsoe@bc.edu) for more information.

#### Deferral of Admission

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Director of Graduate Admissions in the Office of Graduate Admission, Financial Aid, and Student Services and must be approved and confirmed by the Lynch School.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

#### Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application on the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll). Prospective students may also write to the Office for Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail [gsoe@bc.edu](mailto:gsoe@bc.edu). All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service ([www.ets.org](http://www.ets.org)). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 100 on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ.

#### Non-Degree Status

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

A formal Non-Degree Student application is available online on the Lynch School admissions web page and is required for enrollment in courses. A Non-Degree Student application is comprised of the online application form, application fee, and original copies of either

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the undergraduate or graduate transcript with the degree posted. This is to assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek career and course advice from the Office of Graduate Admission, Financial Aid, and Student Services. Additionally, non-degree students are not eligible for University sponsored sources of financial aid or any financial aid that requires matriculation in a degree program.

### Financial Aid

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website ([www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll)) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans, and work-study. Some of these resources can be obtained directly from Boston College. Others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Direct Stafford loans, Perkins loans, and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with low income children, youth, and families in urban communities.

### Alumni Award

The Alumni Award, established through the generosity of Lynch School alumni, is an assistantship comprised of a stipend and a significant tuition scholarship for a student who shows promise of leadership in the fields of education and applied psychology. *By nomination of the faculty at the time of admission.*

### Bank of America Leaders in Urban Education Fellowship

The Bank of America Charitable Foundation has given the Lynch School a generous grant to provide financial support to highly talented

graduate students who have demonstrated commitment to urban education. The scholarship is comprised of a \$20,000 stipend. One-half of the stipend is an outright grant. The remaining \$10,000 is a forgivable loan. Graduates will be required to teach in an urban school that serves economically disadvantaged children. Loan forgiveness will be "earned" by graduation and by teaching service rendered in an urban school for the three years following graduation. *By nomination of the faculty at the time of admission.*

### Barry Fellowship

Steven M. and Tammy J. Barry established this fund to support graduate students with financial need. The award provides tuition remission scholarships, with a preference to students focusing on learning among multi-disabled children. *This award is determined at the time of admission.*

### Bradley Fellowship

The Bradley Endowed Fellowship is a tuition scholarship that supports students in our Fifth Year Program pursuing a specialization in moderate special needs. The award gives preference to students seeking experience in urban schools. *An updated personal statement and resume are required from interested applicants during their senior undergraduate year. The award is determined by special committee.*

### Catholic Educator Award

The Lynch School Catholic Educator Award provides partial tuition assistance to students who are currently working in Catholic schools. *The Catholic Educator Award requires an additional application.*

### Donovan Urban Teaching Scholarship

Up to thirty students, dedicated to urban teaching, are selected to enter the Charles F. Donovan, S.J. Urban Teaching Scholars Program. This one-year intensive cohort program prepares students for the challenges and issues involved in urban education. Students are supported with a tuition scholarship covering half of the cost of their program of study. *Additional materials are required for admission to the Donovan Program.*

### Dean's Scholarship

*For incoming students:* Tuition remission scholarships are awarded to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity. *These awards are determined at the time of admission.*

*For continuing students:* In an effort to support master's students whose programs continue beyond one year, the Lynch School has reserved a limited number of merit-based tuition scholarships for students who qualify both academically and financially. *There is an application for these scholarships.*

### Dreyer Scholarship

The Herman J. Dreyer Fund provides tuition scholarship assistance to graduate students enrolled in the Lynch School. The Dreyer Scholarship recognizes students who have displayed previous academic excellence and who have demonstrated financial need. *This award is determined at the time of admission.*

**Duvnjak Fellowship**

The Barbara Benz Duvnjak and Karlo Duvnjak Fund supports students with tuition remission scholarships who have displayed previous academic excellence and who have demonstrated financial need. *This award is determined at the time of admission.*

**Flaherty and Masella Fellowship**

The Mary Jane Flaherty and William Masella Fellowship Fund supports Lynch School graduate students with demonstrated financial need by providing tuition remission scholarships. This award is presented to students from New York or New Jersey. *This award is determined at the time of admission.*

**Fruscione Fellowship**

The Immaculate A. Fruscione Fellowship is a tuition scholarship that supports students in the school counseling program who have a commitment to working in urban schools upon completion of their degree. *This award is determined at the time of admission.*

**Hearst Fellowship**

The William Randolph Hearst Endowed Fund supports master's degree students in our teacher education programs. *This award is determined at the time of admission.*

**Kaneb Fellowship**

The Kaneb Catholic Leadership Fellowship Fund supports students in Catholic leadership in our master's programs. The fellowship offers tuition scholarships to students. *This award is determined at the time of admission.*

**Keough Memorial Fellowship**

The William F. Keough Memorial Fellowship Fund provides scholarship assistance for both undergraduate and graduate students pursuing studies in international education. *This award is determined at the time of admission.*

**Lam Family Fellowship**

In accord with the intent of the donors, William and Mary Lam, this award is presented to a Chinese student who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and a tuition scholarship. *By nomination of faculty at the time of admission.*

**Martin Memorial Fellowship**

The Christine Martin Memorial Scholarship Fund supports a Lynch School undergraduate student continuing in one of our graduate programs. The award is a tuition scholarship. A preference is given to students engaged in volunteer service, especially serving children with disabilities. *Determined by special committee.*

**Urban Catholic Teacher Corps (UCTC)**

Each year, six students are admitted to UCTC, a two-year program that offers new teachers an opportunity to gain experience in inner city Catholic schools. The program offers full tuition coverage, in addition to a stipend and other benefits. *There are a separate application and additional requirements for UCTC. Please note that the application deadline is also earlier than the normal deadline for teacher education programs.*

**Sharp Urban Teaching Scholarship**

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial support to 10 highly talented

graduate students per year who are from underrepresented groups committed to teaching in urban schools. The scholarship is comprised of a \$10,000 stipend. One-half of the stipend is an outright grant and the remaining \$5,000 is a forgivable loan. One-quarter of the loan amount will be forgiven upon completion of the master's degree and the remaining three-quarters is forgiven, up to the full amount, for each year spent teaching in an urban school. *By nomination of the faculty at the time of admission.*

**Students with Disabilities**

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure for any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

**Licensure and Program Accreditation**

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in the Office of Practicum Experiences and Teacher Induction (Campion 103, 617-552-4206) can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. The teacher education programs at Boston College are accredited by TEAC (Teacher Education Accreditation Council).

The doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

**International and Special Practicum Placement Program for Graduate Studies**

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs classroom opportunities in a variety of foreign countries for pre- and full-practica. International settings include classrooms in

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such countries as Ireland, England, France, Italy, and Spain, subject to current student visa regulations in each country. For information regarding programs and requirements, contact the Director, Practicum Experiences and Teacher Induction, Campion 103, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804 or 617-552-4206.

### Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., Ph.D., and Ed.D. degrees. The Lynch School also offers programs leading to a Certificate of Advanced Educational Specialization (C.A.E.S.). Graduate programs serve a dual purpose:

- Research: Preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies.
- Practice: Preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and non-academic settings.

### Doctoral Degree Programs

#### General Requirements for the Degree of Doctor of Philosophy

The Ph.D. is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean of Students. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum and Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office for Graduate Admission, Financial Aid, and Student Services. Programs of Study for all programs are available on the Lynch School's website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll).

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at <http://www.bc.edu/schools/lsoe/academics/Graduate/phd.html>.

### Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Leadership, Special Education, Reading/Literacy, and Curriculum and Instruction, contact the Office for Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College at 617-552-4214 or [gsoc@bc.edu](mailto:gsoc@bc.edu)

### Master's Degree Programs

Candidates for the master's degree must be graduates of an accredited college or university. The Office of Graduate Admission, Financial Aid and Student Services, Campion 135 provides academic and financial aid services for master's students throughout their studies in the Lynch School.

#### Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching
- Secondary Teaching
- Special Education Teaching\*
- Reading/Literacy Teaching
- Curriculum and Instruction
- Educational Leadership
- Educational Research, Measurement, and Evaluation

\*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K–8 and Grades 5–12, Students with Severe Special Needs pre K–12.

#### Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

##### M.A.T. and M.S.T. for Initial Licensure

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, English, romance languages (French and Spanish), and Latin and classical humanities.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum and Instruction.

##### M.A.T. and M.S.T. for Professional Licensure

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure. Candidates can only apply to the state for Professional Licensure after teaching for three years, but may begin course work during the first year of teaching. The Professional License is available in the following academic disciplines: English, history, Spanish, geoscience, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

#### Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Higher Education
- Counseling
- Applied Developmental and Educational Psychology

These programs are described in each departmental section.

#### Course Credit

A minimum of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor

is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean of Students, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean of Students.

#### Programs of Study

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Associate Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are available on the Lynch School website at [www.bc.edu/schools/lsoe/academics/pos.html](http://www.bc.edu/schools/lsoe/academics/pos.html). These forms must be approved and filed with the Associate Dean of Students.

#### Fifth Year/Early Admit Programs

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in an accelerated amount of time. Please contact the Office of Graduate Admission, Financial Aid, and Student Services for further information about the Fifth Year/Early Admit Programs.

#### Research Centers

The Lynch School houses several Research Centers. For more information refer to the About Boston College section of this catalog.

### Department of Teacher Education/Special Education and Curriculum and Instruction

The Department of Teacher Education/Special Education and Curriculum and Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements.

#### Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum and Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum and Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Master's candidates can include the Teaching English Language Learners (TELL) Certificate in their program of studies. This program prepares mainstream educators to be "highly qualified" to teach English language learners in their classrooms. Those interested in this program should let their advisors know when planning the program of studies.

#### Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate

programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, and Earth Science
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K–8, 5–12)
- Specialist Teacher of Students with Severe Special Needs (pre K–12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

#### Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classroom experience.

### *Professional Licensure Programs*

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure and the 12 Credit Program Leading to Professional Licensure.

The 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure is available in Elementary Education (1–6), Reading (all levels), Biology (8–12), and Spanish (5–12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

The 12 Credit Program Leading to Professional Licensure is an option available to candidates who received Initial Licensure in a master's degree licensing program. This program is available in Elementary Education (1–6), Reading (all levels), Biology (8–12), Geology/Geoscience (8–12), English (8–12), History (8–12), Mathematics (8–12), and Spanish (5–12). Each program requires two approved graduate courses (6 credit hours) in the Arts and Sciences academic discipline and two approved pedagogical courses (6 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial License in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

### *Programs in Teacher Education/Special Education and Curriculum and Instruction*

#### **Master of Education (M.Ed.) in Early Childhood Teaching**

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K–2. Students can enter the program without teaching licensure. Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the Director of Graduate Admissions.

#### **Master of Education (M.Ed.) in Elementary Teaching**

The Elementary Teaching program is designed for students who wish to teach in grades 1–6. The program stresses a humanistic

approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

For the applicants seeking a Master's in Elementary Education, undergraduate transcripts will be audited for mathematics courses. It is expected that applicants have completed a two 3-credit mathematics course equivalent in Arts and Sciences. If applicants do not fulfill this requirement, they will be advised to take the needed courses.

#### **Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching**

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9–12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and classical humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admissions, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

#### **Master of Education (M.Ed.) in Reading/Literacy Teaching**

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading.

A classroom teaching certificate is required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

**Master of Education (M.Ed.) in Curriculum and Instruction**

The master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum and Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

**Master of Education (M.Ed.) in Special Education**

**Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K–9 and Grades 5–12**

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally disabled. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. Applicants who have completed a regular education preparation program can enter directly into the program. Applicants with no previous regular education preparation program must apply for both regular and special education programs. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

**Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K–12**

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships.

For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

**Teaching English Language Learners (TELL) Certificate Program\***

**For Candidates in a Licensure Program**

All students who successfully complete a teacher licensure program in LSOE will earn the required Massachusetts Sheltered English Immersion (SEI) Endorsement. This endorsement meets Massachusetts regulations for working with English language learners (ELLs) as a core academic teacher. LSOE offers the option of a deeper and more extensive preparation for working with ELLs by adding one course: ED 308 Bilingualism in Schools and Communities for undergraduates and ED 621 Bilingualism, Second Language and Literacy Development, for graduates. All TELL certificate program participants are strongly encouraged to work with ELLs in their full practicum sites.

**For Candidates in a Non-Licensure Program**

Students who are not enrolled in a teaching licensure program may also complete the TELL certificate program. These students complete ED 621, Bilingualism, Second Language and Literacy Development as well as ED 346, Teaching Bilingual Students and are required to work with English language learners in an instructional setting. The TELL certificate program for students who are not enrolled in a licensure program is ideal for candidates seeking to work with English language learners abroad or in contexts in the United States where Massachusetts SEI Teacher Endorsement is not required. For more information please contact Dr. Brisk, brisk@bc.edu or Dr. Paez, paezma@bc.edu or Dr. Homza, anne.homza@bc.edu.

\*Pending approval as of June 2013.

**Donovan Urban Teaching Scholars Program**

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan Scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

**Certificate of Advanced Educational Specialization (C.A.E.S.)**

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum and Instruction, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

**Doctoral Program (Ph.D.) in Curriculum and Instruction**

The doctoral program in Curriculum and Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in

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research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

### Department of Educational Leadership and Higher Education

The Department of Educational Leadership and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

#### *Programs in Educational Leadership*

##### **Master of Education (M.Ed.) in Educational Administration**

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational leadership. To be licensed, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

##### **Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)**

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Leadership, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

##### **Doctoral Program (Ed.D.) in Educational Leadership**

The Lynch School offers a three-year accelerated doctoral program for practicing school administrators—the Professional School Administrators Program (PSAP). This program, in conjunction with completion of the requirements for the certification as district superintendent through the Massachusetts Association of School Superintendents and the Leadership Licensure Program (LLP), leads to the Ed.D. degree. The PSAP is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools. Admission to this program is offered in alternate years and the next cohort will be admitted in 2013.

Applicants must be currently practicing in their administrative area. More information is available from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

#### *Programs in Higher Education*

##### **Master of Arts (M.A.) in Higher Education**

The Master's degree in Higher Education prepares students for entry-level and mid-level positions in student affairs as well as in other professional areas in colleges, universities, and policy organizations. The M.A. program consists of 30 credit hours of required and elective course work and field experiences. The program may be completed in one academic year and one summer by students interested in full-time study. Students may also elect to complete the program on a part-time basis. In addition to a core of foundational courses in higher education, the program offers students the opportunity to focus on one of the following concentrations:

- Student Affairs
- Higher Education Administration
- Catholic University Leadership

Faculty advisors work with students on an individual basis to design programs of study and applied field experiences according to the individual student's background, interests, and goals.

##### **Doctoral Degree (Ph.D.) in Higher Education**

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School's higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

### Department of Counseling, Developmental, and Educational Psychology

During their first year, all matriculated students should work with the Director of Student Services in the Office of Graduate Admissions, Financial Aid, and Student Services and/or their academic advisors to complete a program of studies. Master's and doctoral students must file their program of studies with Office of Graduate Admissions, Financial Aid, and Student Services.

#### *Programs in Counseling and Counseling Psychology*

Programs in Counseling and Counseling Psychology have as a mission the preparation of mental health counselors and school counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

#### **Master of Arts (M.A.) in Counseling**

The master of arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. Persons selecting the Mental Health Counselor sequence are expected to take one required course during the Summer Session. They may also take additional elective courses during the Summer Session if they wish to reduce their course load during the second year in the program.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the master of arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives

that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K–9) or the middle/high school track (grades 5–12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website under Programs of Study.

#### **Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)**

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002; 202-336-5979) and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study, doctoral comprehensives, and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

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### *Programs in Applied Developmental and Educational Psychology*

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is development and learning in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the master's degree in Applied Developmental and Educational Psychology and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/ Special Education and Curriculum and Instruction descriptions for the licensure in Early Childhood Teacher Education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a baccalaureate or master's degree in psychology or a related field. Most applicants have some research experience as well as practice/education experience in the field.

#### **Master's Programs (M.A.) in Applied Developmental and Educational Psychology**

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. The M.A. degree does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally-oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs and involves the choice of one of the following six focus areas:

- Education Focus for those who plan to work with children or adolescents in an educational setting.
- Research Focus for those who want advanced preparation for doctoral study in developmental or educational psychology or to move directly into a research position.
- Prevention and Promotion Focus for those who wish to work at the individual or program level in human or social service programs, advocacy, or policy institutions.
- Community and Social Justice Focus for those who wish to work in social service or social change programs in and with local, national, and international community contexts. Students with particular interests in Human Rights and International Justice are encouraged to consider the Certificate offered by the Boston College Center for Human Rights and International Justice which can be completed concurrently with this focus.
- Early Childhood Specialist Focus for those who seek to develop a strong conceptual and empirical understanding of child development and family systems with relevance to application during the early childhood years.

- Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas.

Students work closely with a faculty advisor and/or the Director of Student Services to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135.

#### **Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology**

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. Through research and practice, the faculty seeks to employ developmental theory and research to inform policy and improve practice in educational, community, and policy settings. The primary focus of the program is development and learning in sociocultural context, with attention to diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological, environmental, and social structural factors. Educational, human service and social justice applications are emphasized, and work with diverse populations in a range of settings is a major focus.

The faculty brings five areas of specialization to these central themes: a focus on individual differences in development, including social competencies, behavior problems, and core language, mathematics, and critical thinking skills; a focus on interpersonal processes such as parenting and peer relations; assessment of proximal contexts such as families, schools, and communities; attention to cultural and social structural forces including racism, ethnic discrimination, poverty, and abuses of political power; and finally, translation of research into practice and social policy.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The program guidelines promote active engagement in research with faculty mentors for all students throughout their doctoral program. In addition to this mentored training, the curriculum requires that students take core courses in (1) social, affective, and cognitive development and the contexts of development; (2) qualitative and quantitative research methods and statistics; (3) professional development and teaching preparation; and, (4) application to practice and policy. In addition, students develop expertise in targeted areas of psychology through selected elective courses and through their research and practice experiences. Finally, students with a particular interest in human rights and social justice can obtain a Certificate through the BC-based Center for Human Rights and International Justice.

#### **Department of Educational Research, Measurement, and Evaluation**

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

#### **Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation**

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research

design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester-hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

#### **Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation**

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of specialized computer software for statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

#### **Dual Degree Programs**

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the Institute for Religious Education and Pastoral Ministry in the School of Theology and Ministry (STM).

#### ***Dual Degree Programs—Law and Education***

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients

and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. in Curriculum and Instruction or Educational Leadership or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

#### ***Dual Degree Program—Management and Higher Education (M.B.A./M.A.)***

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers. Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

#### ***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.

## EDUCATION

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

### *Dual Degree Program—Pastoral Ministry and Educational Leadership (M.A./M.Ed.)*

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Leadership allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in Educational Leadership and the School of Theology and Ministry.

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

### *Interdisciplinary Certificate in Human Rights and International Justice*

The Center for Human Rights and International Justice offers an Interdisciplinary Certificate in Human Rights and International Justice to graduate students enrolled in affiliated academic departments in all of the university's graduate schools. The Certificate requires the student to: (1) follow a curriculum within his or her graduate studies that emphasizes human rights and international justice issues; (2) widen his or her interdisciplinary understanding of these issues by completing one or more courses designated by the Center in other academic departments; (3) complete the Center's Interdisciplinary Seminar in Human Rights; and, (4) write a research paper under the Center's auspices or complete a practicum supervised by the Center. For more information, visit [www.bc.edu/centers/humanrights/academics.html](http://www.bc.edu/centers/humanrights/academics.html).

### **Lynch School Graduate Programs**

#### **Department of Teacher Education/Special Education and Curriculum and Instruction**

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading /Literacy Teaching: M.Ed., C.A.E.S.

Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.

Professional Licensure (M.A.T./M.S.T.) in English, history, earth science biology, mathematics, elementary education, and reading.

Special Education (Moderate Special Needs, Grades Pre-K–8 and Grades 5–12): M.Ed., C.A.E.S.

Special Education (Students with Severe Special Needs, Grades Pre-K–12): M.Ed., C.A.E.S.

#### **Department of Educational Leadership and Higher Education**

Educational Leadership: M.Ed., C.A.E.S., Ed.D.

Higher Education: M.A., Ph.D.

#### **Department of Counseling, Developmental, and Educational Psychology**

Counseling Psychology: M.A., Ph.D.

Applied Developmental and Educational Psychology: M.A., Ph.D.

#### **Department of Educational Research, Measurement, and Evaluation**

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

#### **Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry**

Curriculum and Instruction/Law: M.Ed./J.D.

Educational Leadership/Law: M.Ed./J.D.

Educational Leadership/Pastoral Ministry: M.Ed./M.A.

Higher Education/Law: M.A./J.D.

Higher Education/Business Administration: M.A./M.B.A.

Counseling/Pastoral Ministry: M.A./M.A.

### *Faculty*

**Albert Beaton**, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

**M. Beth Casey**, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University

**John S. Dacey**, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

**George T. Ladd**, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

**George F. Madaus**, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

**Vincent C. Nuccio**, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University

**Bernard A. O'Brien**, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America

**John Savage**, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University

**Charles F. Smith, Jr.**, *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

**Mary Griffin**, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

**Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

**Jean Mooney**, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

**Philip Altbach**, *J. Donald Monan, S.J., University Professor*; A.B., A.M., Ph.D., University of Chicago

- David Blustein**, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
- Henry Braun**, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University
- María Estela Brisk**, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico
- Marilyn Cochran-Smith**, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania
- Rebekah Levine Coley**, *Professor*; B.A., Brandeis University; Ph.D., University of Michigan
- Curt Dudley-Marling**, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison
- Anderson J. Franklin**, *Honorable David S. Nelson Professional Chair*; B.A., Virginia Union University; M.S., Howard University; Ph.D., University of Oregon
- Lisa Goodman**, *Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University
- Andrew Hargreaves**, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds
- Penny Hauser-Cram**, *Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Janet Helms**, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
- Maureen E. Kenny**, *Professor and Dean*; B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania
- Jacqueline Lerner**, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University
- Larry Ludlow**, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago
- M. Brinton Lykes**, *Professor and Chairperson*; B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College
- James R. Mahalik**, *Professor*; B.S., M.A., Ph.D., University of Maryland
- Michael Martin**, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
- Ana M. Martínez Alemán**, *Professor and Chairperson*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
- Ina Mullis**, *Professor*; B.A., Ph.D., University of Colorado
- Joseph M. O'Keefe, S.J.**, *Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University
- Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa
- Dennis Shirley**, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University
- Mary E. Walsh**, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University
- Lillie Albert**, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana–Champaign
- Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- G. Michael Barnett**, *Associate Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University
- Susan Bruce**, *Associate Professor*; A.A., B.A., M.A., Ph.D., Michigan State University
- Eric Dearing**, *Associate Professor*; B.A., University of Colorado; M.A., Ph.D., University of New Hampshire
- Audrey Friedman**, *Associate Professor and Assistant Dean, Undergraduate*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College
- Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
- Lauri Johnson**, *Associate Professor*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington
- Belle Liang**, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University
- Katherine McNeill**, *Associate Professor*; B.A., Brown University; M.S., Ph.D., University of Michigan
- Patrick McQuillan**, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University
- Gilda Morelli**, *Associate Professor*; B.A., M.A., Ph.D., University of Massachusetts
- Laura M. O'Dwyer**, *Associate Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College
- Mariela Paez**, *Associate Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University
- Alec F. Peck**, *Associate Professor and Chairperson*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
- Joseph J. Pedulla**, *Research Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ed.D., Harvard University
- C. Patrick Proctor**, *Associate Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University
- Heather Rowan-Kenyon**, *Associate Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland–College Park
- David Scanlon**, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona
- Elizabeth Sparks**, *Associate Professor and Associate Dean of Students*; B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College
- Lisa Patel Stevens**, *Associate Professor*; B.J., University of Nebraska–Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
- Marina Vasilyeva**, *Associate Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago
- Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
- Kristen Bottema-Beutel**, *Assistant Professor*; B.S., University of Michigan; M.A., San Francisco University; Ph.D., University of California, Berkeley
- Vincent Cho**, *Assistant Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin
- Elida V. Laski**, *Assistant Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University
- Zhushan Li**, *Assistant Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana–Champaign

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**Rebecca J. Lowenhaupt**, *Assistant Professor*; A.B., Harvard University;

Ed.M., Harvard University; Ph.D., University of Wisconsin–Madison

**Julie Pacquette MacEvoy**, *Assistant Professor*; B.A., Reed College;

M.A., Ph.D., Duke University

**David Miele**, *Assistant Professor*; B.A., M.A., Columbia University;

M.S., Ph.D., Northwestern University

**Rebecca Mitchell**, *Assistant Professor*; B.S., M.S., Florida State

University; Ed.D., Harvard University

**Paul Poteat**, *Assistant Professor*; B.S., Florida State University; M.A.,

Ph.D., University of Illinois at Urbana–Champaign

**Lauren P. Saenz**, *Assistant Professor*; A.B., Princeton University;

Ph.D., University of Colorado

**Pratyusha Tummala-Narra**, *Assistant Professor*; B.A., University of

Michigan–Ann Arbor; M.A., Ph.D., Michigan State University

**Patricia Weitzel-O'Neill**, *Executive Director, Barbara and Patrick*

*Roche Center for Catholic Education and Senior Lecturer*; B.A.,

Wheeling Jesuit University; M.A., Ph.D., St. Louis University

**Nettie Greenstein**, *Lecturer*; B.A., Wesleyan University; Psy.D.,

Massachusetts School of Professional Psychology

**Margaret (Penny) Haney**, *Lecturer*; B.A., Loyola Marymount

University; M.A., Ph.D., Loyola University

**Anne Homza**, *Lecturer*; B.A., Mount Holyoke College; Ed.M.,

Harvard University; Ed.D., Boston University

**Julia Whitcavitch-Devoy**, *Lecturer*; B.A., St. Lawrence University;

M.T.S., Harvard University Divinity School; Ph.D., Boston College

### *Undergraduate and Graduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **ED 300 Secondary and Middle School Science Methods (Fall: 3)**

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

*G. Michael Barnett*

#### **ED 301 Secondary and Middle School History Methods**

**(Fall/Spring: 3)**

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

*Patrick McQuillan*

#### **ED 302 Secondary and Middle School English Methods (Fall: 3)**

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help

students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

*Audrey Friedman*

#### **ED 304 Secondary and Middle School Mathematics Methods**

**(Fall: 3)**

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

*Lillie Albert*

#### **ED 308 Bilingualism in Schools and Communities (Fall/Spring: 3)**

Successful completion of the courses ED 308 and ED 346 entitles students to receive a certificate indicating that you have completed categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

*Mariela Paez*

#### **PY 310 Contemporary Issues in Applied Psychology and Human**

**Development (Fall: 3)**

This advanced undergraduate seminar course will focus on current topics involving factors preventing and processes promoting optimal development in children, adolescents, and families. Students will engage in reading both personal narratives and empirical studies related to topics such as the following: the issues facing immigrant youth; understanding and preventing bullying; treatment for children with mental illness; and interventions for children with autism spectrum disorders. We will analyze social policies, school practices, parenting issues, and community supports related to each topic.

*Jacqueline Lerner*

#### **ED 316 Teaching Process and Content in Early Education**

**(Spring: 3)**

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains (language/literacy, mathematics, science and technology, social studies, health,

and the arts) while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized, and strategies will be shared to help teacher candidates document student learning.

*Mariela Paez*

**ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Fall/Spring: 3)**

Develops knowledge of the reading process and how to “teach reading the content areas.” Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

*Audrey Friedman*

**ED 346 Teaching Bilingual Students (Fall/Spring/Summer: 3)**

**Summer course: Section .01 for Elementary Education majors; Section .02 for Secondary Ed majors**

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

*Anne Homza*

*Patrick Proctor*

**PY 348 Culture, Community and Change (Fall/Spring: 3)**

This course seeks to help students understand how culture and community influence the lives of children, families, and institutions through society’s systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors impact the individual, family, and community across the life span.

*A.J. Franklin*

**ED 349 Sociology of Education (Spring: 3)**

**Cross listed with SC 568**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

*Ted Youn*

**ED 363 Survey of Children’s Literature (Fall/Spring: 3)**

This course explores the influences, appeal, and impact of children’s literature. Students will be expected to develop and apply criteria to evaluate the value of using children’s literature in different contexts. Critical questions will be explored in relation to children’s literature.

*The Department*

**ED 373 Classroom Management (Spring: 3)**

**Formerly ED 201**

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers to analyze behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

*The Department*

**ED 374 Management of the Behavior of Students with Special Needs (Fall: 3)**

Focuses discussion, reading, and research on the diagnosis and functional analysis of social behaviors, and places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

*Alec Peck*

**ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)**

**Pre-practicum required (25 hours)**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

*Susan Bruce*

**ED 386 Introduction to Sign Language and Deafness (Spring: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

*Edward Mulligan*

**ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)**

**Pre-practicum required (25 hours)**

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student’s multiple contexts. This course also addresses the IEP, the legal

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mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

*Susan Bruce*

### ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

*The Department*

### ED 398 Working with Families and Human Service Agencies (Fall: 3)

#### Pre-practicum required (25 hours)

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

*Alec Peck*

### Graduate Course Offerings

#### ED 401 Supervision in Action (Spring: 3)

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating BC's teacher education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

*Amy Ryan*

#### ED 402 Religions in American Public Schools (Spring: 3)

Cross Listed with TH492

Offered Periodically

Undergraduates permitted with instructor approval.

This course examines a controversial but surprisingly unfamiliar topic: religion(s) in American public schools. The class has three objectives: (1) to understand the complex role religions have played in the development of American public schools and the political and educational philosophy that undergirds them; (2) to examine the principled philosophical and theological issues behind contemporary legal cases about religion and public education; and (3) to understand how constitutionally sound approaches to religion in schools can help to modulate or resolve the pedagogical and administrative issues that arise across the curriculum and within school culture.

*Erik Owens*

#### ED 420 Initial License Practicum (Fall/Spring: 6)

Corequisite: ED 432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, and Secondary. Placements are made in selected schools in the Greater Boston area, and designated international settings. Apply

to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Fran Loftus*

*Melita Malley*

#### ED 421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

*Lillie Albert*

#### ED 425 Topics in Catholic Education (Fall: 3)

This course explores the history, purpose, current status, and possible futures of Catholic elementary and secondary schools. Students will become conversant with the body of scholarly literature, theoretical and empirical, that defines the field of Catholic education. Though the primary focus will be on Catholic schools in the United States, the course will explore how we can learn from the experience of other religiously affiliated schools here and abroad, and from the experience of Catholic educators worldwide. Special attention will be devoted to how the Ignatian spirituality and pedagogy can be a resource for educators in Jesuit and non-Jesuit schools.

*Joseph O'Keefe*

#### ED 429 Graduate Pre-Practicum (Fall/Spring: 1)

Corequisite: ED 431

Graded as Pass/Fail.

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon notification.

*Fran Loftus*

*Melita Malley*

#### ED 431 Graduate Inquiry Seminar: One (Fall: 1)

Corequisite: ED 429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (ED 420).

*The Department*

#### ED 432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)

Corequisite: ED 420

Donovan Urban Scholars must enroll in ED 432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry

for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfies the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.

*The Department*

**ED 433 Counseling Techniques in Higher Education (Fall: 3)**  
**Not appropriate for Mental Health or School Counseling students.**

Provides an introduction to theoretically-based counseling skills for professionals in higher education and other education and community settings. The areas of communications skills involving the use of role-playing, observation, and practice components are emphasized. Postsecondary case studies cover a range of counseling issues and are applicable to a wide range of settings involving late adolescents and adults.

*The Department*

**ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)**

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

*The Department*

**ED 436 Curriculum Theories and Practice (Fall/Spring: 3)**

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

*The Department*

**ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring: 3)**

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention, and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services, and supports available for creating a more just society through education.

*The Department*

**ED 447 Literacy and Assessment in the Secondary School (Fall/Spring: 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*

**ED 450 Introduction to Educational Leadership and Change (Fall: 3)**

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course and, through discussion and the utilization of case studies, to propose improvements to those realities.

*Lauri Johnson*

**ED 460 Interpretation and Evaluation of Research (Fall/Spring: 3)**

**Cross listed with PY 460**

**Mental Health counseling students must take PY 460.12. Other sections do not meet licensing requirement for mental health students.**

This course will improve a students' understanding of the empirical research literature in education and psychology. It concentrates on developing the conceptual foundations of empirical research and the practical analytic skills needed by a competent reader and user of research articles. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs. Exercises emphasize the critical evaluation of published research. Each student will develop a research proposal.

*Lauren Saenz*

**ED 461 Human Rights Interdisciplinary Seminar (Spring: 3)**

*Prerequisite:* Admission by instructor permission only

**Cross listed with PY 461, LL 461, TH 461, UN 461**

**Satisfies ABA Writing Requirement for Law Students**

**Offered only to BC graduate or professional degree students**

**Apply by submitting brief statement explaining the students interest (250 words maximum) to CHRJI (humanrights@bc.edu before Monday, December 2, 2013.**

An interdisciplinary understanding of and responses to the compelling human rights challenges with a focus on how human rights are affected by refugee movement and migration, especially in the context of humanitarian crisis, war, and grave forms of economic injustice. Interdisciplinary attention to ethical, religious, political, legal, and psychosocial issues involved. Applications invited from students enrolled in graduate or professional degree in any of Boston College's divisions. See full description on Center's website at: <http://www.bc.edu/centers/humanrights>.

*Daniel Kanstroom*

*Brinton Lykes*

**ED 462 Assessment and Test Construction (Fall: 3)**

**Cross listed with PY 462**

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Standardized norm-referenced tests and statewide testing programs are also examined.

*Nathaniel Brown*

## EDUCATION

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### ED 466 Program Evaluation I (Fall: 3)

ED 466 is a prerequisite for ED 467 Program Evaluation II.

This course addresses the theoretical and philosophical foundations of program evaluation, with emphasis on the roles of social and political theory, methodology, epistemology, and philosophy of science in various models of evaluation in education. Each evaluation model will be examined in terms of the purpose, knowledge construction, the role of the evaluator, relationship to objectives, relationship to policy and decision-making, criteria, and design. The course also includes a focus on issues of value-neutrality and value judgment.

*Lauren Saenz*

### ED 467 Program Evaluation II (Spring: 3)

*Prerequisite:* ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, addressing limitations related to various issues, analysis of data, interpretation and reporting of data, and budgeting. Standards, competencies, and ethical considerations for program evaluation will also be covered.

*Lauren Saenz*

### ED 468 Introductory Statistics (Fall/Spring: 3)

**Cross listed with PY 468**

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position, and dependence; the normal distribution; and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, sampling distribution of  $t$ , and inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

*The Department*

### ED 469 Intermediate Statistics (Fall/Spring: 3)

*Prerequisites:* ED/PY 468 or its equivalent, and computing skills

**Cross listed with PY 469**

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.

*Zhusban Li*

*Laura O'Dwyer*

### ED 493 Language Acquisition Module (Fall: 1)

*Corequisite:* ED 593

See course description for ED 593.

*The Department*

### ED 495 Human Development and Disabilities (Fall: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

*Susan Bruce*

### ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall/Spring: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

*The Department*

### ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

*The Department*

### ED 540 Ed Implications/Sensory, Motor, and Health Impairments (Spring: 3)

This course addresses the impact of physical disabilities on learning. Emphasis is placed on the educational needs of children with cerebral palsy, visual impairment, or hearing loss in combination with intellectual disability. Basic anatomy of the eye and ear are covered along with the common causes of vision and hearing loss. This course prepares teachers to perform functional vision and hearing evaluations and to translate those findings into appropriate classroom accommodations and adaptations. Many children with disabilities have unmet sensory integration needs that influence their behavior and subsequent readiness to learn.

*Thomas Miller*

### ED 542 Teaching Reading (Fall: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

*The Department*

### ED 543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the pre-school years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*The Department*

### ED 546 Teaching About the Natural World (Fall/Spring: 3)

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers

to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

*The Department*

**ED 550 Integrat Sci Res,Service/Community&Soc/Environ Jus (Fall: 3)**

This course is designed for environmental studies minors, secondary science teachers, or those who are interested in learning more about conducting scientific research. A key feature of this course will be the engagement in the design and development of research projects around air quality, hydroponics, and alternative energies. Embedded in each project will be the need to learn how to power and utilize alternative energy systems to maintain and sustain the equipment needed for each research project.

*Mike Barnett*

**ED 561 Evaluation and Public Policy (Fall: 3)**

*Prerequisite:* ED 466 or consent of instructor

**Cross Listed with PY561**

**Offered Biennially**

The course will examine some issues that arise in educational accountability. The purpose is to develop a deeper understanding of the policy issues and a critical appreciation of the relevant methodological strategies. Topics include the establishment and use of state-specific performance standards under NCLB and the quantification of the relative rigor of those standards; the evaluation of school or teacher effectiveness using so-called value-added models; and the policy evaluation of school reform efforts (such as charter schools) using data from large-scale cross-sectional surveys. The latter two topics both involve causal inferences from observational studies.

*Henry Braun*

**ED 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)**

**Cross listed with PY 565**

**Recommended: ED/PY 462 and ED/PY 468**

Examines large scale assessment procedures internationally (TIMSS and PIRLS) and nationally (NAEP and NCLB). Considers technical, operational, and reporting procedures in view of requirements for reliability and validity as well as resource constraints and political issues. Uses examples from the TIMSS and PIRLS international assessments in mathematics, science, and reading to illustrate procedures for instrument development, sampling, data collection, analysis, IRT scaling, and reporting results.

*Ina Mullis*

**ED 579 Educational Assessment of Learning Problems (Fall: 3)**

**Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, and Reading Specialist Programs. Not open to Special Students.**

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. The focus is on identifying students with mild/moderate disabilities. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, addressing critical issues, and designing approaches to monitoring progress.

*The Department*

**ED 587 Teaching and Learning Strategies (Spring: 3)**

*Prerequisite:* ED 579

**Not open to non-degree students. ED 587.01 is intended for general educators and ED 587.02 is required for special educators.**

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilize an IEP to guide instruction, develop accommodations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

*The Department*

**ED 589 The Linguistic Structure of English (Spring: 3)**

**Cross listed with EN 121, SL 323**

**Offered biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meaning of words, and properties of discourse.

*Michael Connolly*

**ED 592 Foundations of Language and Literacy Development (Spring: 3)**

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

*The Department*

**ED 593 Introduction to Speech and Language Disorders (Fall: 3)**

*Corequisite:* ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department*

**ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall: 3)**

*Prerequisite:* ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*The Department*

## EDUCATION

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### ED 610 Clinical Experience (Fall/Spring: 6)

*Prerequisite:* Approval by the Practicum Office, good academic standing, and successful completion of all undergraduate practicum regular education teacher certification requirements

*Corequisite:* ED 432

**Candidates who intend to complete the specialist practicum in their own classroom or in a paid internship must meet with the Director as soon as possible to ensure that the responsibilities of the position are aligned with the license the candidate is seeking.**

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

*Fran Loftus*

*Melita Malley*

### ED 619 Ethics and Equity in Education (Fall: 3)

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

*The Department*

### ED 621 Bilingualism, Second Language, and Literacy Development (Fall/Spring: 3)

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

*The Department*

### ED 622 Practicum in School Principalship (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*The Department*

### ED 665 Developmental Disabilities: Evaluation, Assessment, Families, and the System (Fall: 3)

**Cross Listed with PY 665**

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

*David Helm*

### ED 667 General Linear Models (Fall/Spring: 3)

*Prerequisite:* ED/PY 469

**Cross listed with PY 667**

**Ph.D. students only; all others by instructor permission**

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; linear-model diagnostics, sources of multicollinearity; diagnostic residual analysis techniques; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; and an introduction to structural equation modeling.

*Zhusban Li*

*Larry Ludlow*

### ED 669 Psychometric Theory I (Spring: 3)

*Prerequisites:* ED/PY 462 and ED/PY 667

**Cross Listed with PY 669**

**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*

### ED 675 Consultation and Collaboration in Special Education (Spring: 3)

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.

*The Department*

### ED 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Spring: 3)

**Cross listed with PY 685**

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation

and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

*The Department*

**ED 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)**

**Cross listed with PY 686**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*The Department*

**ED 701 College Student Experience: Access, Choice, and Persistence (Spring: 3)**

This course explores the ways in which the higher education community has addressed three basic questions: Who goes to college? What sorts of experiences do students have in college? And, as a consequence of their experiences, who do they become by graduation? The course will familiarize students with the nature and characteristics of the college student population in American higher education, the variety of research methods used to study college students, and some of the many effects and outcomes of college student experiences.

*Heather Rowen-Kenyon*

**ED 705 Education Law and Public Policy (Fall/Spring: 3)**

**Cross listed with LL 703**

**Registration by department permission only**

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

*The Department*

**ED 708 Contemporary Issues in Higher Education (Fall: 3)**

*Prerequisite:* ED 778

This course is intended to present a broad exploration and generate greater understanding of contemporary issues influencing higher education that will involve discussion, written and oral reports, and integration of knowledge across the spectrum of issues relating to higher education. While the course will explore most facets of higher education, a particular emphasis will be placed upon the field of student affairs.

*Karen Arnold*

**ED 709 Research on Teaching (Fall: 3)**

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions

about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

*Marilyn Cochran-Smith*

**ED 711 Historical and Political Contexts of Curriculum (Spring: 3)**

*Prerequisite:* Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

*The Department*

**ED 726 Organization Theory and Learning (Spring: 3)**

*The Department*

**ED 727 Family and Community Engagement (Fall: 3)**

*The Department*

**ED 729 Controversies in Curriculum and Instruction (Spring: 3)**

**Offered biennially**

Explores contemporary curriculum controversies in American education as well as the ways these are shaped by differing conceptions of teaching, learning, and the purposes of schooling and by the larger social, historical, political, and cultural contexts in which schooling occurs. The course assumes a broad and encompassing definition of curriculum and the aspects of instruction, assessment, and teacher preparation that have major implications for curriculum. Although the focus of the course is on curricular controversies in K-12 education, controversies related to the curriculum of early childhood education, adult learning, and higher education are also relevant.

*Marilyn Cochran-Smith*

**ED 736 Internationalization of American Higher Education (Fall: 3)**

American higher education operates today in a highly internationalized context. All professionals working in postsecondary education in the United States or in collaboration with U.S. partners must have a clear understanding of the range of opportunities and challenges presented by the new international agenda. This course has two main objectives. The first is to introduce students to the central issues relevant to the international dimension of higher education. The second objective is to promote students' understanding of the practical implications of internationalization for their own work in higher education administration and/or policy-making contexts.

*Liz Reisberg*

*Laura Rumbley*

**ED 737 Contemporary Issues in Curriculum and Instruction**

**(Fall: 3)**

**This is a year-long course with one credit in the Fall and two credits in the spring.**

This two-semester course will consider topics such as the nature of knowledge to be passed to the next generation, the purpose of schools in democratic societies, the role of disagreement and deliberation, local control, how future citizens learn to engage in these activities, and the meaning and value of democratic education.

*Lisa Stevens*

## EDUCATION

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### ED 755 Theories of Leadership (Spring: 3)

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

*Andrew Hargreaves*

### ED 757 Assessment in Student Affairs (Spring: 3)

The purpose of this course is to introduce students to aspects of student affairs assessment including: (1) understanding different approaches to assessment, (2) choosing appropriate research designs and methods, and (3) following professional standards and guidelines. At the end of this course students will be able to read, interpret, and critique research and assessment in student affairs and higher education, and design appropriate assessments in the field of student affairs.

*Heather Rowan-Kenyon*

### ED 770 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

*The Department*

### ED 771 Organization and Administration of Higher Education (Fall: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

*Ted I.K. Youn*

### ED 772 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

*Heather Rowan-Kenyon*

### ED 778 College Student Development (Spring: 3)

Cross listed with PY 778

**Not open to non-degree students; this policy will be strictly enforced.**

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary

education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

*Karen Arnold*

### ED 779 Global and Comparative Systems in Higher Education (Spring: 3)

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

*Laura Rumbley*

### ED 803 History of Education (Fall: 3)

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.

*Dennis Shirley*

### ED 808 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*

### ED 815 Capstone Seminar (Fall/Spring: 3)

Offered periodically

*The Department*

### ED 820 Research Design I (Spring: 3)

Offered periodically

**This course is for PSAP students only.**

This course introduces students to the fundamentals of designing and reporting research. Our level of focus is the skills and knowledge necessary for conceptualizing and crafting research projects. This includes developing familiarity with a variety of methods and designs, selecting researchable problems, and prototyping study designs in accord with particular theoretical lenses.

*Rebecca Lowenhaupt*

### ED 823 Research Design III (Fall: 3)

Offered periodically

**This course is for PSAP students only.**

This course aims to support PSAP students during the data analysis phase of their dissertations in practice. These projects may be qualitative, quantitative, or mixed methods. Accordingly, this course

is structured in a seminar or workshop format. Although some time is allowed for data collection, the course assignments are geared toward helping students develop, report, and present research findings.

*Vincent Cho*

**ED 828 Doctoral Proseminar in K-16 Administration (Fall: 3)  
Ph.D. students in Educational Administration or Higher  
Education only.**

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration and Higher Education programs. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

*Ana Martinez*

**ED 830 Directed Research in Religious Education (Fall/Spring: 3)**

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

*Thomas Groome*

*Jane E. Regan*

**ED 851 Qualitative Research Methods (Fall/Spring: 3)**

**Cross listed with PY 851**

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

*The Department*

**ED 854 Catholic Higher Education (Spring: 3)**

**Cross listed with TM 854**

This course offers an historical and philosophical overview of Catholic higher education, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education—particularly in the U.S.—and its relationship with the Church, contemporary academic culture, and the broader society. This course also engages students in an analysis of contemporary issues facing Catholic higher education particularly, faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

*The Department*

**ED 859 Readings and Research in Curriculum and Instruction  
(Fall/Spring: 3)**

*Prerequisite:* Faculty member approval

**By arrangement**

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*The Department*

**ED 861 Multilevel Regression Models (Spring: 3)**

*Prerequisite:* ED/PY 667

**Cross Listed with PY 861**

**Offered Biennially**

This course introduces students to multilevel regression modeling (also known as hierarchical models or mixed effects models) for analyzing data with a nesting or hierarchical structure. We discuss the appropriate uses of multilevel regression modeling, the statistical models that underpin the approach, and how to construct models to address substantive issues. We consider a variety of types of models, including random intercept, and random slope and intercept models; models for longitudinal data; and models for discrete outcomes. We cover various issues related to the design of multilevel studies, model building and the interpretation of the output from HLM and SPSS software programs.

*Laura O'Dwyer*

**ED 862 Survey Methods in Educational and Social Research (Fall: 3)**

*Prerequisite:* ED/PY469

**Offered Biennially**

**Ph.D. students only; all others by instructor permission.**

This course is designed to familiarize students with the strategies, techniques, tactics, and issues in the development and administration of survey instruments. It will emphasize theoretical measurement and practical considerations in the development of attitudinal instruments. The development and analysis of data resulting from several types of measurement scales will be covered.

*Laura O'Dwyer*

**ED 864 Advanced Qualitative Research (Fall: 3)**

**Offered biennially**

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

*Lisa Stevens*

**ED 867 Diversity in Higher Education: Race, Class, and Gender  
(Spring: 3)**

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, access and financial aid practices.

*Ana Martinez*

**ED 868 Religion and Higher Education (Fall: 3)**

**Cross listed with TM 868**

Faith, religion, and spirituality have become topics of increasing interest for scholars and practitioners in higher education administration and student personnel development. This course explores the historical, sociological and cultural dynamics between religion and higher

## EDUCATION

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education. Topics include secularism, modernity, and challenges to the integration of faith and intellectual life. Additional topics include: religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; academic freedom; constitutional matters; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion; and higher learning in a modern, democratic, pluralistic society.

*The Department*

### ED 874 Organizational Decision Making in Higher Education (Fall: 3)

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

*Ted Youn*

### ED 876 Financial Management in Higher Education (Spring: 3)

This course strives to provide a comprehensive introduction to modern day financial management theories and techniques in higher education. A specific focus will be placed on real life context and practical application across a broad range of specialized topics including: endowment management, fundraising, budgeting, long range planning, debt management, financial statement analysis, cash management, resource allocation and risk management. These topics will be examined through the lens of the recent economic downturn, which has structurally changed the financial and economic landscape of higher education. The tradeoff between risk and return will serve as a common framework for class discussions.

*The Department*

### ED 881 Curriculum and Instruction Doctoral Comprehensive Exam: Publishable Paper (Fall/Spring: 1)

The C&I doctoral program comprehensive exam will now take the form of a publishable paper.

*Elizabeth Sparks*

### ED 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

**Cross Listed with PY 885**

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year, but wish to remain active in the university system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

*Elizabeth Sparks*

### ED 888 Master's Comprehensives (Fall/Spring: 0)

**Cross listed with PY 888**

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

*Elizabeth Sparks*

### ED 901 Urban Catholic Teacher Corps (Fall/Spring: 0)

**Open only to teachers participating in the Urban Catholic Teacher Corps program**

See Urban Catholic Teacher Corps' website (<http://www.bc.edu/content/bc/schools/lsoe/cce/uctc.html>) for details or contact the program office at 617-552-0602.

*Charles Cownie*

### ED 902 UDL Leadership (Fall/Spring: 0)

*Richard Jackson*

### ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)

*Prerequisite:* Faculty member approval

**By arrangement**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

*The Department*

### ED 912 Participatory Action Research: Gender, Race and Power (Fall: 3)

**Cross listed with PY 912**

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

*Brinton Lykes*

### ED 921 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring/Summer: 3)

*Prerequisite:* Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*The Department*

### ED 941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall/Spring: 3)

*Prerequisites:* Advanced Statistics and Research Design. Permission of instructor.

**One credit in the fall; two credits in the spring**

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.

*Larry Ludlow*

### ED 951 Dissertation Seminar in Curriculum and Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and

to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

*The Department*

**ED 953 Instructional Leadership (Fall: 3)**

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

*Rebecca Lowenhaupt*

**ED 956 Law and Education Reform (Spring: 3)**

*Prerequisites:* 2L or 3L status in the Law School or successful completion of ED 705/LL 703 Education Law and Public Policy for Lynch School students

**Cross listed with LL 492**

This interdisciplinary seminar addresses the role of law in education reform and the relationship between law and social science in efforts to promote educational attainment in the nation's elementary and secondary schools. The primary focus will be contemporary education reform issues, including educator quality, access to meaningful opportunity to learn, curriculum control, and student, teacher, administrator, and parental rights. The focus of the course will be inquiry on the role of law in school reform, the limits of law-based education reform, and the consequences of statutory requirements for scientific evidence-based approaches to education programs.

*Diana Pullin*

**ED 973 Seminar in Research in Higher Education (Fall: 3)**

*Prerequisite:* ED/PY 771 and Doctoral Standing

**Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.**

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

*Karen Arnold*

**ED 975 Internship in Higher Education (Fall: 3)**

**Restricted to M.A. students in the Higher Education program**

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Heather Rowan-Kenyon*

**ED 976 Field Experience in Higher Education (Fall: 2)**

**Restricted to M.A. students in the Higher Education program**

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program

faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Heather Rowan-Kenyon*

**ED 977 Advanced Field Experience in Higher Education (Spring: 1)  
Restricted to M.A. students in the Higher Education program**

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers transition into the workforce and relating field work issues to theory and research in higher education.

*The Department*

**ED 988 Dissertation Direction (Fall/Spring: 3)**

*Prerequisite:* Consent of academic advisor

**Cross listed with PY 988**

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

**ED 998 Doctoral Comprehensives (Fall/Spring: 1)**

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

*Elizabeth Sparks*

**ED 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

## ***The Boston College Law School***

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the three-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the one-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

### **Registration for Bar Examination**

Upon entering law school, some students know the state(s) in which they intend to practice after graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice.

### **Auditors**

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

### **Advanced Standing**

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

### **Dual Degree Program in Law and Business Administration**

Boston College Law School and the Carroll School of Management offer a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

### **Dual Degree Program in Law and Social Work**

The Graduate School of Social Work and the Law School at Boston College offer a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain

the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

### **Dual Degree Program in Law and Education**

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

### **J.D./M.A. or J.D./Ph.D. Philosophy Program**

These programs are designed for students who have an interest in legal theory and jurisprudence, and who may eventually wish to go into law teaching in those fields. Students may complete their law degree and master's in philosophy in four years of joint study, or law and Ph.D. in six. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

### **Other Dual Study Programs**

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

### **London Program**

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

## Master of Laws (LL.M.) Degree

The LL.M. degree program is designed to expose legal professionals and recent graduates with a first degree in law, primarily but not necessarily of foreign origin, to the fundamentals of the U.S. legal system. The program enables students to explore American legal issues and methodology. Students may choose from among most of the courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. We are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at <http://www.bc.edu/llm> or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our email address is [bellm@bc.edu](mailto:bellm@bc.edu).

### Information

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at [bclawadm@bc.edu](mailto:bclawadm@bc.edu).

Course descriptions and scheduling information are also available on the BCLS website at <http://www.bc.edu/law>.

### Faculty

**Hugh J. Ault**, *Professor Emeritus*; A.B., LL.B., Harvard University

**Charles H. Baron**, *Professor Emeritus*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

**Arthur L. Berney**, *Professor Emeritus*; A.B., LL.B., University of Virginia

**Peter A. Donovan**, *Professor Emeritus*; A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University

**John M. Flackett**, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

**Ruth-Arlene Howe**, *Professor Emerita*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College

**Cynthia C. Lichtenstein**, *Professor Emerita*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

**Sharon Hamby O'Connor**, *Associate Professor Emerita*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

**Filippa Anzalone**, *Professor and Associate Dean for Library and Computing Services*; B.A., Smith College; M.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School

**Mary S. Bilder**, *Professor*; B.A., University of Wisconsin at Madison; A.M., J.D., 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**, *Drinan Professor*; A.B., J.D., Harvard University  
**R. Michael Cassidy**, *Professor*; B.A., University of Notre Dame; J.D., Harvard University

**Mary Ann Chirba**, *Professor of Legal Reasoning, Research, and Writing*; B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health

**Daniel R. Coquillette**, *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 Garcia**, *Professor and Associate Dean for Global Initiatives*; B.A., Reed College; J.D., University of Michigan

**Jane K. Gionfriddo**, *Professor of Legal Reasoning, Research, and Writing*; B.A., Wesleyan University; J.D., Boston University

**H. Kent Greenfield**, *Professor*; A.B., Brown University; J.D., University of Chicago

**Ingrid Michelsen Hillinger**, *Professor*; A.B., Barnard College; J.D., College of William & Mary

**Daniel Kanstroom**, *Professor*; B.A., State University of New York at Binghamton; J.D., Northeastern University; LL.M., Harvard University

**Sanford N. Katz**, *Darald and Juliet Libby Professor*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow, Yale Law School

**Thomas C. Kohler**, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University

**Joseph P. Liu**, *Professor and Associate Dean for Faculty*; B.A., Yale University; J.D., Columbia University; LL.M., Harvard University

**Ray Madoff**, *Professor*; A.B. Brown University; J.D., LL.M., New York University

**Judith A. McMorrow**, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

**Zygmunt J.B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan

**James R. Repetti**, *William J. Kenealy, S.J., Professor*; B.A., Harvard University; M.B.A., J.D., Boston College

**Diane M. Ring**, *Professor*; A.B., J.D., Harvard University

**James S. Rogers**, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

**Vincent D. Rougeau**, *Professor and Dean*; A.B., Brown University; J.D., Harvard University

**Mark R. Spiegel**, *Professor*; A.B., University of Michigan; J.D., University of Chicago

**Catherine Wells**, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University

**Hon. Herbert P. Wilkins**, *Huber Distinguished Visiting Professor*; A.B., LL.B., Harvard Law School

**David A. Wirth**, *Professor and Director of International Programs*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University

**Alfred C. Yen**, *Professor and Director of Emerging Enterprises and Business Law*; B.S., M.S., Stanford University; J.D., Harvard University

**Joan Blum**, *Associate Professor of Legal Reasoning, Research, and Writing*; A.B., Harvard College; J.D., Columbia Law School

**Brian Galle**, *Associate Professor*; LL.M., Georgetown University Law Center; J.D., Columbia University School of Law; A.B., Harvard College

**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

**Renee M. Jones**, *Associate Professor*; A.B., Princeton University; J.D., Harvard University

**Gregory Kalscheur, S.J.**, *Associate Professor*; 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

**Mary-Rose Papandrea**, *Professor*; B.A., Yale University; J.D. University of Chicago

**Vlad Perju**, *Associate Professor*; LL.B., University of Bucharest; S.J.D., LL.M. Program, Harvard University; LL.M., European Academy of Legal Theory; Maitrise, University of Paris (Sorbonne)

**Judith B. Tracy**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago

**Richard Albert**, *Assistant Professor*; B.A., J.D. Yale University; B.C.L., Oxford University; LL.M., Harvard University

**Paulo Barrozo**, *Assistant Professor*; S.J.D., Harvard Law School; Ph.D., Rio de Janeiro (IUPERJ); M.Jur., Rio de Janeiro (PUC); LL.B., Rio de Janeiro (UREJ)

**Kari E. Hong**, *Assistant Professor*; B.A., Swarthmore College; J.D., Columbia University

**Daniel Lyons**, *Assistant Professor*; A.B., Harvard College; J.D., Harvard Law School

**David Olson**, *Assistant Professor*; B.A., University of Kansas; J.D., Harvard Law School

**Brian J.M. Quinn**, *Assistant Professor*; B.A., Georgetown University; M.P.P., Harvard University; J.D., Stanford University

**Katharine Young**, *Associate Professor*; B.A., LL.B., Melbourne University; LL.M., S.J.D., Harvard University

**Norah Wylie**, *Visiting Assistant Professor of Legal Reasoning, Research, and Writing*; B.A. State University of New York, Albany; J.D., Boston College

**Paul Tremblay**, *Clinical Professor*; B.A., Boston College; J.D., University of California, Los Angeles

**Laura Murray-Tjan**, *Visiting Clinical Professor from Practice*; A.B., Harvard University; J.D., Yale University

**Alexis Anderson**, *Clinical Associate Professor*; B.A., Wake Forest; J.D., University of Virginia

**Sharon Beckman**, *Clinical Associate Professor*; B.A. Harvard College; J.D., University of Michigan Law School

**Mary Holper**, *Clinical Associate Professor*; B.A., University of Illinois; J.D., Boston College

**Alan Minuskin**, *Clinical Associate Professor*; B.A., University of Miami; J.D., New England School of Law

**Evangeline Sarda**, *Clinical Associate Professor*; B.A., Yale University; J.D., Columbia University

**Francine T. Sherman**, *Clinical Associate Professor*; B.A., University of Missouri; J.D., Boston College

## Carroll School of Management

Boston College's Carroll School of Management, Graduate Programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 900 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and understanding of the important role of accounting in business; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management, Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 20 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

### Full-time M.B.A. Program Curriculum

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. The Full-time M.B.A. Program at the Carroll School of Management offers students the chance to strengthen their foundation of essential skills in the core M.B.A. courses—the Management Practice modules—while furthering their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy. From their second semester of this two-year long program, full-time students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

This intense focus on specialization early in the educational process better prepares students to secure career relevant internships and increase placement opportunities post-graduation.

Primary areas of Specializations include:

- Product and Brand Management
- Business Analytics
- Marketing Informatics Analytics
- Competitive Service Delivery
- Asset Management
- Corporate Finance
- Financial Reporting and Controls
- Global Management
- Entrepreneurial Management
- Leadership and Management
- "Tailored" Specialization\*

\*A student also has the opportunity to work with faculty to develop a personalized specialty if his/her course of study is not represented.

### Full-Time M.B.A. Requirements and Schedule

Each full-time M.B.A. class is comprised of approximately 100 individuals and students are assigned to cohorts of 50 classmates, with whom they take the modules and courses in the required curriculum.

Experiential learning projects are required in both the first and second years.

The completion of a specialization is required of all full-time M.B.A. students. Specializations are designed to allow students to develop depth and expertise in a functional or interdisciplinary business area. Specializations require a minimum of 6 elective courses.

The Full-Time M.B.A. requires the completion of 56 credits. In addition, the Manager's Studio at the Carroll School brings top executives to campus to share their personal and professional experiences with students. All Full-Time M.B.A. students must attend a minimum of 4 Manager's Studio sessions in order to be cleared for graduation.

The Carroll School is committed to instilling a strong sense of community service in its students. In an effort to align this commitment with the Program, all M.B.A. students must fulfill a requirement of 20 hours of service to others through meaningful work as volunteers.

Full-Time M.B.A. students should plan on academic sessions from 8:30 a.m. to 5:00 p.m., Monday through Friday during the first year of study. The First-Year, Full-Time M.B.A. schedule is not available until Orientation.

Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects. Most classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m., and a few on Saturdays.

### Evening M.B.A. Program Curriculum

The Evening M.B.A. Program is designed to meet the needs of professionals who wish to continue in their careers while pursuing a graduate management degree. Students choose to complete the Evening M.B.A. through either the Self-Paced or Cohort Option. Students following the Self-Paced Option have the flexibility in the pacing of their courses. Alternatively students in the Cohort option will take the first eight core courses together.

The required core curriculum in the Evening program provides a strong foundation in managerial, analytical, and practical management skills.

The Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. Evening Program study is capped by two integrative courses, which look at competitive strategy and social issues from a management perspective. Students choose from a wide selection of electives for a total of 24 credits, which allows them to pursue individual interests and enhance their functional expertise.

### Evening M.B.A. Requirements and Schedule

Students generally take two courses in the fall and spring semesters, but may take additional courses during the summer. Evening students must complete 56 credits of course work as well as 20 hours of community service. Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m., and a few on Saturdays. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit <http://www.bc.edu/schools/csom/courses>.

## MANAGEMENT

### M.B.A. Curriculum

#### *Full-Time Program (Total 56 credits)*

##### Management Practice Courses

- MM 720 Management Practice I: Managers Laboratory (2 credits)
- MM 730 Management Practice II: Acting in Organizations (3 credits)
- MM 740 Management Practice III: Entrepreneurship & Business Planning (3 credits)

##### Core Courses

- MF 701 Economics (2 credits)
- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MB 730 Strategic Management (2 credits)
- MB 750 Global Capitalism, Culture and Ethics (2 credits)
- MF 722 Financial Management (2 credits)
- MI 720 Information Technology for Management (2 credits)
- MK 721 Marketing (2 credits)

##### Electives

- Three Electives (2 credits each)
- Seven Electives (3 credits each)

#### *Part-Time Program (Total 56 credits)*

##### Management Practice Courses

- MM 703 Business Development Workshop (2 credits)
- MB 710 Strategic Management (3 credits)
- MB 711 Managing Business in Society (3 credits)

##### Core Courses

- MD 700 Economics (3 credits)
- MB 709 Managing People and Organizations (3 credits)\*
- MA 701 Accounting (3 credits)
- MI 703 Information Technology for Management (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)

\*Students who have previously taken a course in organization behavior may substitute MB 803 (Leadership), MB 815 (Women & Leadership), or MB 821 (Leadership Workshop) for the MB 709 requirement.

##### Electives

- Eight Electives (3 credits each)

### Dual Degree Programs

The Carroll School of Management, Graduate Programs collaborate with other outstanding graduate schools and programs at Boston College to offer over twenty highly regarded dual degree programs. Twenty percent of students combine their M.B.A. degree with other master's degrees such as Juris Doctor (J.D.), Finance (M.S. in Finance), and Social Work, (M.S.W.), among many others. Students are generally able to complete the requirements of a dual degree program in significantly less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both

schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management, Graduate Programs and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the twenty dual degree programs:

- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Pastoral Ministry (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)
- M.B.A./Master of Arts in Urban & Environmental Policy & Planning (M.B.A./M.A./U.E.P.P.) (in conjunction with Tufts University)

### Other Study Options

#### *Global Management Opportunities*

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management, Graduate Programs offers numerous opportunities for firsthand study of managerial decision-making in global organizations and environments.

**International Management Experience:** Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia, Europe, and Latin America. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and contexts are explored in-depth.

**International Consulting Project (ICP):** Students enrolled in the International Consulting Project (ICP) elective conduct and complete the research and analysis for their projects with faculty guidance over the course of the semester, and subsequently present the deliverables to the clients in their respective countries. The "M.B.A. Field Studies Project" offers U.S.-based consulting experience on behalf of a multinational corporation or new venture focused on international market penetration.

**Graduate TechTrek West (GTTW):** Offered annually during the spring semester, the GTTW is a three-credit field-study course to

Silicon Valley and Seattle. Coursework and visits are managerial rather than “techie” focused. Students meet with venture capitalists, CEOs and entrepreneurs, among other high-ranking executives from various well known companies. Participants learn firsthand from industry leaders and make valuable contacts.

### *Special Study*

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

#### **Directed Study (Readings or Research)**

Directed Studies are exclusively for subjects considered to be of merit that are not addressed in conventional courses. They are intended to allow students to study material not included in courses in the Carroll School of Management, Graduate Programs as a complement to carefully designed programs of study. Directed Studies require a written proposal of study prepared by the students and signed by the faculty member.

The proposal is presented to the Department Chairperson and requires his/her written approval.

Any adjunct faculty member working with a student on an independent study requires the additional approval of the Associate Dean for Graduate Programs.

Additional information can be found at [www.bc.edu/schools/csom/graduate/courses/directedstudy.html](http://www.bc.edu/schools/csom/graduate/courses/directedstudy.html).

### **Master of Science in Accounting**

The M.S. in Accounting Program is only offered on a full-time basis. Required coursework is determined by faculty through the review of the student’s academic transcript.

#### *Enrollment Options*

##### **Accounting Undergraduate Majors**

Undergraduate accounting majors may begin the Program in either June or September. Students who start in June typically complete their studies over one summer and one fall semester, while students who begin in September complete the program over two academic semesters and one summer.

Matriculation options remain flexible for students who accept an offer with a firm prior to the start of the Program.

##### **Non-Accounting Undergraduate Majors**

Students without an undergraduate accounting degree must begin the Program in June. Depending on the required number of courses, students will matriculate through one summer and two academic semesters, typically completing between ten and fourteen courses.

#### *Curriculum*

Students must complete a minimum of ten courses (30 credit-hours) to satisfy the degree requirements. Students must take a total of at least six Accounting classes which include the three core M.S. in accounting classes. Upon admission into the M.S. in Accounting Program, each student is provided with a personalized M.S. in Accounting course worksheet. This worksheet, determined by faculty review of the student’s academic transcript, outlines the specific courses the student is required to take to fulfill their M.S. in Accounting degree requirements. Students who have yet to take an undergraduate level Financial Accounting course (or the equivalent thereof) must enroll in a 1-credit prerequisite Accounting Primer Workshop offered at the start of their course of study.

In addition to the academic requirements, all M.S. in Accounting students must complete ten hours of Community Service to fulfill their degree requirements.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

#### **Curriculum for Undergraduate Accounting Majors Core Courses**

- MA 824 Financial Statement Analysis (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)
- MA 826 Taxes and Management Decisions (3 credits)

#### **Electives**

Students must take seven electives (21 credits), at least three (9 credits) of which must be in accounting. The non-accounting electives can be fulfilled from the majority of Boston College’s graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

#### **Curriculum for Undergraduate Non-Accounting Majors**

##### *Business Courses*

- Economics/Micro-Economics
- Financial Management
- Statistics
- Business Law (U.S. based)

##### *Accounting Courses*

- Financial Accounting Practice I
- Financial Accounting Practice II
- Financial Auditing (U.S. based)
- Federal Taxation (U.S. based)
- Internal Cost Management and Controls
- Accounting Information Systems

Students may reduce the total number of courses required if any of the above listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

##### *Sample Elective Courses*

- MA 601 Financial Accounting Standards & Theory III (3 credits)
- MA 615 Advanced Federal Taxation (3 credits)
- MA 634 Ethics & Professionalism (3 credits)
- MA 835 Forensic Accounting (3 credits)

### **Master of Science in Finance**

All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and exploration of innovative methodologies in Derivatives and Risk Management, Theory of Corporate Finance, and either Fixed Income Analysis or Portfolio Theory. Students exercise their aggregate knowledge and skills in the case-oriented Financial Policy course, which examines the impact of diverse strategic decisions on the value of the firm.

In addition to the traditional M.S. in Finance option above, the M.S. in Finance Quantitative Track option at Boston College provides a thorough grounding in technical and analytical skills. The Quantitative Track consists of 11 courses, including five doctoral-level courses, and can be completed in three semesters.

### **Requirements and Schedule**

The traditional 30-credit M.S. in Finance Program comprises eight core courses and two electives. Learning is engineered to be cumulative and reinforcing. The Quantitative Track M.S. in Finance Program consists of 33 credits and is offered on a full-time basis only.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including accounting, business law, consulting, computer science and information technology, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management.

In addition to these 30 credits, all M.S. in Finance students must complete 10 hours of Community Service to fulfill their degree requirements.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. Most classes meet from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m. Summer term courses meet twice a week from 6:30 p.m. to 9:30 p.m.

### **M.S. in Finance Program Options**

#### **Cohort (Accelerated) Option**

Students are drawn from across the country and around the world to participate in the Carroll School's accelerated M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. Students progress through the program as a cohort. Taking all courses together not only fosters exceptional camaraderie, but also creates a supportive network—one that continues long after the Program comes to an end.

#### **Self-Paced Option**

The self-paced option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. While course enrollment is flexible, self-paced students typically complete the Program in twenty months by taking two courses in the fall, spring, and summer semesters respectively.

#### **Quantitative Track Option**

Designed exclusively for full-time students, the M.S. in Finance Quantitative Track at Boston College provides a thorough grounding in technical and analytical skills. In addition to gaining a well-rounded background in finance, Quantitative students at the Carroll School develop analytical tools in math, statistics, and econometrics, and learn to use popular software (MATLAB and STATA) and databases (CRSP and COMPUSTAT).

#### **M.S. in Finance Curriculum, Cohort Option**

##### *Fall*

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

##### *Spring*

- MF 881 Corporate Finance Theory
- At least two of the following three courses: MF 860 (Derivatives & Risk Management), MF 803 (Portfolio Theory)
- MF 880 (Fixed Income Analysis)
- One elective

##### *Summer*

- MF 808 Financial Policy
- One elective

#### **M.S. in Finance Curriculum, Self-Paced**

##### *Year 1/Semester 1*

- MF 801 Investments
- MF 807 Corporate Finance

##### *Year 1/Semester 2*

- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

##### *Year 1/Summer 1*

- MF 860 (Derivatives & Risk Management) or MF 803 (Portfolio Theory) or MF 880 (Fixed Income Analysis)

##### *Year 1/Summer 2*

- One elective

##### *Year 2/Semester 1*

- MF 881 Corporate Finance Theory
- MF 860 or MF 803 or MF 880

##### *Year 2/Semester 2*

- MF 808 Financial Policy
- One elective

#### **M.S. in Finance Curriculum, Quantitative Track**

##### *Fall 1/Year 1*

- EC 720 Math for Economists
- EC 770 Statistics
- MF 801 Investments
- MF 807 Corporate Finance

##### *Spring 1/Year 1*

- EC 772 Econometric Methods
- MF 890 Capital Markets
- MF 860 Derivatives & Risk Management
- MF 880 Fixed Income Analysis

##### *Fall 2/Year 2*

- MF 863 Empirical Asset Pricing
- MF 803 Portfolio Theory
- One elective

### **Ph.D. in Management with a Concentration in Finance**

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience. The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due in the spring of the student's third year in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the third and fourth years, when the student acquires experience in the classroom acquires experience as a teaching assistant. The Ph.D. Program contains five components:

- Course Requirements
- Research Paper

- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

### Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. Ph.D. candidates in finance must complete four doctoral courses in quantitative methods, two in microeconomics, four in finance, and one in accounting. These requirements are typically satisfied in the first three years of the program (see <http://www.bc.edu/content/bc/schools/csom/graduate/phdprograms/phdf/academics/coursesequence.html> for details). In some cases, coursework completed prior to entering the program may be substituted for required courses.

### Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for fifteen hours per week for the first two years of the program. By May 31 of their third year, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained, and updated by the Ph.D. Committee.

### Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from course work to thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of financial economics. The examination is taken within two months of the completion of the first year of the program.

### Dissertation

The doctoral dissertation is expected to be a substantial, significant, and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid. A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

### Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for four years. Financial support beyond the fourth year is conditional on the student's performance and may vary in amount. In return for this support, the student acts as a research assistant for the first two years of the program, then acts as a teaching assistant in the following years of the program. This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

### Ph.D. in Management with a Concentration in Organization Studies

The Ph.D. Program in Organization Studies at Boston College is designed for those individuals who wish to pursue an academic career at a top-tier university. The intellectual theme of the program emphasizes

research that focuses on process—be it the process of self-definition, innovation, or transformation—at the individual, organizational and institutional levels of analysis. Faculty expertise falls into centers of excellence that focus on identity and identification, creativity, meaning-making, institutions and institutional theory, social cognition, conflict and negotiation, careers, and culture.

To help provide the intellectual and analytical foundation needed to conduct high-quality research and teaching, the program emphasizes a strong grounding in organizational behavior and theory, research methods (both qualitative and quantitative), and statistics. In addition to core requirements, students also take a variety of special topics courses and electives. In their first and second years, students take a rigorous set of complementary courses in micro- and macro-organizational theory, quantitative and qualitative research methods, statistics, and teaching skills. At the end of the second year, students must pass a comprehensive qualifying examination. In the third year, students may take additional courses, must complete a major empirical research project, and teach their own course. During the fourth and fifth years, students conduct their dissertation research.

### Ph.D. in Management with a Concentration in Organization Studies Curriculum\*

\*Note: Students without prior management education will be required to take two M.B.A. courses in addition to the curriculum below.

#### Sample Schedule\*

##### First Year/Fall

- Micro-Organizational Theory
- Statistics
- Qualitative Research Methods
- Special Topics Course
- Research in the Community

##### First Year/Spring

- Statistics II
- Special Topics Course
- Elective

##### First Year/Summer

- Independent Research

##### Second Year/Fall

- Macro-Organizational Theory
- Quantitative Research
- Special Topics Course
- Elective

##### Second Year/Spring

- Research Seminar
- Teaching Seminar
- Special Topics Course
- Elective

##### Second Year/Summer

- Independent Research

##### Third Year/Fall

- Independent Research

##### Third Year/Spring

- Research Seminar

##### Third Year/Summer

- Independent Research

##### Fourth Year/Fall

- Dissertation Research

### *Fourth Year/Spring*

- Dissertation Research

### *Fourth Year/Summer*

- Dissertation Research

\*The semesters in which these courses are offered may vary.

## Advanced Standing and Equivalency for Graduate Degrees

### *Undergraduate Course Work (Full-Time M.B.A.)*

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive equivalency and thus be allowed to substitute an elective for a core course. Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive equivalency.

### *Undergraduate Course Work (Evening M.B.A.)*

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a Core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses the student is required to complete for the M.B.A. degree by giving students credits toward their degree requirements. Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit. Students who have demonstrated mastery at the undergraduate level in more than two subjects may be granted equivalency and be allowed to substitute an elective for a Core course.

### *Graduate and Professional Course Work (Full-Time M.B.A.)*

Students who have completed graduate management courses at other institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB) may receive equivalency. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency. Students must have a minimum grade of B in all completed course work.

### *Graduate and Professional Course Work (Evening M.B.A.)*

Students who have completed graduate management courses at other AACSB accredited institutions may receive advanced standing for a maximum of 12 semester credit hours. Students who have recognized professional certification (e.g., CPA, CFA) may also receive advanced standing. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be granted equivalency and be allowed to substitute an elective for a core course. Students must have a minimum grade of B in all completed course work.

### *Advanced Standing for Graduate Degrees*

Applicants may receive up to 12 credits of advanced standing, elective credit for masters or doctorates in any of the fields in which the Carroll School of Management, Graduate Programs offers a dual degree, concentration, or certificate program (including accounting,

biology, finance, geology, law, economics, social work, nursing, linguistics, sociology, and engineering). Advanced standing for graduate degrees is granted only to accepted students with masters or doctorates from nationally accredited, established programs in the United States.

## Transfer Policy

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Associate Dean for Graduate Programs to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

## Admission Information

### *Master of Business Administration*

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Additional information can be found at [www.bc.edu/schools/csom/graduate/mba/admission.html](http://www.bc.edu/schools/csom/graduate/mba/admission.html).

### *Master of Science in Accounting*

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. All applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at [www.bc.edu/schools/csom/graduate/msa/admission.html](http://www.bc.edu/schools/csom/graduate/msa/admission.html).

### *Master of Science in Finance*

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required.

The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. The Committee also considers leadership and community involvement factors in the admissions process. All applicants are required to take either the GMAT or GRE.

Additional information can be found at [www.bc.edu/schools/csom/graduate/msf/admission.html](http://www.bc.edu/schools/csom/graduate/msf/admission.html).

### *M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting*

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. All applicants are required to take either the GMAT or GRE.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. All applicants are required to take either the GMAT or GRE.

### *Ph.D. in Finance*

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

### *Ph.D. in Organization Studies*

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A. or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

### *International Students*

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or Pearson Test of English (PTE). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain,

Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 computer-based, or 100 on the IBT. The minimum required score on the PTE is 68. An official score report should be sent to Boston College, The Carroll School of Management, Graduate Programs, Fulton 315, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

### **Financial Assistance**

#### *Graduate Assistantships and Scholarships*

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above grade point average and a strong set of application materials. These awards range in value and are typically awarded to exceptionally strong candidates. These institutional awards are determined by committee and administered at the point of admission.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 6 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

### *University-Administered Financial Aid*

In addition to the assistantships and scholarships offered through the Carroll School of Management, Graduate Programs, the Office of Student Services offers a variety of programs to help students finance the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at [www.bc.edu/content/bc/offices/stserv/financial/finaid/grad.html](http://www.bc.edu/content/bc/offices/stserv/financial/finaid/grad.html).

### Career Strategies

The Office of Graduate Management Career Strategies supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include the following: Board of Career Assessment and Advising, Advisors Mentoring Program, recruiting program, corporate presentations and informational sessions; interview preparation, resume books, corporate outreach, Alumni Advisory Network, and other relevant Career Resources.

### Accreditation

The Carroll School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

### For More Information

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; <http://www.bc.edu/carroll>.

### Graduate Management Practice/International

#### *Undergraduate and Graduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **MM 600 Consulting Clinic (Fall: 3)**

**Students will benefit from mentorship with CSOM graduates currently engaged in the field of professional consulting**

A capstone course combining in-class learning with a real-world, real-time experience as a management consultant. The classroom component focuses on the principles, methodology and tools used by consulting organizations to deliver and manage change and drive breakthrough performance. The class examines consultative skills, project management, client management, teamwork, and presentation skills. The field study component brings students together in teams to work with clients on the challenges and opportunities confronted by leading not-for-profit organizations. The course advances the paradigm: Management in Service. The final presentation to the client detailing findings and recommendations from the engagement.

*The Department*

#### **MM 602 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.

*The Department*

### *Graduate Course Offerings*

#### **MM 703 Business Development Workshop (Fall/Spring: 2)**

**Offered biennially**

The goal of MPI is to create a learning experience for students that provides exposure to and experience in using teams to identify and communicate new business ideas to interested parties such as venture capitalists, bosses and other business partners. Each team of students is asked to produce a two-part deliverable. The first is a business plan including funding or external resources required and the organizational resources and functions needed to implement the idea. The second is a 15-minute presentation of the new business idea to a panel of experts and participating teams.

*Peter DiCarlo*

#### **MM 720 Management Practice I: Leading Organizations (Fall: 2)**

Design thinking is a radically different method of generating innovation based on successful new techniques from product design. A growing number of major companies have adopted it to make an expanding variety of business decisions. Students in this course learn the method by applying it to an actual problem, and consider for themselves how many different types of business problems could benefit from the use of design thinking.

*Pieter Vanderwerf*

#### **MM 730 Management Practice II: Acting in Organizations (Spring: 3)**

Module 1: The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. Module 2: The Consulting Project (continued). The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

*The Department*

#### **MM 740 Management Practice III: Managing Strategically (Fall: 3)**

Emphasis is on case and field-based analysis and integration of technology issues and applications with strategic decision making. In this section, managerial techniques for planning, designing, implementing and controlling the technological assets of modern business enterprises are examined. Topics include the use of IT as a basis for strategy formulation and implementation; organizational structure and IT; and issues of capacity, connectivity and data flow within traditional networks, intranets and the World Wide Web.

*The Department*

#### **MM 742 M.B.A. Core Elective I (Spring: 2)**

*The Department*

#### **MM 744 M.B.A. Core Elective II (Spring: 2)**

*The Department*

#### **MM 746 M.B.A. Core Elective III (Spring: 2)**

*The Department*

**MM 804 Entrepreneurial Finance (Spring: 3)**

Regardless of which career path you choose, a comprehensive understanding of finance is an essential ingredient in the “recipe” for business success. No longer can the assumptions underlying financial projections be treated as “black boxes.” In many cases, the answer is less important than the analytical process used to calculate it. This course is designed for students who may at some point be interested in pursuing managerial careers in the entrepreneurial sector, and covers the development of financial and business skills to identify, evaluate, start and manage new ventures. This is primarily a case study based course.

*The Department*

**MM 810 Communication Skills for Managers (Fall/Spring: 3)**

**Cross listed with MA 810**

This course will focus on specific practical applications of business communication in both oral and written presentations required of M.B.A. students and future managers. Speaking assignments include informational and persuasive speaking, panel presentations, small group presentations, and business problem solving, planning, and policy review. Writing assignments include memos, analytic reports, policy definition, proposals, and formal business plans.

*The Department*

**MM 811 Advanced Topics: International Consulting Project, Asia (Fall: 3)**

*The Department*

**MM 812 The Investment Management Business (Fall/Spring: 2)**

*The Department*

**MM 816 Advanced Topics: International Consulting Project, Latin America (Spring: 3)**

*The Department*

**MM 817 Boards and CEO's: Governing America's Businesses (Spring: 3)**

*Robert Radin*

**MM 819 Advanced Topics: 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.

*The Department*

**MM 820 IME—Asia (Spring: 3)**

*The Department*

**MM 821 IME—Europe (Spring: 3)**

*The Department*

**MM 824 IME—Latin America (Fall: 3)**

*The Department*

**MM 825 Portfolio Management (Spring: 3)**

*The Department*

**MM 841 Advanced Topics: Management of Professional Services (Fall/Spring: 3)**

*The Department*

**MM 846 Advanced Topics: Strategic Decision Making (Fall: 3)**

This course gives students a perspective on the strategic decisions a company is faced with as they work through the merger and acquisition process. They will learn how mergers and acquisitions have changed the landscape of corporate America, and the process companies go through as they evaluate potential acquisition targets. This course will focus valuation methodologies, deal structure, accounting issues and corporate governance. Finally, students will learn about the communication and integration activities which take place post acquisition.

*The Department*

**MM 880 Directed Practicum (Fall/Spring: 1)**

*Jeffrey Ringuest*

**MM 888 Interim Study (Fall/Spring: 0)**

*Jeffrey Ringuest*

**MM 891 Thesis I (Fall: 3)**

*Jeffrey Ringuest*

**MM 892 Thesis II (Fall: 3)**

*Jeffrey Ringuest*

**MM 897 Directed Readings (Fall/Spring: 3)**

*The Department*

**MM 898 Directed Research I (Fall/Spring: 3)**

*Jeffrey Ringuest*

**MM 899 Directed Research II (Spring: 2)**

*Robert Taggart*

**Accounting****Faculty**

**Jeffrey R. Cohen**, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

**Amy Hutton**, *Professor*; B.A., M.B.A., Ph.D., University of Rochester

**G. Peter Wilson**, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

**Mark Bradshaw**, *Associate Professor*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

**Mary Ellen Carter**, *Associate Professor*; B.S. Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

**Gil J. Manzon**, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

**Ronald Pawliczek**, *Assistant Department Chair*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Sugata Roychowdhury**, *Associate Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester

**Kenneth B. Schwartz**, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

**Susan Z. Shu**, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

**Billy Soo**, *Associate Professor*; Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University

**Lian Fen Lee**, *Assistant Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

**Alvis (Kin Y) Lo**, *Assistant Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia

**Ewa Sletten**, *Assistant Professor*; B.A. University of Lodz, Poland;

M.S., University of Illinois; Ph.D., Northwestern University

**Elizabeth Bagnani**, *Adjunct Associate Professor*; B.B.A., College of

William & Mary; Ph.D., University of Massachusetts at Amherst

**Vincent O'Reilly**, *Distinguished Senior Lecturer*; B.S., Boston College;

M.B.A., University of Pennsylvania

**Elizabeth Quinn**, *Lecturer*; B.S., Boston College; M.S.T.,

Northeastern; C.P.A.

**Edward Taylor, Jr.**, *Lecturer*; B.S., Boston College; M.S.T., Bentley

College; C.P.A.

### Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)

*Prerequisites:* MA 301–302 (undergraduates), MA 813–814 (graduates)

This course extends the study of the relationship between accounting theory and practice as it applies to business combinations, and the accounting for government entities and not-for-profit organizations.

*The Department*

#### MA 610 International Financial Reporting Standards (Spring: 3)

*Prerequisites:* MA 301–302

The goals of the IFRS course are to help students learn the differences between US GAAP and IFRS for events and circumstances where these differences and their financial statement consequences are particularly pronounced and to help students learn how to make informed judgments while preparing, auditing, or using IFRS financial statements. To this end, the course emphasizes researching, analyzing, and discussing standards, conceptual frameworks, and global financial statements related to revenue recognition, property plant and equipment, intangibles, provisions, leasing, taxes, and employee benefits.

*Peter Wilson*

#### MA 615 Advanced Federal Taxation (Fall/Spring: 3)

*Prerequisite:* MA 405

The course aims to cover federal income tax law as applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, “S” corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

*Edward Taylor*

#### MA 618 Accounting Information Systems (Fall/Spring: 3)

*Prerequisites:* MA 021, MC 021

#### Cross listed with MI 618

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

*The Department*

#### MA 634 Ethics and Professionalism in Accounting (Fall/Spring: 3)

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

*The Department*

#### MA 635 Forensic Accounting (Fall/Spring: 3)

Forensic Accounting is a growing area of practice in which the knowledge, skills and abilities of accounting are combined with investigative expertise and applied to legal problems. Forensic accountants are often asked to provide litigation support where they are called on to give expert testimony about financial data and accounting activities. In other more proactive engagements, they probe situations using special investigative accounting skills and techniques. Some even see forensic accounting as practiced by skilled accounting specialists becoming part and parcel of most financial audits—an extra quality control step in the auditing process that will help reduce financial statement fraud.

*The Department*

#### MA 690 International Accounting Experience (Fall: 3)

*The Department*

### Graduate Course Offerings

#### MA 701 Accounting (Fall/Spring: 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.

*The Department*

#### MA 713 Accounting (Fall: 2)

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

*The Department*

#### MA 801 Contemporary Topics/Corporate Reporting (Spring: 2)

*Prerequisite:* MA 701 or MA 713

This course covers current practices in corporate financial reporting and issues relating to asset and liability valuation and income determination. The foremost objective is to increase understanding of published financial statements by strengthening and extending technical skills in the areas of financial accounting and reporting. A second objective is to evaluate current accounting practice from a user's perspective using annual reports or press articles. Coverage spans many contemporary and controversial accounting topics, including accounting for employee stock options, earnings per share, and pensions and other post-retirement benefits. The course stresses technical and critical analysis of financial reporting numbers.

*Gil Manzon*

**MA 810 Communications Skills for Managers (Fall/Spring: 3)**

**Cross listed with MM 810**

This course will focus on specific practical applications of business communication in both written and oral presentations required of MSA students and future managers. Writing assignments include memos, analytic reports, proposals, and a variety of business correspondence. Students also write collaboratively and present as part of a panel. During the summer, the course is offered in a blended fashion; the class meets in-person twice per week and students work online the remaining time.

*The Department*

**MA 814 Financial Accounting Practice II (Fall: 3)**

*Prerequisite:* MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments. A thorough analysis of cash flow reporting is also included.

*Billy Soo*

**MA 815 Financial Auditing (Fall: 3)**

*Prerequisite:* MA 813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

*The Department*

**MA 816 Federal Taxation (Fall: 3)**

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

*Edward Taylor*

**MA 824 Financial Statement Analysis (Fall/Spring: 3)**

*Prerequisite:* MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*The Department*

**MA 825 Assurance and Consulting Services (Fall/Spring: 3)**

*Prerequisite:* MA 701 or MA 713

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

*The Department*

**MA 826 Taxes and Management Decisions (Fall/Spring: 3)**

*Prerequisite:* MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g.,

tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

*Gil Manzon*

**MA 891 Empirical Topics in Accounting I (Spring: 3)**

*Sugata Roychowdhury*

**MA 897 Directed Readings in Accounting (Spring: 3)**

*Prerequisite:* Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

*Billy Soo*

**MA 898 Directed Research (Fall/Spring: 3)**

*Prerequisite:* Permission of department chairperson

*Billy Soo*

**MA 899 Directed Readings and Research (Fall/Spring: 3)**

*Prerequisite:* Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

*Ronald Pawliczek*

*Billy Soo*

**Business Law**

*Faculty*

**Frank J. Parker, S.J.**, *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

**Christine N. O'Brien**, *Professor*; B.A., J.D., Boston College

**David P. Twomey**, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts, Amherst

**Stephanie M. Greene**, *Associate Professor*; Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College

**Richard E. Powers**, *Senior Lecturer*; B.A., M.A., J.D., Boston College

**Thomas Wesner**, *Lecturer*; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College

School of Law; D.Ed., Boston College

School of Law; D.Ed., Boston College

**Contacts**

- Department Secretary: Kathy Kyratzoglou, 617-552-0410, kathleen.kyratzoglou.1@bc.edu

***Undergraduate and Graduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**MJ 603 Cyberlaw for Business (Spring: 3)**

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

*The Department*

### MJ 647 The Environment and Sustainability (Spring: 3)

*Prerequisite:* MJ 156 or equivalent

**Undergraduates need prior approval of professor**

**Attendance is mandatory unless absence is excused in advance.**

There is widespread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air, and carbon sequestration.

*Frank J. Parker, S.J.*

### MJ 651 Nonprofits and Their Real Estate (Spring: 3)

*Prerequisite:* MJ 022 or equivalent

**Attendance is mandatory unless absence is excused in advance.**

This course will examine nonprofit corporations and governmental entities: federal, state, and local throughout the American economy. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration from a policy perspective. Material covered will not duplicate that covered in any other MJ real estate course. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies.

*Frank J. Parker, S.J.*

### MJ 674 Sports Law (Spring: 3)

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically, with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination and Title IX, and agency law.

*Warren Zola*

### *Graduate Course Offerings*

#### MJ 801 Law Economics and Public Policy (Spring: 3)

Can we be optimistic about our future as phrases such as “new normal” and “austerity measures” take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? This interdisciplinary course employs law, economics, and public policy as essential—and inseparable—frameworks for understanding many of the most critical and current challenges facing our nation and world. Students will examine legal cases and policy disputes while working together to think about solutions to critical issues they will soon be called to address as leaders, businesspersons, and citizens.

*Richard Powers*

#### MJ 803 Topics: Law for CPAs (Fall: 3)

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. Covers the common law

of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

*The Department*

#### MJ 805 Managing the Legal and Ethical Environment of Business (Spring: 2)

This course provides students with a broad and detailed understanding of how the legal environment affects business. Substantive areas of the law such as torts, contracts, regulation of employment, securities, and intellectual property are presented through case analysis. Special emphasis is placed on the interrelationship between business law and ethics and the impact that each has on corporate governance, integrity, and regulation in order to focus on the distinction between making ethical decisions strictly in compliance with the law, and those made beyond the applicable legal requirements.

*The Department*

#### MJ 857 Real Estate Development II (Spring: 3)

**Not open to undergraduates**

This team-taught course will emphasize current contested areas in real estate development practice. Subjects in commercial practice such as acquisition and disposition, restructuring, taxation, tax abatements, financing, marketing, zoning, sustainability, and the like will be discussed. Leading real estate practitioners will be invited to class to make presentations on their current construction projects. Attendance is mandatory unless absence is excused in advance.

*Frank J. Parker S.J.*

*Frank Ferruggia*

### Finance

#### *Faculty*

**Pierluigi Balduzzi**, *Professor*; B.A., Università L. Bocconi; Ph.D., University of California

**Thomas Chemmanur**, *Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

**Clifford G. Holderness**, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

**Edward J. Kane**, *Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Alan Marcus**, *Mario J. Gabelli Endowed Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

**Alicia Munnell**, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Helen Frame Peters**, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

**Jeffrey Pontiff**, *Professor and James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

**Ronnie Sadka**, *Professor*; B.Sc. and M.Sc., Tel-Aviv University; Ph.D., Northwestern University

**Philip Strahan**, *Professor and John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago

**Robert A. Taggart, Jr.**, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology  
**Hassan Tehranian**, *Professor and Griffith Family Millennium Chair in Finance*; Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama  
**David Chapman**, *Associate Professor*; B.S., Swarthmore College; M.S., Ph.D., University of Rochester  
**Edith Hotchkiss**, *Associate Professor*; B.A., Dartmouth College; Ph.D., New York University  
**Darren Kisgen**, *Associate Professor*; B.A., Washington University, St. Louis; Ph.D., University of Washington  
**Hassell McClellan**, *Associate Professor*; B.S., Fisk University; M.B.A., University of Chicago; Ph.D., Harvard Business School  
**Jun Qian**, *Associate Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania  
**Oguzhan Karakas**, *Assistant Professor*; B.Sc., Middle East Technical University; M.S.C., Princeton University; Ph.D., London Business School  
**Nadya Malenko**, *Assistant Professor*; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., Stanford University  
**Dmitriy Muravyev**, *Assistant Professor*; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., University of Illinois, Urbana-Champaign  
**Jonathan Reuter**, *Assistant Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology  
**Jerome Taillard**, *Assistant Professor*; B.Sc., M.Sc., University of Neuchatel; Ph.D., The Ohio State University  
**Michael Barry**, *Adjunct Associate Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College  
**Robert James**, *Lecturer*; B.S., B.A. Northeastern University; M.S., Boston College  
**Richard McGowan, S.J.**, *Adjunct Associate Professor*; B.S., Widener University; M.S., University of Delaware; M.Div., Boston College; Th.M., Boston College; D.B.A., Boston University  
**Elliott Smith**, *Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College; C.P.A.  
**Michael Rush**, *Lecturer*; B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

**Contacts**

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**Undergraduate and Graduate Course Offerings**

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**MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)**  
*Prerequisite:* MF 127 (Undergraduates), MF 704 or higher (Graduates)  
**Undergraduate students seeking enrollment in a 600-level course require department permission.**

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating.

*The Department*

**MF 604 Money and Capital Markets (Fall/Spring: 3)**  
*Prerequisite:* MF 127 (Undergraduates), MF 704 or higher (Graduates)  
**Undergraduate students seeking enrollment in a 600-level course require department permission.**

This course is intended to facilitate how you learn and help you to concentrate on the important fundamentals of our vibrant financial system. As current events strongly influence the domestic and world business community, the course will include their impact on decision making within context of the lecture. Once we have an underpinning of the market components such as interest rates, bonds, equities et alia, we will move through how the various markets for these components interact, how the government sets policy and regulation and how financial institutions function as the main participants.

*The Department*

**MF 606 Economic and Financial Forecasting (Fall: 3)**  
*Prerequisite:* EC 151 or EC 155 (Undergraduates), MD 714 (Graduates)  
**Cross listed with EC 229**

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specifics model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.  
*Richard McGowan, S.J.*

**MF 612 The Mutual Fund Industry (Fall: 3)**  
*Prerequisite:* MF 127 (Undergraduates), MF 704 or higher (Graduates)

The study of mutual funds involves an understanding of the investment process and also of many other aspects of business. The mutual fund industry has developed innovative marketing and pricing strategies. It has been a leader in applying technology to transaction processing and customer service and has expanded globally on both the investment and sales fronts. Mutual funds can influence several aspects of a person's life. Investors interested in the stock or bond market will most likely consider investing in mutual funds. This course will both focus on both a detailed study of the mutual fund industry and case studies.

*The Department*

**MF 616 Investment Banking (Spring: 3)**  
*Prerequisite:* MF 021, MF 151, MF 127 (Undergraduates), MF 801 is recommended (Graduates)

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

*The Department*

### **MF 617 Hedge Funds (Spring: 3)**

*Prerequisites:* MF 127, MF 151 (Undergraduates), MF 801 (Graduates)  
**Undergraduate students seeking enrollment in a 600-level course require department permission.**

The objective of this course is to broaden the student's understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

*The Department*

### **MF 619 M.S. in Finance Seminar: Economic Crises (Fall/Spring: 3)**

*Prerequisite:* MF 127 (Undergraduates), MF 704 or higher (Graduates)  
**Undergraduate students seeking enrollment in a 600-level course require department permission.**

Presented by Professor Richard Syron, former President of Freddie Mac, this course examines the current financial and economic situation in light of previous financial panics and regulatory responses.

*Richard Syron*

### **MF 631 International Financial Management (Fall: 3)**

*Prerequisite:* MF 127 (Undergraduates), MF 704 or higher (Graduates)  
**Undergraduate students seeking enrollment in a 600-level course require department permission.**

This is a graduate (advanced undergraduate) level (elective) course containing three parts: (1) important issues for corporate sectors and financial markets around the globe, including ownership structure; corporate governance; financing channels and decisions; risk management; capital flows and financial crises; (2) financial system and corporate sectors in a few specific emerging markets; and (3) a few cases related to topics covered in the course and a term (case) project.

*The Department*

### **MF 665 Fundamental Analysis (Fall: 3)**

*Prerequisite:* MF 127 (Undergraduates), MF 704 or higher (Graduates)

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students will be exposed to general tools of financial analysis, theoretical concepts, and practical valuation issues. By the end of the course, students should develop a framework for evaluating an investment opportunity by using a firm's financial statements to draw an understanding of their performance and provide a basis for making reasonable valuation estimates, as well as have an understanding of the challenges investor face in determining the earnings power of a company.

*The Department*

## ***Graduate Course Offerings***

### **MF 701 Economics (Fall: 2)**

*Clifford Holderness*

### **MF 704 Financial Management (Fall/Spring: 3)**

*Prerequisite:* Introduction to Accounting

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools

of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

*Jonathan Reuter*

*Elliott Smith*

### **MF 722 Financial Management (Fall: 2)**

This is a First Year M.B.A. Core course in finance. The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions and working capital management. Investors' valuation of securities is linked to both the net present value rule for corporate decisions, and possible sources of value creation.

*Robert Taggart*

### **MF 801 Investments (Fall/Spring: 3)**

*Prerequisite:* MF 704 or MF 722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

*The Department*

### **MF 803 Portfolio Theory (Fall/Spring: 3)**

*Prerequisites:* MF 801 and MF 852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management

*David Chapman*

### **MF 807 Corporate Finance (Fall/Spring: 3)**

*Prerequisite:* MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

*The Department*

### **MF 808 Financial Policy (Fall/Spring: 3)**

*Prerequisites:* MF 801 and MF 807

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

*Elliott Smith*

### **MF 820 Management of Financial Institutions (Fall/Spring: 3)**

*Prerequisite:* MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and

financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

*Robert James  
Philip Strahan*

**MF 821 Corporate Valuation and Restructure (Fall: 3)**

*Prerequisite:* MF 704 or MF 722

This course exposes students to a broad range of financial restructuring techniques that can be applied to improve business performance. Case discussion and visitors are used to illustrate how various corporate restructuring approaches can be used to increase firm value and to highlight characteristics of potential candidates for different restructuring techniques. The case analysis provides opportunity to practice the application of standard corporate valuation methods.

*Edith Hotchkiss*

**MF 852 Financial Econometrics (Fall/Spring: 3)**

*Prerequisites:* Statistics and calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

*The Department*

**MF 860 Derivatives and Risk Management (Fall/Spring: 3)**

*Prerequisite:* MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

*Alan Marcus*

**MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)**

*Prerequisite:* Introductory doctoral-level course (or have equivalent knowledge)

**This course is for second year Ph.D. students of finance.**

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.

*Pierluigi Balduzzi*

**MF 880 Fixed Income Analysis (Fall/Spring: 3)**

*Prerequisite:* MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest

rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*Pierluigi Balduzzi  
Helen Peters*

**MF 881 Corporate Finance Theory (Fall/Spring: 3)**

*Prerequisite:* MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

*Thomas Chemmanur*

**MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets (Spring: 3)**

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations, and optimal control.

*David Chapman*

**MF 891 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)**

*Prerequisite:* Doctoral program enrollment required  
**Course for students enrolled in Ph.D. program**

The primary purpose of this course is to expose doctoral students to recent developments in the theory of corporate finance. The course will focus on theory and evidence in corporate finance. Possible topics include new theoretical frameworks, signaling theory, the economics of information, agency theory, new issues of securities, recapitalizations, stock repurchases and the market for corporate control.

*Thomas Chemmanur*

**MF 895 Ph.D. Seminar: Advanced Topics in Corporate Finance (Fall: 3)**

*Prerequisites:* MF 891 (or have equivalent knowledge), and an introductory doctoral-level course in game theory (or have equivalent knowledge)

This course will cover current research issues and tools in corporate finance and intermediation. The course will be based primarily on research papers from three specific areas: theoretical and empirical corporate finance, theoretical and empirical financial intermediation, and advanced game theory.

*Philip Strahan*

**MF 898 Directed Research (Fall/Spring: 3)**

**By arrangement**

*The Department*

**MF 899 Directed Study (Fall/Spring: 3)**

*Prerequisites:* Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

*The Department*

## MANAGEMENT

### MF 999 Doctoral Continuation (Fall/Spring: 1)

*The Department*

### Information Systems

#### Faculty

**Mary Cronin**, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

**Robert G. Fichman**, *Professor*; Chairperson of the Department; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

**James Gips**, *Professor and John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**John Gallagher**, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

**Gerald Kane**, *Associate Professor*; M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University

**Burcu Bulgurcu**, *Assistant Professor*; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

**Sam Ransbotham**, *Assistant Professor*; B.Ch.E., M.S.M., M.B.A.,  
**Contacts**

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#### Undergraduate and Graduate Course Offerings

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#### MI 618 Accounting Information Systems (Fall/Spring: 3)

*Prerequisite:* MA 021, MI 021, MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the internet has had on business and its financial implications with regard to accounting information systems.

*The Department*

#### MI 620 Marketing Information Analytics (Spring: 3)

*Prerequisite:* MK 021, MK 705, MK 721 and MK 253 or MK 801

**Cross listed with MK 620**

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

*The Department*

#### MI 635 New Media Industries (Spring: 3)

**Cross listed with MK 635**

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns.

A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*The Department*

#### Graduate Course Offerings

#### MI 621 Special Topics: Social Media and Web 2.0 for Managers (Fall: 3)

*Prerequisite:* MI 021, MI 703, or MI 721

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools both present immense opportunities and pose considerable threats for businesses of all kinds companies. This course explores the major social media tools in-depth and the characteristics that are associated with their effective use. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

*Gerald Kane*

#### MI 703 Information Technology for Management (Fall/Spring: 3)

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

*The Department*

#### MI 720 Information Technology for Management (Fall: 2)

**This course is intended for full-time M.B.A. students.**

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

*Robert Fichman*

#### MI 805 TechTrek West—Graduate (Fall: 3)

*Prerequisite:* Permission of instructor

**Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact Prof. Gallagher for application details.**

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly starting from January 2 with students returning before the start of the spring semester. Preparatory course work will occur during the fall prior to the field experience. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

*John Gallagher*

**MI 811 Customer Relationship Management (Fall: 3)**

*Prerequisites:* MK 705 or MK 721 and MK 801 or Strong Statistical Knowledge

**Cross listed with MK 811**

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

*Katherine Lemon*

**MI 815 Management of Technology and Innovation (Spring: 3)****Cross listed with MD 815**

This course explores the strategic role of technology and innovation in the survival and success of firms. The object of the course is to introduce students to tools and concepts they will need to: (1) assess the prospects and managerial implications of emerging technologies; (2) identify and evaluate opportunities to gain competitive advantage through innovation; (3) develop a strategy for deploying new technologies; (4) understand how to appropriate the value of the technologies being deployed; (5) nurture the innovative capabilities of the firm. The course has a strong emphasis on high technology industries in the selection of case examples.

*Robert Fichman*

**MI 824 Analytics and Business Intelligence (Fall: 3)**

Modern information systems now generate massive volumes of data. Organizations everywhere are struggling to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a familiarity with the capabilities and limitations of emerging analytics techniques, a basic understanding of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

*Samuel Ransbotham*

**MI 853 E-Commerce (Spring: 2 or 3)****Cross listed with MD 853, MK 853**

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*Mary Cronin*

**MI 897 Directed Readings (Fall/Spring: 1)**

*Prerequisite:* Permission of the Department Chairperson

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*The Department*

**MI 898–899 Directed Research I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**Marketing****Faculty**

**Katherine N. Lemon**, *Professor*; Chairperson of the Department; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

**Kathleen Seiders**, *Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M

**Arch Woodside**, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

**S. Adam Brasel**, *Associate Professor*; B.S., M.B.A., University of Illinois Urbana–Champaign; Ph.D., Stanford University

**Victoria L. Crittenden**, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

**Gergana Y. Nenkov**, *Associate Professor*; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh

**Linda C. Salisbury**, *Associate Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

**Gerald E. Smith**, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

**Henrik Hagtvædt**, *Assistant Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

**Ashutosh Patil**, *Assistant Professor*; B.S., University of Pune, India; M.B.A., University of California, Berkeley; Ph.D., Georgia Institute of Technology

**Bridget Akinc**, *Lecturer*; B.A., Princeton University; M.B.A., MIT Sloan School

**Edward Gonsalves**, *Lecturer*; B.S., M.S., Worcester Polytechnic Institute

**Audrey Azoulay**, *Visiting Assistant Professor*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

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### *Undergraduate and Graduate Course Offerings*

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#### **MK 156 Special Topics: Digital Marketing (Spring: 3)**

*Katherine Lemon*

#### **MK 161 Customer Relationship Management (Fall: 3)**

*Prerequisites:* MK 021, MK 253, or strong statistical coursework

**Cross listed with MI 161**

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

*Katherine Lemon*

#### **MK 165 Strategic Brand Management (Spring: 3)**

*Prerequisite:* MK 021

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

*Corinne Asoulay Sadka*

#### **MK 175 Special Topics: Marketing Practicum (Spring: 2)**

*Prerequisite:* MK 021

**This course does not count as a marketing elective in the marketing concentration.**

**Permission of instructor required**

**Class is limited to 19 students**

This course is designed for students who have already secured an internship in marketing. Students will synthesize, integrate, and apply practical skills, knowledge and training acquired through their internship. They will gain experience in a professional marketing environment by observing and interfacing with professionals in the field. Students will work under the supervision of their professor and their intern supervisor.

*Corinne Asoulay Sadka*

#### **MK 176 Special Topics: Marketing Planning (Spring: 3)**

*Prerequisites:* MK 021 and MK 253

**Class is limited to 19 students**

Most important decisions made by marketing executives involve aspects of strategic marketing planning. In this course students will learn key aspects of marketing planning and marketing strategy development and execution. They will be required to develop and implement a marketing plan for a large business enterprise, which will

include: (1) establishing objectives based on anticipated environmental conditions and existing organizational constraints, (2) conducting critical analysis to determine appropriate strategic directions, and (3) developing a marketing strategy to achieve these objectives. Students will study successful marketing plan implementations through specific case studies and lecture.

*Patricia Clarke*

#### **MK 258 Advanced Market Analysis (Fall/Spring: 3)**

*Prerequisites:* EC 151, SC 200

This course provides students with skills in configural thinking in examining alternative routes (causal recipes) to high-value outcomes such as marketing decisions to raise or lower price, and segmenting groups of consumers (e.g., who engages in frequent road rage, or profiling heavy gamblers in product and brand consumption). The software package, fsQCA (fuzzy set Qualitative Comparative Analysis) indicates configurations of among subsets of independent variables that result in high scores for a relevant outcome. Students work in-class on data analysis exercises to provide hands-on skills in using fsQCA. The method is useful for small and large datasets.

*Arch Woodside*

#### **MK 299 Individual Study (Spring: 3)**

*Prerequisite:* Department permission

*Gerald Smith*

#### **MK 340 Analytics and Business Intelligence (Fall: 3)**

*Samuel Ransbotham*

#### **MK 610 Special Topics: Sports Marketing (Fall: 3)**

*Prerequisite:* MK 021, MK 705, or MK 721

The goal of this course is to provide an understanding of the business practices of the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed. Students will be expected to take the experience and apply it to creating specific campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length and expected to be incorporated into the final project.

*The Department*

#### **MK 620 Marketing Information Analytics (Spring: 3)**

*Prerequisites:* MK 021, MK 705, or MK 721, and MK 253 or MK 801

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

*The Department*

#### **MK 621 Social Media and Web 2.0 for Managers (Fall: 3)**

*Prerequisites:* MK 021, MI 703, or MK 721

**Cross listed with MI 621**

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools present immense opportunities and pose considerable threats

for all kinds of companies and businesses. This course explores the major social media tools and the characteristics that are associated with their effective use in-depth. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

*Gerald Kane*

### **MK 635 New Media Industries (Spring: 3)**

*Prerequisites:* MK 021, MK 705, or MK 721

#### **Cross listed with MI 635**

This course is designed to introduce the changing business models of new media (video games, music, movies, print, advertising, television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*The Department*

### **Graduate Course Offerings**

#### **MK 705 Marketing Operations Management (Fall/Spring: 3)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the marketplace. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*The Department*

#### **MK 721 Marketing (Fall: 2)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the marketplace. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*Stevan Adam Brasel*

#### **MK 801 Marketing Research (Spring: 3)**

*Prerequisite:* MK 705 or MK 721

The current business environment rewards companies that respond to consumer demand faster than their competitors, and marketing research is a key route for companies to learn about their target markets. This course seeks to make you both a smarter producer and consumer of marketing research. Topics covered include formulating project-based research questions, the major styles of marketing research, and fundamental research design such as measurement theory and sampling. SPSS and data analysis are covered from a managerial perspective, and you will learn how to conduct and interpret common forms of data analysis seen in marketing research reports.

*The Department*

#### **MK 803 Product Planning and Strategy (Spring: 3)**

*Prerequisite:* MK 705 or MK 721 and at least one other marketing elective

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.

*The Department*

#### **MK 804 Consumer Behavior (Fall: 3)**

*Prerequisite:* MK 705 or MK 721, MK 801 is also recommended

This course integrates marketing theory with insights from psychology, anthropology, and other social science disciplines. It analyzes consumer processes such as perception, learning, attitude formation, and decision making. These variables are broadly relevant to marketing challenges, given that the success of products and brands depends on their appeal to consumers. Discussion topics range from art and aesthetics to crisis behavior to new product development.

*Henrik Hagtvedt*

#### **MK 805 Marketing Strategy (Fall: 3)**

*Prerequisite:* MK 705 or MK 721 and one other marketing elective

This course builds on the core marketing course and integrates the various aspects of marketing to explore strategic marketing issues. Extensive case analysis and financial and analytical tools are used to examine marketing growth strategies, target market strategies, external factors, marketing program development, the marketing organization, and implementation of marketing strategy. Students learn to formulate marketing strategies and estimate the financial and marketing outcomes of implementing such strategies. Quantitative methods, including finance and accounting tools, will be used throughout the course.

*Corinne Azoulay Sadka*

#### **MK 808 Communication and Promotion (Fall/Spring: 3)**

*Prerequisite:* MK 721 or MK 705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

*The Department*

#### **MK 811 Customer Relationship Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

#### **Cross listed with MI 811**

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills

relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

*Katherine Lemon*

### **MK 813 Services Marketing (Spring: 3)**

*Prerequisite:* MK 705 or MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service, and assessing the firm’s effectiveness in terms of customer attraction and loyalty. This course will focus on marketing tools, techniques, and strategies necessary for managing service institutions as well as the strategic use of market information.

*Katherine Lemon*

### **MK 814 Pricing Policy and Strategy (Spring: 3)**

*Prerequisite:* MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

*Gerald Smith*

### **MK 815 Strategic Brand Management (Fall/Spring: 3)**

*Prerequisite:* MK 705 or MK 721

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

*The Department*

### **MK 817 Special Topics: Digital Marketing (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

Today’s most successful companies interest and engage customers like never before by orchestrating a symphony of innovative digital marketing instruments in conjunction with their traditional tactics. The transformation of the marketplace has forced businesses to adapt quickly and frequently to a changing environment. In this course you’ll learn how the best companies leverage new tools and strategies like crowdsourcing, paid/owned/earned media, social channels, email, and search to build world-class brands, delight their consumers, and leave the competition asking “what just happened?”

*The Department*

### **MK 853 Electronic Commerce (Spring: 3)**

**Cross listed with MI 853**

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the Web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*Mary Cronin*

### **MK 897 Directed Readings (Fall/Spring: 3)**

*The Department*

## **Operations Management**

### **Faculty**

**Larry P. Ritzman**, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

**Samuel B. Graves**, *Professor*; Chairperson of the Department; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

**Jeffrey L. Ringuest**, *Professor and Associate Dean*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

**M. Hossein Safizadeh**, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

**Jiri Chod**, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

**Joy M. Field**, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

**David C. Murphy**, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**Mei Xue**, *Associate Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

**Erkut Sonmez**, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Tepper School of Business, Carnegie Mellon University

**Jianer Zhou**, *Assistant Professor*; B.S., Fudan University; M.S., Ph.D., Simon School of Business, University of Rochester

**Linda Boardman Liu**, *Adjunct Assistant Professor*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

**Stephanie Jernigan**, *Adjunct Assistant Professor*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

**Pieter Vanderwerf**, *Adjunct Assistant Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

### **Contacts**

- Department Secretary: Joyce O’Connor, 617-552-0460, joyce.oconnor@bc.edu
- [www.bc.edu/osm](http://www.bc.edu/osm)

### *Undergraduate and Graduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **MD 604 Management Science (Spring: 3)**

*Prerequisite:* MD 021, MD 707, or MD 723

**Strongly recommended for students interested in operations management**

This course provides an overview of the modeling techniques used to analyze complex systems to help make better decisions. Topics will include linear and integer programming, network models, decision making under uncertainty, game theory, queueing models, forecasting techniques and simulation modeling. Students learn to analyze a business problem, identify the key components required in the decision making process, and apply the appropriate quantitative technique to reach an optimum solution.

*John Neale*

#### **MD 605 Risk Analysis and Simulation Methods (Fall: 3)**

*Prerequisite:* A degree of mathematical literacy including statistics

This class will use cases and readings to learn to evaluate operational risk, develop risk controls, monitor risk, and develop operational resilience in response to disasters. Readings and discussions focusing on industries as diverse as health care, manufacturing, banking, and insurance will serve as background and motivation for learning analytical and data analysis tools essential for modern managers such as Monte Carlo simulation, discrete event simulation, and flexible supply chain development. Competence in Excel and basic statistics will be valuable in this course.

*Stephanie Jernigan*

#### **MD 606 Forecasting Techniques (Fall/Spring: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. The underlying theory is presented through real cases.

*The Department*

#### **MD 609 Advanced Topics: The Business of Sports (Fall: 3)**

The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.

*Warren Zola*

#### **MD 610 Sports Analytics (Fall: 3)**

*Prerequisite:* Students taking this course should possess a passion for sports and numbers, working knowledge of basic probability and statistics, above average Microsoft Excel skills.

**Offered periodically**

The focus of the course will be the development and use of quantitative analysis, particularly mathematical and statistical models, that are widely used to assist in decision making at all levels in the management of professional sports organizations. Concentration will be on player, team, and organizational performance in baseball, basketball,

and football for the purpose of tactical and strategic decisions. If time permits, applications in other sports (e.g., golf) will be discussed, as well as collegiate baseball.

*The Department*

### *Graduate Course Offerings*

#### **MD 700 Economics (Fall/Spring: 3)**

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

*David Murphy*

#### **MD 705 Statistics (Fall/Spring: 3)**

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

*The Department*

#### **MD 707 Operations Management (Fall/Spring: 3)**

*Prerequisite:* MD 705

Operations, like accounting, finance, and marketing, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm, converting broad policy directives into specific actions within the organization. Strong emphasis will be placed on the development and use of quantitative models to assist in decision making.

*Erkut Somnez*

*Jianer Zhou*

#### **MD 714 Statistics (Fall: 2)**

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

*Paul Berger*

### MD 716 Modeling and Decision Analysis (Spring: 1)

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

*Jeffrey Ringuest*

### MD 723 Operations Management (Spring: 2)

*Prerequisite:* MD 714

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*

### MD 831 Managing Projects (Spring: 3)

*Prerequisite:* MD 707 or MD 723

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

*The Department*

### MD 832 Advanced Topics: Supply Chain Management (Spring: 3)

This course will present the student with a detailed overview of the fundamental management issues that confront those who are responsible for or are impacted by an organization's supply chain. This course will have a slant towards international business and the ethical, environmental and social issues that are related to working with suppliers in other countries. The course will be taught through lecture related to the text and class discussions related to assigned cases and articles

*William Driscoll*

### MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)

The process of launching a venture, or working for a start-up is exciting and overwhelming. Operating the business on an international level brings with it complexity, exhilaration and, even, frustration. During the semester, we will examine more than ten countries, and analyze operations at different entrepreneurial process stages. Some will end up becoming (or already are) public corporations, larger rivals will acquire others, and some will cease operations. We'll discuss market entry, alliances, negotiations, managing growth and financing. Support from local governments, and the cultural, ethical, and human resource issues facing the entrepreneur will also be touched upon.

*Gregory Stoller*

### MD 854 Management of Service Operations (Fall: 3)

*Prerequisite:* MD 707 or MD 723

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.

*Hossein Safizadeh*

### MD 897 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*The Department*

### MD 898–899 Directed Research I and II (Fall/Spring: 3)

*Prerequisite:* Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

## Management and Organization

### Faculty

**Donald J. White**, *Dean Emeritus and Distinguished Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Harvard University

**William R. Torbert**, *Professor Emeritus*; B.A., Ph.D., Yale University

**Jan M. Bartunek**, *Professor and Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

**Mary Ann Glynn**, *Joseph F. Cotter Professor*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

**Judith R. Gordon**, *Professor*; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Richard P. Nielsen**, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**Michael Pratt**, *O'Connor Family Professor*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

**Judith Clair**, *Associate Professor*; B.A., University of California at Los Angeles; Ph.D., University of Southern California

**Candace Jones**, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

**Richard A. Spinello**, *Associate Research Professor and Director CSOM Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**William Stevenson**, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

**Mohan Subramaniam**, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

**Mary Tripsas**, *Associate Professor*; B.S., University of Illinois; M.B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

**Tieying Yu**, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

**Simona Giorgi**, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Northwestern University

**Spencer Harrison**, *Assistant Professor*; B.A., University of Utah; M.B.A., Brigham Young University; Ph.D., Arizona State University

**Metin Sengul**, *Assistant Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

#### Contacts

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- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- www.bc.edu/schools/csom/departments/mgtorg.html

#### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

#### MB 602 Managing Business in the European Union (Fall: 3)

*The Department*

#### Graduate Course Offerings

#### MB 709 Managing People and Organizations (Fall/Spring: 3)

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

*The Department*

#### MB 710 Strategic Management (Fall/Spring: 3)

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

*The Department*

#### MB 711 Managing Business in Society (Fall/Spring: 3)

*Prerequisite:* Management Practice I, II, and III, and M.B.A. Core

This course concentrates on the dynamic relationship of business and society. The course examines the environmental, social and governance dimension of business from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, employees, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

*The Department*

#### MB 712 Managing People and Organizations (Fall: 3)

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated

knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

*The Department*

#### MB 730 Strategic Analysis (Spring: 2)

MB 730 introduces the concept of strategy and strategic management with an emphasis on analytical frameworks for formulating and implementing decisions that achieve strategic objectives and sustained superior competitive performance. MB 730 provides the foundation for the comprehensive and integrative approach to functional disciplines that effective strategic decision-making and leadership requires. MB 730 focuses on the general management perspectives that facilitate effective assessment of industry, economic, competitive, and environmental forces which determine the opportunities and threats that organizations confront. MB 730 equips students with analytical tools and perspectives for making resource allocation and investment decisions when environmental and competitive conditions are characterized by ambiguity.

*Mary Tripsas*

#### MB 750 Managing in A Changing World (Spring: 2)

*Prerequisite:* Management Practice I, II, III and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.

*Richard Spinello*

#### MB 802 Management of Organizational Change (Fall: 3)

*Prerequisite:* MB 709, MB 712, or permission of instructor

Focuses on the variety of organizational changes that are being implemented in contemporary organizational life. Examines such changes as employee involvement, culture change, life cycle changes, mergers and acquisitions, and downsizing. Discusses such change strategies as envisioning and implementing change, overcoming resistance to change, the power and politics associated with change, organization development, and other action tools.

*Jean Bartunek*

#### MB 803 Leadership (Spring: 3)

*Prerequisite:* MB 709, MB 712, or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises, and diagnostic instruments to illuminate managerial effectiveness in general as well as the student's particular style.

*Mary Ann Glynn*

### **MB 804 Nonprofit Management (Fall: 3)**

This course provides an opportunity to explore essential management issues in a nonprofit context alongside topics that are somewhat unique to the nonprofit sector, including distinctive funding methods, governance, and staffing structures. Topical areas include Social Entrepreneurship, Venture Philanthropy, Leadership, Strategic Planning, Performance Measurement, Cause Marketing, and Microfinance. In addition to case and article discussion, the course features local, national, and international nonprofit leaders as guest speakers. The course aims to provide future nonprofit managers, volunteers, board members, donors, or supporters with a more nuanced understanding of critical issues and important trends in the nonprofit sector.

*The Department*

### **MB 806 Strategic Planning and Implementation (Spring: 3)**

*Prerequisite:* MD 710 or MD 740, or permission of instructor

We will explore how to develop a business strategy and implement it through readings, assignments, class discussion and a case project. This will include examining emerging strategies build with higher purpose, ethical values and inspired leadership. Students will analyze real business situations, including a start-up business; an established, successful company; and a turnaround situation. The leaders of one of those businesses will participate in the project team report outs and share their own learnings.

*The Department*

### **MB 807 Industry and Competitive Analysis (Spring: 3)**

*Metin Sengul*

### **MB 812 Negotiating (Spring: 3)**

*Prerequisite:* MB 709, MB 712, or permission of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations. Students learn the different types of negotiating approaches and practice their use in a variety of situations.

*The Department*

### **MB 814 Strategy for Pharma and Bio-Technology (Fall: 3)**

This course evaluates strategic challenges and opportunities faced by life science companies. We will review: U.S. health care system versus global alternatives, Global burden of disease and treatment paradigm, Industry benchmarks for R&D, Business Development, and Commercialization. We will consider specific strategic issues facing the industry, e.g. emerging markets opportunity, R&D productivity challenges, Portfolio management approaches, Increasing role of academia and bio-tech in discovery. Guest lecturers working within the industry will speak to strategic issues. Students will be asked to complete two typical consulting projects focusing on a particular disease state and/or strategic issue.

*The Department*

### **MB 817 Advanced Topics: Environmental Management (Spring: 2)**

**Offered periodically**

*William Stevenson*

### **MB 820 Leading Healthcare Organizations in Twenty-First Century (Spring: 3)**

*The Department*

### **MB 837 Advanced Topics: Strategic Deal-Making (Spring: 3)**

This is a course with practical case studies and innovative experiential simulations that will empower you with specific ways to proactively shape discussions and business agreements by creating partnerships, alliances and business deals with the right parties, approached in the right order/sequence, dealing with the right issues/interests, by the right means under the right to reach more optimal outcomes.

*The Department*

### **MB 840 Social Entrepreneurship (Spring: 3)**

Social entrepreneurs are developing innovative approaches to address the vast problems faced by society. This course will engage students in these diverse approaches that range from applying venture capital models in education, to using data outputs to fight crime in New York, to the birth of the microfinance industry in Bangladesh. Through rigorous case study, students will develop an understanding of the unique and complex issues faced by entrepreneurs in the social sector. Students interested in leadership or managerial roles in the social sector or the intersection of the private and social sectors will find this course especially valuable.

*The Department*

### **MB 850 Micro-Organizational Theory (Fall: 3)**

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, emotions, motivation, socialization, commitment, group dynamics, leadership, initiative and individual agency at work. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.

*Michael Pratt*

### **MB 851 Macro-Organizational Theory (Spring: 3)**

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture, and interpretivist perspectives.

*Candace Jones*

### **MB 858 Special Topics: Leadership (Fall: 3)**

This Ph.D. seminar explores theoretical and empirical approaches to leadership in organization studies with an emphasis on the connection between theories and empirics. The course examines leadership at the micro, meso, and macro levels by examining work that addresses leadership styles, attributes, and orientations; leadership-in-situ (situational, organizational, and contingent views of leadership); and leadership in broader contexts of history, culture, and time. The course emphasizes a social-psychological approach, looking at leadership in terms of the context in which it occurs rather than the individual leader. Students are required to complete a major paper on leadership for the course.

*Mary Ann Glynn*

### **MB 859 Ph.D. Seminar in Strategy (Spring: 3)**

*Mohan Subramanian*

### **MB 870 Qualitative Research Methods (Spring: 3)**

This course explores issues related to the qualitative assessment and interpretation of phenomena in organizational behavior. Students read key sources from the theoretical and practical literatures, critically

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examine laboratory and field studies, and conduct practical exploratory research themselves. Topics include cultural domain analysis, text coding, ethnographic and linguistic research and software approaches to managing qualitative data.

*Michael Pratt*

**MB 873 Research Seminar II (Spring: 3)**

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster initial progress on the dissertation, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

*Jean Bartunek*

**MB 877 Research in the Community (Fall: 1)**

The purposes of this seminar are to introduce first year students to the variety of research occurring in the Organization Studies Department and to involve them in the scholarly activities of the department. Members of the Organization Studies faculty will provide overviews of their research, students will attend research presentations that comprise the OS Research Series, and students will complete a reflection paper about their own research identity.

*Michael Pratt*

**MB 897 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

*The Department*

**MB 898 Pre-Dissertation Project (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*Michael Pratt*

**MB 899 Dissertation Project (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*Michael Pratt*

**MB 999 Doctoral Continuation (Fall/Spring: 1)**

*Michael Pratt*

## **Connell School of Nursing**

The William F. Connell School of Nursing offers a Master of Science (M.S.) degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy (Ph.D.) degree program preparing highly qualified individuals for research and leadership roles in nursing, healthcare, research, and academic settings.

### **DOCTOR OF PHILOSOPHY DEGREE PROGRAM WITH A MAJOR IN NURSING**

The Ph.D. Program in Nursing emphasizes knowledge development and research to advance nursing science and improve the health of individuals, families, and communities. The graduate of the Ph.D. program is prepared to:

1. Constructively critique and synthesize nursing and interdisciplinary knowledge within a substantive area of inquiry relevant to nursing practice.
2. Design, conduct and disseminate innovative, rigorous, and ethically sound research that draws upon multiple methods to advance nursing science.
3. Assume leadership and collaborate with other disciplines to address contemporary healthcare concerns affecting health and well-being.
4. Use scholarly inquiry to generate and disseminate knowledge that facilitates humanization, advances the discipline, informs practice and reshapes policy.
5. Articulate the perspective of nursing in interdisciplinary dialogue for the common good of a diverse and global society.

The Ph.D. program includes two phases: coursework and dissertation. After finishing the required coursework, the student completes a comprehensive examination. The purpose of the Ph.D. Comprehensive Examination is to demonstrate mastery of the program objectives through written and oral responses to questions related to knowledge development, research methods, substantive knowledge, ethical judgment, and nursing/health care issues and health policy. After successful completion of the PhD Comprehensive Examination, the student moves to the dissertation phase, in which she/he develops and conducts original dissertation research. The Ph.D. program and defense of the final dissertation must be completed within eight years of initial enrollment. Policies and procedures are consistent with those of the University.

Consistent with the recommendations of leading professional organizations, full-time doctoral study is highly recommended. Fellowships, scholarships, and other financial resources are available to full-time Ph.D. students through the Connell School of Nursing, Boston College, professional nursing organizations and governmental agencies (e.g., HRSA, NIH, NINR). The full-time plan of study allows students to complete required coursework in two years; some students may take longer to complete required coursework or may need to take additional coursework. Part-time students may take three–four years to complete required coursework. Nonetheless, the entire Ph.D. program, including dissertation research and defense, must be completed within eight years. Most students complete the entire Ph.D. program in three–five years.

Low student-to-faculty ratios and research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the Connell School of Nursing, the University, our consortium University

partners, and through research collaborations with research and clinical academic centers of the Greater Boston area. The Ph.D. program offers a variety of learning opportunities through course work, interdisciplinary colloquia, and collaborations through the Harvard Catalyst, independent study, and research practica. An individualized plan of study is developed according to the student's educational background, research interests, and stage of development in scholarly activities.

A combined M.S./Ph.D. option is available for well-qualified individuals with B.S.N. degrees who wish to obtain preparation as advanced practice nurses (e.g., nurse practitioners) and also complete the Ph.D. degree in nursing research and knowledge development. Students who are interested in the M.S./Ph.D. option should contact the Associate Dean for Graduate Programs.

### **Career Opportunities**

Graduates of the Ph.D. program often seek positions in academic settings or in healthcare, industry, government, or other settings where research is conducted. Some Ph.D. graduates continue on to complete post-doctoral fellowships at research centers located at universities, government or healthcare agencies.

### **Program of Study**

A minimum of forty-six (46) credits beyond the M.S. degree are required to complete the Ph.D. degree. Additional credits and coursework may be needed, depending upon the student's background, previous graduate training and area of research interest. Substantive content expertise is acquired by taking cognates and elective courses in the area of interest. The research component of the program includes qualitative and quantitative research methods, statistics, research practica, and dissertation development and advisement.

The program of study includes:

- NU 701 Epistemology of Nursing—3 credits
  - PL 593 Philosophy of Science—3 credits
  - NU 712 Nursing Science Processes and Outcomes—3 credits
  - NU 714 Healthcare Policy: Moral and Sociopolitical Influences—3 credits
  - NU 751 Advanced Qualitative Research Methods—3 credits
  - NU 752 Advanced Quantitative Research Methods for Healthcare—3 credits
  - Statistics/Computer Application and Analysis of Data—3 credits
  - Advanced Qualitative/Quantitative Methods—3 credits
  - NU 810–813 Research Practicum I–IV—4 credits
  - Cognates—6 credits
  - Research Electives—6 credits
  - NU 998 Doctoral Comprehensive Examination—1 credit
  - NU 901 Dissertation Advisement—3 credits
  - NU 902 Dissertation Advisement—3 credits
  - NU 999 Doctoral Continuation—1 credit
- Credits are distributed in the following areas of study:
- Knowledge Development and Substance—12 credits
  - Required Research Courses—12 credits
  - Research Practicum I–IV—4 credits
  - Research Electives—6 credits
  - Cognates—6 credits
  - Dissertation Advisement—6 credits
- Total: 46 credits**

### Ph.D. Student Multidisciplinary Research Day

A multidisciplinary research symposium day is held each spring, sponsored by the Connell School of Nursing, the Graduate School of Social Work, and the Lynch School of Education. The event provides doctoral students with opportunities to showcase their work through paper presentation and research posters and to network with fellow doctoral students and faculty from nursing and other disciplines.

### Admission Requirements

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three-credit introductory or higher graduate level statistics course
- Writing sample
- Official report of the Graduate Record Examination scores (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.

Pre-application inquiries are welcomed. Applications are reviewed after all credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is January 15. Please visit [www.bc.edu/nursing](http://www.bc.edu/nursing) for additional information and application materials.

### Financial Aid

There are three major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to eligible full-time students each year on a competitive basis. Full tuition and a stipend are provided for up to three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Students are encouraged to apply for a competitive individual National Research Service Award to assist with tuition and to provide a stipend.
- Research Assistant positions may be available through faculty research grants.
- Teaching Assistant positions are available within the Connell School of Nursing.
- Additional grants and scholarship opportunities are available on an individual basis.

### MASTER OF SCIENCE DEGREE PROGRAM WITH A MAJOR IN NURSING

The main objective of the Master of Science degree program is to prepare advanced practice nurses as nurse practitioners, nurse anesthetists, or clinical nurse specialists. Master's degree programs are offered in the following areas of clinical specialization: Nurse Anesthesia, Adult Gerontological Health, Family Health, Pediatrics, Women's Health, and Family Psychiatric-Mental Health Nursing. Specialty certificates are offered in the areas of Forensic Nursing and Palliative Care Nursing.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment. The graduate of the Master's Program provides theory- and evidence-based direct care to individuals, families, and communities. Additional roles of the advanced practice nurse include indirect services such as staff development, consultation, healthcare management, and participation in research to improve the quality of patient outcomes.

With the exception of Nurse Anesthesia, most of the specialty programs can be completed on either a full-time or a part-time basis. The Nurse Anesthesia Program only allows for full-time study. All master of science degree programs must be completed within five (5) years from the time of initial enrollment.

### Cooperating Health Agencies

The master's program utilizes numerous and diverse practice settings in the city of Boston, the greater metropolitan area and eastern New England. Sites are selected to offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurse practitioners in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, prisons and Veterans Administration (VA) health services. Selected major teaching hospitals used include: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Boston Children's Hospital.

### Career Options

Graduates of the Boston College master's program function in traditional and non-traditional advanced practice nursing roles as Nurse Practitioners and/or Clinical Nurse Specialists, as well as assuming leadership roles in health care and government service. Many continue on to pursue doctoral education in Ph.D. or D.N.P. programs.

### Areas of Clinical Specialization in Nursing

#### *Adult-Gerontology Primary Care Nurse Practitioner or Clinical Nurse Specialist*

As an advanced practice nurse, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates serve as advanced practice nurses in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospices, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) either as an Adult-Gerontology Primary Care Nurse Practitioner or Clinical Nurse Specialist (CNS). CNS applications are not currently being accepted.

#### *Community Health Clinical Nurse Specialist*

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs of diverse patient populations (e.g., families, communities, special patient populations). Graduates serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification

(through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist (CNS). CNS applications are not currently being accepted.

### ***Family Nurse Practitioner***

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. Graduates can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

### ***Pediatric Primary Care Nurse Practitioner***

A graduate of this specialty program is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can serve as a Pediatric Nurse Practitioner in a variety of health care agencies and community settings. Graduates can pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a Pediatric Nurse Practitioner.

### ***Women's Health Nurse Practitioner***

As a Women's Health Nurse Practitioner, a graduate from this specialty program is able to provide direct care to meet women's unique concerns and health needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner inside or outside of formal health care agencies and institutions. Graduates can pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

### ***Family Psychiatric-Mental Health Nurse Practitioner***

A graduate of the Family Psychiatric Mental Health Nurse Practitioner Program is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as case managers for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as Psychiatric-Mental Health Specialists in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. Graduates are eligible to seek national certification (through organizations such as the American Nurses Credentialing Center) as a Family Psychiatric-Mental Health Nurse Practitioner, and can apply for prescriptive authority in many states (including Massachusetts).

### ***Nurse Anesthesia***

The Nurse Anesthesia Program is a collaborative effort between the Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all master of science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. The Nurse Anesthesia program of study includes six credits of electives, 21 credits of core courses, and 35 credits of specialty and theory clinical practicum. Clinical practica take place at the varied facilities where Anesthesia Associates of Massachusetts provide anesthesia services, and give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on

Accreditation of Nurse Anesthesia Educational Programs and graduates are eligible to sit for the National Certification Examination of the Council on Certification.

### ***Additional Interest Areas and Specialty Certificates***

#### ***Palliative Care Nursing***

Palliative Care is offered as a post-master's specialty certificate program, although graduate students who are enrolled in master's degree programs may take palliative care courses. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core courses deliver the needed content in pain management, death and dying, and the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students who plan to seek certification as advanced practice hospice/palliative care nurses (through organizations such as the National Board for Certification of Hospice and Palliative Care Nurses) must document clinical experience in the advanced practice role in hospice and palliative care settings.

#### ***Forensic Nursing***

Advanced practice nurses with training in forensic nursing work in a variety of areas including: emergency and acute care departments, sexual assault examination programs, correctional facilities, child/or adult protective service investigation units, psychiatric forensic treatment and evaluation units and death investigation teams. Students may study forensic nursing as an additional specialty certificate (for those nurses with master's degrees and certification in another area), or as elective courses or in combination with their primary nurse practitioner track (e.g., adult-gerontological, women's health, psychiatric-mental health, or pediatrics).

### ***Master's Program Entry Options***

#### ***Traditional Option for Students with B.S.N.***

A number of M.S. programs are available for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program. These include the traditional M.S. Program in all specialty areas, the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The traditional master's program is comprised of 45 credits (for most clinical specialties other than Nurse Anesthesia) and can usually be completed in one and half–two years of **full-time study**, depending on clinical availability in the specialty. **Part-time study** is also allowed in most specialty programs other than Nurse Anesthesia. Most programs can be completed in two to four years of part-time study. Students take electives and core courses prior to, or concurrently with, specialty courses. In contrast, the Nurse Anesthesia program requires 62 credits of full-time course work over 27 months.

On admission, all M.S. students are provided with an available clinical semester and individualized programs of study are developed with the graduate office. Students are also assigned an advisor within their specialty.

#### ***Direct Master's Entry Option***

This accelerated 22-month program is designed for individuals who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: Adult Gerontological Health (Primary Care Nurse Practitioner or Clinical Nurse Specialist), Family Nurse Practitioner,

Pediatric Nurse Practitioner, Women's Health Nurse Practitioner, and Family Psychiatric-Mental Health Nurse Practitioner. Direct Master's Entry students are not eligible for the Nurse Anesthesia program.

The program is comprised of 72 credits. In addition, prerequisites for enrollment in the program are as follows: anatomy and physiology with laboratory (eight credits), and the following one-semester courses: organic chemistry or a comparable course, microbiology, statistics, and two social science courses. The Graduate Record Exam is also required. During the first year of intensive study, students complete all of the requirements to sit for the registered nurse examination (NCLEX-RN<sup>®</sup>) in August.

The second year of the program prepares students for advanced nursing practice in a specialty area. Although the first year requires intensive full-time study in an accelerated curriculum, the remainder of the program may be completed on a part-time basis depending on clinical space availability. No baccalaureate degree is awarded. At the completion of the program, a master's degree will be conferred. For further details, please visit [www.bc.edu/nursing](http://www.bc.edu/nursing).

### ***R.N./Master's Option***

The R.N./Master's Option is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an associate's degree in Nursing or a nursing diploma. Most applicants have an undergraduate degree in a non-nursing field or the equivalent of approximately 100 college credits. The R.N./M.S. program is comprised of 53 credits. Credit may be received by portfolio review or actual course enrollment. The length of the program will vary with each individual's background, but must be completed within six years.

### **Dual Degree Options**

#### ***M.S./M.B.A.***

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Carroll School of Management, Graduate Programs for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

#### ***M.S. Nursing/M.A. Pastoral Ministry***

The Connell School of Nursing and the School of Theology and Ministry offer a dual degree program leading to two separate graduate degrees, one a master of science in Nursing, and one a master of arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study (depending on clinical space availability). Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty

areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric, and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to complete the dual degree program is less than that required if both degrees were completed separately.

#### ***M.S./Ph.D.***

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research.

### **Non-Degree Options**

Non-degree options offered at the Connell School of Nursing, Graduate Programs include:

- **Additional Specialty Student.** The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area. Persons interested in this option must apply and be admitted as an Additional Specialty M.S. student to the Connell School of Nursing. Additional Specialty Students are provided with a clinical semester based on space availability.
- **Non-Matriculated/Special Student.** The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in this option must apply and be admitted as a non-degree student to the Connell School of Nursing, Graduate Programs before registering for courses. Some courses are restricted to matriculated students only; other courses allow enrollment on a space-available basis.

For more information, visit [www.bc.edu/schools/son/admissions.html](http://www.bc.edu/schools/son/admissions.html).

### **Admission Requirements**

The application deadline for the Direct Master's Entry Option is November 15 for September enrollment. The application deadline for the Nurse Anesthesia Program is June 30 for January enrollment. The deadlines to submit a completed application for the traditional Master's Options are as follows: March 15 for fall enrollment, and September 30 for spring enrollment. International Students (students who are not U.S. citizens or permanent residents) must provide additional information. Visit [www.bc.edu/nursing](http://www.bc.edu/nursing) for more information. Applications for the Master's Program in the School of Nursing can be accessed from [www.bc.edu/nursing](http://www.bc.edu/nursing). Materials required include:

- Master's Program application
- Application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B (3.0) or better
- Undergraduate statistics course (not required for Additional Specialty Students)
- Goal statement
- Two or three letters of reference (varies by program and route of entry)
- Results of Graduate Record Examination (GRE) within five years (for Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Master's Entry Program applicants)

- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL). (Refer to the website for more information.)
- International students must be licensed as an R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

### *Admission Requirements for Special Student (Non-Degree)*

- Special Student application and application fee
  - Baccalaureate degree from a nationally accredited program with a major in nursing
  - An undergraduate scholastic average of B (3.0) or better
- The Associate Dean of the Connell School of Nursing, Graduate Programs forwards the official announcement of acceptance or rejection.

### **Program of Study**

#### *Master of Science with a Major in Nursing*

- Electives: 3 to 6 credits (depending on specialty)
- NU 415 Conceptual Basis for Advanced Nursing Practice—3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice—3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems—3 credits
- NU 420/426 Pharmacology/Psychopharmacology—3 credits
- NU 430 Advanced Health Assessment Across the Life Span—3 credits
- NU 520 Research Methods for Evidence-Based Nursing Practice—3 credits
- NU 672 Pathophysiologic Processes—3 credits
- NU XXX two Specialty Practice courses—12 credits
- NU XXX two Specialty Theory courses—6 credits

**Total: 45 credits (Nurse Anesthesia Total: 62 credits)**

Elective Options may include NU 524 Master's Research Practicum: 3 credits\*, NU 525 Integrative Review of Nursing Research: 3 credits\*, graduate-level course: 3 credits.

The elective courses must be at the graduate level and may be taken in any department. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

### **General Information**

#### *Accreditation*

The master of science degree program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, visit the CCNE website at [www.aacn.nche.edu](http://www.aacn.nche.edu). The Nurse Anesthesia program is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs.

#### *Certification*

Graduates of the master's program are eligible to apply for certification by the national certification organization in their area of specialization.

#### *Financial Aid*

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at [www.bc.edu/nursing](http://www.bc.edu/nursing). Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

#### *Housing*

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

#### *Transportation*

Precepted clinical practica in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

#### *Faculty*

**Mary E. Duffy**, *Professor Emerita*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

**Laurel A. Eisenhauer**, *Professor Emerita*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

**Marjory Gordon**, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

**Carol R. Hartman**, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

**Joellen Hawkins**, *Professor Emerita*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

**Barbara Hazard**, *Dean and Professor Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

**June Andrews Horowitz**, *Professor Emerita*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University

**Miriam Gayle Wardle**, *Professor Emerita*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

**Loretta P. Higgins**, *Associate Professor Emerita*; B.S., M.S., Ed.D., Boston College

**Margaret A. Murphy**, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

**Jean A. O'Neil**, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University

**Ann Wolbert Burgess**, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

**Susan Gennaro**, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; D.S.N., University of Alabama at Birmingham

**M. Katherine Hutchinson**, *Professor and Associate Dean of Graduate Programs*; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware

**Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

**Callista Roy**, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., Ph.D., University of California, Los Angeles

**Judith A. Vessey**, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania

**Barbara E. Wolfe**, *Professor and Associate Dean for Research*; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College

**Jane Erin Ashley**, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

**Jane Flanagan**, *Associate Professor*; B.S., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College

**Pamela J. Grace**, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

**Katherine Gregory**, *Associate Professor*; B.S., State University of New York at Binghamton; M.S., University of Pennsylvania; Ph.D., Boston College

**Susan Kelly-Weeder**, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell

**Ellen K. Mahoney**, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

**Catherine Y. Read**, *Associate Professor and Associate Dean Undergraduate Programs*; B.S.N., University of Illinois, Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell

**Judith A. Shindul-Rothschild**, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

**Patricia A. Tabloski**, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

**Danny Willis**, *Associate Professor*; Chairperson of the Department; B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center

**Robin Wood**, *Associate Professor*; B.S.N., University of Michigan; M.S., Ed.D., Boston University

**Nancy A. Allen**, *Assistant Professor*; B.S.N., Truman State University; M.S., University of Utah; Ph.D., University of Massachusetts Medical School, Worcester

**Viola G. Benavente**, *Assistant Professor*; B.S.N., Incarnate Word College; M.S.N., University of Texas, San Antonio; Ph.D., University of Pennsylvania

**Stewart M. Bond**, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina, Chapel Hill; M.T.S., Vanderbilt University; Ph.D., University of North Carolina, Chapel Hill

**Joyce Katherine Edmonds**, *Assistant Professor*; B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University

**Sandra Hannon-Engel**, *Assistant Professor*; B.A., University of Massachusetts, Boston; M.S., Rivier College; Ph.D., Boston College

**Allyssa L. Harris**, *Assistant Professor*; B.S., M.S., Ph.D., Boston College

**Natalie A. McClain**, *Assistant Professor*; B.S.N., M.S.N., University of Texas Health Science Center Houston; Ph.D., University of Virginia

**Kelly Diane Stamp**, *Assistant Professor*; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida

**Melissa A. Sutherland**, *Assistant Professor*; B.S.N., M.S.N., State University of New York at Binghamton; Ph.D., University of Virginia

**Lichuan Ye**, *Assistant Professor*; B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania

**Stacey Hoffman Barone**, *Clinical Associate Professor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

**Susan A. DeSanto-Madeya**, *Clinical Associate Professor*; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

**Susan Emery**, *Clinical Associate Professor and Director of Nurse Anesthesia Program*; B.S., Salem State College; M.S., Columbia University; Ph.D., Boston College

**William Fehder**, *Clinical Associate Professor*; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania

**M. Colleen Simonelli**, *Clinical Associate Professor and Department Assistant Chair*; B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts Lowell

**Donna Cullinan**, *Clinical Assistant Professor*; B.S., Saint Anselm College; M.S., Boston College

**Holly Fontenot**, *Clinical Assistant Professor*; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Boston College

**Luanne Nugent**, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College

**Nanci Haze Peters**, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University

**Sherri B. St. Pierre**, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell

**Amy Smith**, *Clinical Assistant Professor and Director, Learning Labs*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

**Pamela A. Terreri**, *Clinical Assistant Professor*; B.S., Boston College; M.S.N., Boston University

**Denise B. Testa**, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S.N., Northeastern University; M.S., Rush University

**Ellen Bishop**, *Clinical Instructor*; B.S., M.S., Regis College

**Rosemary Frances Byrne**, *Clinical Instructor*; B.S., M.S., Boston College

**Maureen Connolly**, *Clinical Instructor*; A.D., Laboure College; M.S., Simmons College

**Dorean Latecia Hurley**, *Clinical Instructor*; B.S.N., University of Pittsburgh; M.S.N., Drexel University

**Kathleen Mansfield**, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College

**Richard Edward Ross, S.J.**, *Clinical Instructor*; B.S.N., University of Michigan-Ann Arbor; M.Div., Boston College

**Lori Solon**, *Clinical Instructor*; B.S., Boston University; M.S.N., Columbia University

**Jean Weyman**, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

### *Undergraduate and Graduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **NU 315 Victimology (Fall: 3)**

This course examines the wide range of victimization experiences from the perspective of the victim, their families, and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and Internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response

patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

*Ann Burgess*

**NU 317 Forensic Mental Health (Spring: 3)**

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender's perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.

*Ann Burgess*

**NU 318 Forensic Science I (Fall: 3)**

This course draws on forensic science principles in cases where there has been injury or a death, including suicide, accidental, and criminal, and cases where there is a survivor and where there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including crime scene photographing, fingerprinting, blood spatter, DNA, trace evidence, pattern evidence, biological evidence, forensic pathology, clinical forensics, and digital forensics.

*Ann Burgess*

**NU 319 Forensic Science Lab (Fall: 1)**

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

*Ann Burgess*

**Graduate Course Offerings****NU 400 Nursing Practice and Public Health in Community (Fall: 2)**

*Corequisites:* NU 402–403

This course introduces students to the conceptual and scientific frameworks of population-centered nursing through didactic and clinical experiences focused on community focused care. The course will examine social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings. Issues of emerging infectious diseases and disaster preparedness will be addressed. Emphasis is placed on the variety of roles/functions nurses have in population-centered care including that of public health and primary care. Clinical experiences will focus on the role of the nurse with emphasis on current evidence, clinical expertise, health outcomes, and collaboration.

*Donna Cullinan*

*Melissa Sutherland*

**NU 402 Nursing Science I (Fall: 6)**

*Corequisites:* NU 204, NU 403, NU 408

Concepts of health- and age- specific methods for nursing assessment of health within the context of human growth and development,

culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

*Dorean Hurley*

*Kelly Stamp*

**NU 403 Clinical Practice in Nursing I (Fall: 4)**

*Corequisites:* NU 204, NU 403, NU 408

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focuses on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practice, which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

*William Fehder*

*Eileen Sullivan*

**NU 406 Nursing Science II (Spring: 6)**

*Prerequisites:* NU 402–403

*Corequisites:* NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the lifespan. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

*The Department*

**NU 407 Clinical Practice in Nursing II (Spring: 6)**

*Prerequisites:* NU 204, NU 402–403, NU 408

*Corequisites:* NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.

*Kathleen Mansfield*

*Sherri St. Pierre*

**NU 408 Pathophysiology (Fall: 3)**

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

*Dorean Hurley*

**NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)**

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgment, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

*The Department*

**NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)**

*Prerequisite:* NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

*The Department*

**NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)**

*Prerequisites:* NU 415–416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership; evaluation and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

*The Department*

**NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring: 3)**

*Prerequisite:* Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

*Nancy Allen*

**NU 426 Advanced Psychopharmacology (Spring: 3)**

*Prerequisite:* Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the

role of the central nervous system in behavior and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

*Judith Shindul-Rothschild*

**NU 430 Advanced Health Assessment Across the Life Span (Spring: 3)**

*Prerequisite:* NU 672

**This course is taken the semester prior to practicum entry.**

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

*Kelly Stamp*

*Laura White*

**NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

*Corequisite:* NU 445

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forensic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills and to provide individualized, culturally sensitive nursing care and clinical services to diverse client populations.

*Sandra Hannon-Engel*

*Pamela Terrieri*

**NU 445 Individual Psychotherapies/Advanced Practice and Psychiatric Nursing Practice (Fall: 3)**

**This course is a requirement for graduate students who are specializing in psychiatric mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy.**

This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavioral, Brief, and Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the lifespan and among diverse populations are critically examined.

*Danny Willis*

**NU 450 Theoretical Found/Women's Health and Pediatric Nursing (Fall: 3)**

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

*Allyssa Harris*

**NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*The Department*

**NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance and prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills and are guided by critical thinking and clinical decision making.

*The Department*

**NU 462 Primary Care of Adults and Older Adults Theory I (Fall: 3)**

*Prerequisites:* NU 415, NU 417 (or concurrently)

First AG health course focusing on primary care of adult and older adults, exploring advanced practice in context of nursing knowledge and concepts from other disciplines. Includes integration of concepts in health promotion, prevention, identification of risk factors that potentially threaten health of adults. Variables include health status, age, development, gender, ethnicity, socioeconomics and cultural characteristics associated with health behaviors across group settings are studied as they impact health and related behaviors. Emphasis on related concepts. Discussions integrate role of APN as leader in health care reform and articulation of nursing contributions to interdisciplinary adult and older health care outcomes.

*Dorothy Jones*

**NU 463 Primary Care of Adults and Older Adults I (Fall: 6)**

*Prerequisite:* NU 420, NU 430, NU 672 (or NU 408)

This first course in the adult-gerontology health practicum series concentrates on the application of the clinical reasoning process used to assess, diagnose, and treat common primary care and chronic illness problems of the adult population throughout the lifespan. Emphasis is placed on the integration of epidemiologic, genetic, environmental, social-political, and cultural determinants that contribute to alterations in the health status of young, middle and older adults. Health promotion, evidence-based practice, and holistic health strategies are integrated to promote the optimal level of being and functioning of adults across the life span.

*The Department*

**NU 472 Advanced Theory in Community and Family Health Nursing I (Spring: 3)**

This course is the second of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

*Joyce Edmonds*

**NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

*Ellen Bishop*

*Rosemary Byrne*

**NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)**

*Corequisites:* NU 491, NU 672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

*Denise Testa*

**NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)**

*Corequisites:* NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry, including the chemical structure of compounds and their

significance in pharmacology, will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

*Susan Emery*

#### **NU 502 Case Studies in Forensics (Spring: 3)**

This course uses a seminar format to make practical application of forensic cases, whether they are in the criminal, civil, juvenile, or family court system. Content for the course will derive from legal cases and situations and include topics such as psychosis and the insanity defense, criminal profiling and ethics, standard of care and suicide, violence among school children, state of mind and killing, murder in the family, elder abuse, sexual abuse and outcome, DNA and the Innocence Project, wrongful conviction, depravity and evil, cyber-crimes, and bioterrorism.

*Ann Burgess*

#### **NU 520 Research Methods for Evidence-based Nurse Practice (Fall: 3)**

Offered biennially

Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students

The focus of this course is the formal process of acquiring and evaluating evidence that supports nursing practice. Quantitative and qualitative methods of inquiry are examined. Quality considerations of various research designs are explored. Levels of evidence are identified in relation to existing research outcomes. Evaluation of existing research outcomes as evidence to support clinical practice, demonstrate quality improvement (QI) and advance nursing knowledge is a major emphasis of the course.

*Kathleen Gould*

#### **NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability and psychotherapeutic intervention skills for a minimum of 250 hours. These two courses give students 500+ hours of supervised advanced practice clinical experience.

*Sandra Hannon-Engel*

#### **NU 545 Couple, Family, and Group Psychotherapy in Advanced Psychiatric Mental Health Nursing (Spring: 3)**

Required for graduate students who are specializing in psychiatric-mental health practice. Also open to non-nursing graduate students involved in counseling or psychotherapy.

This course is designed to explore the major psychotherapeutic approaches for families and groups. Emphasis is on the application of theories and models of family and group psychotherapy across the lifespan, among diverse populations, and in traditional and non-traditional settings.

*The Department*

#### **NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners.

*Holly Fontenot*

*Allyssa Harris*

#### **NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

This course builds on NU 457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

*Sherri St. Pierre*

*Laura White*

#### **NU 562 Primary Care of Adults and Older Adults Theory II (Spring: 3)**

*Prerequisite:* NU 462

*Corequisites:* NU 415, NU 417

Second course focused on primary care of adults and older adults. Analysis/synthesis of nursing and knowledge to guide evidenced-based interventions/outcomes. Intervention strategies: complementary healing modalities, actions responsive to changing health-care delivery systems are explored in relation to outcome indicators that distinguish the APN role addressing commonly occurring nursing problems. Innovative practice models designed to highlight APN leadership and practice. Evaluation of current knowledge to address nurse sensitive indicators is also explored. Interdisciplinary collaborations discussed, especially relating to development of APN led care models promoting health and life transitions of adults/older adults. Measures used to evaluate effectiveness of the APN outcomes are identified.

*Dorothy Jones*

#### **NU 563 Primary Care of Adults and Older Adults II (Spring: 6)**

*Prerequisite:* NU 463

This second course in the adult-gerontology health practicum series builds upon the knowledge gained in NU 463. The course continues to apply the clinical reasoning process used to assess, diagnose, and treat common primary care problems and chronic illnesses of the adult-gerontology population considering life span, frailty, and socio-cultural influences. Through critically appraising current strategies used to promote the optimal level of being and functioning of adults and older adults, students will be encouraged to develop plans that address gaps in care.

*The Department*

**NU 572 Advanced Theory in Community and Family Health Nursing II (Fall: 3)**

This course is the first of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories, and research needed to thrive in the advanced practice role. Emphasis is on health promotion: helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

*Rosemary Byrne*

**NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)**

*Prerequisites:* NU 420, NU 430, NU 672

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice 20 hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

*Ellen Bishop*

*Rosemary Byrne*

**NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)**

*Prerequisites:* NU 415, NU 490–NU 494

*Corequisite:* NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system, including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitters, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

*Susan Emery*

*Denise Testa*

**NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 5)**

*Prerequisites:* NU 415, NU 490–NU 494

*Corequisite:* NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic, and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

*Susan Emery*

*Denise Testa*

**NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)**

*Prerequisites:* NU 590–591

*Corequisite:* NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across

the life span. Special attention is given to the anesthesia needs of the maternity, pediatric, and the aging patient. Content also addresses the specialty areas of acute and chronic pain management and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

*The Department*

**NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 5)**

*Prerequisites:* NU 590–591

*Corequisite:* NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking. Weekly seminars provide the opportunity for discussion of clinical experiences.

*Susan Emery*

*Denise Testa*

**NU 641 Palliative Care II: Pain and Suffering in the Seriously Ill (Fall: 3)**

*Prerequisite:* NU 640

This course will provide an intensive focus on improving the quality of life, care, and dying of individuals and families experiencing life-threatening illness through nursing assessment and interventions to relieve pain and suffering. Established palliative care standards will be utilized to evaluate the outcomes of such care. Management of pain and barriers to effective pain relief are discussed in depth. Patient care strategies to improve quality of life, relieve pain, and alleviate suffering are discussed within the context of advanced practice nursing.

*Susan Desanto-Madeya*

*Patricia Tabloski*

**NU 643 Palliative Care III: Palliative Care and Advanced Practice Nursing (Spring: 3)**

*Prerequisites:* NU 640, permission of instructor/enrollment in the School of Nursing

*Corequisite:* NU 647

This course will provide advanced content relating to assessment and alleviation of complex symptoms relating to care of patients and families experiencing serious, life-threatening illness. Students will analyze the impact of such illness on patient, family, community, and the health care system. Resource availability and barriers to care are analyzed with the context of various settings. The leadership role of the advanced practice nurse in palliative care is delineated with emphasis on policy development, protocols, standards of practice, fiscal issues, and the role of the nurse leader in the interdisciplinary team.

*Patricia Tabloski*

**NU 660 Clinical Strategies for the Clinical Nurse Specialist (Fall: 6)**

*Prerequisites:* NU 420, NU 430, NU 672, concurrent with cores and electives or with permission of instructor

This course emphasizes direct care role of the advanced practice nurse as Clinical Nurse Specialist through clinical experience and seminar. The focus of the direct care role is the ability to provide competent care to patients, families, and populations as a clinical expert. This is accomplished through (1) scholarly inquiry and implementation of

evidence-based interventions, (2) health promotion, illness prevention, and care management of individuals, families, and communities, and (3) expert teaching and coaching in patient groups. Course content includes development, analysis, synthesis, and utilization of theories and research outcomes relevant to health care of children, families, and communities.

*Susan Desanto-Madeya*

**NU 662 Clinical Strategies for Clinical Nurse Specialist II (Spring: 6)**

*Prerequisite:* NU 660, NU 420, NU 430, NU 672, concurrent with cores/electives, or with permission of instructor.

This course emphasizes the indirect role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience. The indirect role includes, but is not limited to, the following: (1) unit level and interdisciplinary team leadership, (2) internal and external consultation for organizational change, (3) scholarly/scientific inquiry for evidence based policy development, (4) organization, systems level, and program management, and (5) quality assurance, outcomes, management, and program evaluation. Content will address need for CNS expertise with attention to interdisciplinary, culturally relevant, and policy generating work.

*The Department*

**NU 672 Pathophysiologic Processes (Fall/Spring: 3)**

*Prerequisite:* Baccalaureate degree in nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.

*Katherine Gregory*

*Lichuan Ye*

**NU 680 Forensics: Fundamentals of Forensic Practice in Nursing and Health Care (Spring: 3)**

This course focuses on the role(s) of forensic nurses in providing diagnosis, treatment, and advocacy services to patients. Students will learn how to understand, organize, and respond to and prevent violence and abuse. The course focuses forensic role behaviors in violence against women, elder abuse, and forensic psychiatric-mental health. Students will be prepared to advance forensic nursing science in healthcare systems.

*Natalie McClain*

**NU 682 SANE and Forensic Nursing (Practicum) (Fall/Spring: 3)**

*Prerequisites:* NU 680–681, permission of instructor

This course prepares students to provide comprehensive care to victims, their families, and perpetrators in settings within the health care or criminal justice systems. Students will engage in beginning application of clinical sub-specialty and functional role concepts. Seminars integrate concepts from the core and theory courses.

*The Department*

**NU 685 Forensic Nursing Care II: Practicum (Spring: 3)**

This course prepares students to integrate advanced knowledge of forensic care in assessing and managing the symptoms of those experiencing violent crime as victims, family members, and perpetrators within the forensic care focus. Complex psychological, ethical,

social, and spiritual issues and emotional reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the forensic care team, family meeting, and patient support group. Students may provide care across diverse health care settings.

*Natalie McClain*

**NU 691 Nurse Anesthesia Residency I (Fall: 1)**

*Prerequisites:* NU 592–593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.

*Susan Emery*

*Denise Testa*

**NU 693 Nurse Anesthesia Residency II (Spring: 1)**

*Prerequisite:* NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary and analyze legal, ethical, cultural, social, and professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of master's program objectives.

*Susan Emery*

*Denise Testa*

**NU 699 Independent Study in Nursing (Fall: 3)**

*Prerequisite:* Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. Independent Study forms may be found in the Graduate Office. The student is required to submit written reports to the faculty member directing the study.

*The Department*

**NU 701 Epistemology of Nursing (Fall: 3)**

*Prerequisites:* Doctoral standing, PL 593 or concurrently.

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Sr. Callista Roy*

**NU 712 Nursing Science Processes and Outcomes (Fall: 3)**

*Prerequisite:* Second-year doctoral standing

In-depth study of the processes and outcomes of the evolution of the science in nursing. Focus is on multiple ways of knowing and strategies for expanding knowledge to meet changing social and global needs. The interrelations of theory, research, and practice are emphasized. The weekly seminars provide a forum for Ph.D. students to explore the process and outcome of scientific inquiry within nursing and interdisciplinary contexts while also conceptualizing their personal programs of research.

*Barbara Wolfe*

**NU 714 Healthcare Policy: Moral and Sociopolitical Influences**

**(Spring: 3)**

*Pamela Grace*

**NU 751 Advanced Qualitative Research Methods (Spring: 3)**

*Prerequisites:* NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required.

Various qualitative approaches to research typically used in nursing and health science will be examined. Topics will include research paradigms, postpositivism, critical, constructivism, participatory, qualitative rigor, ethics, problem identification, research purpose and specific aims, literature review, sampling strategy and techniques, sample, multiple data collection techniques, data management, multiple strategies for data analysis, differentiating data versus findings, constructing findings that are congruent with the research aims and specific qualitative approaches, and conclusion-drawing. The course will provide students with experience in conducting data analysis from several qualitative approaches, as well as presentation and critique of in-class and homework data analysis activities.

*Danny Willis*

**NU 752 Advanced Quantitative Methods for Health Care Research**

**(Spring: 3)**

The course provides an overview of quantitative approaches relevant to nursing science and health care research. Application of quantitative methods to a variety of research problems is explored. Emphasis is placed on survey/descriptive design, randomized clinical trials (RCTs), intervention research, meta-analysis, secondary data analysis with large data sets, and mixed methods.

*Susan Kelly-Weeder*

**NU 810 Research Practicum I (Fall: 1)**

*Prerequisite:* NU 701 or concurrently

First in the series of four research practica that offers the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.

*Susan Kelly-Weeder*

**NU 811 Research Practicum II (Spring: 1)**

*Prerequisite:* NU 810, or concurrently

Second in the series of four research practica that offers the student individual and group sessions that contribute to the design of a preliminary study in the area of concentration and collaboration with faculty on projects, presentations, and publications.

*Katherine Gregory*

**NU 812 Research Practicum III (Fall: 1)**

*Prerequisites:* NU 810–811

Third in the series of four research practica that offer the student further research and scholarly development in the area of concentration through individual and group sessions.

*Mary Katherine Hutchinson*

**NU 813 Research Practicum IV (Spring: 1)**

*Prerequisites:* NU 810–812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

*Mary Katherine Hutchinson*

**NU 901 Dissertation Advisement (Fall: 3)**

*Prerequisite:* Doctoral Comprehensives

This course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 902 Dissertation Advisement (Spring: 3)**

*Prerequisite:* NU 901

The student in this course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 998 Doctoral Comprehensives (Fall/Spring: 1)**

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**NU 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Graduate School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work (GSSW) in March 1936. The GSSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a field-of-practice concentration. The two intervention methods are Clinical Social Work and the Macro Social Work Practice on the master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth, and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

### PROFESSIONAL PROGRAM: MASTER OF SOCIAL WORK (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical Social Work Practice or Macro Social Work Practice.

Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psychosocial assessment and intervention model to increase an individual's well-being. Each person, family, or group has a unique story to share, one that is shaped by cherished beliefs, values, and traditions; one that is connected to the larger stories of communities and nations. The complex process of helping others is, fundamentally, one of empowerment. In practicing clinical social work the aim is to strengthen, support, and accompany clients in their healthy efforts to repair their past and build a future that honors their uniqueness and brings into reality their personal dreams. Our challenging, dynamic, and contemporary program of professional formation transforms compassion into therapeutic empathy. We integrate social work's enduring values, theories, and skills with bold and innovative ways of helping others. This fusion of old and new creates an environment where students learn that interventions, guided by evidence-based practice, become powerfully therapeutic when imbedded in a relationship of respect and authentic concern.

Macro Social Work Practice prepares students to develop and foster social innovation by understanding the process of innovation, and through skill development related to assessment, strategic planning, organizational development, financial management, and administration. Students are prepared to develop innovative solutions to solve today's complex problems, lead organizations that foster these solutions, and mobilize strategic partners, political resources, and community resources to initiate and sustain social change.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a Three-Year or Four-Year Program. All degree requirements must be fulfilled within a period of five years.

**Off-campus Site:** In addition to the Chestnut Hill site, Clinical Social Work students in the Three-Year Program may complete the majority of the first full-time year in Worcester, MA (serving Western MA). Each year students in Macro Social Work Practice will be required to attend classes on the Chestnut Hill campus during the spring semester. While all final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in their respective geographic areas.

The M.S.W. curriculum is divided into four overlapping components: Foundation, Intervention Method, Field-of-Practice Concentration, and Electives. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose a Field-of-Practice Concentration to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentration choices are: Children, Youth, and Families; Global Practice; Health and Mental Health; Older Adults and Families; and an Individualized option.

### Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on core competencies: professional identity, ethics, critical thinking, diversity, social justice, research, human behavior, policy, contextual practice, engagement, assessment, intervention, and evaluation.

The following courses comprise the Foundation curriculum:

- SW 701 The Social Welfare System
- SW 721 Human Behavior and the Social Environment
- SW 723 Diversity and Cross-Cultural Issues
- SW 747 Research Methods in Social Work Practice
- SW 762 Basic Skills in Clinical Social Work
- SW 800 Basic Skills in Macro Practice
- SW 921 Field Education I

### Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work. Required Clinical courses include an advanced human behavior course, SW 722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities—individual, family, and group.

The required Clinical courses are as follows:

- SW 722 Psychosocial Pathology
- SW 855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SW 856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SW 932 Field Education II—Clinical Social Work

Required Macro courses include an advanced human behavior course, SW 833 Leadership and Social Transformation, and two methods courses that focus on organizational and leadership analysis, marketing, resource development and financial management, and the development of social innovation skills necessary to implement and sustain change.

The required Macro courses are as follows:

- SW 833 Leadership and Social Transformation

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- SW 886 Financial Management and Resource Development
- SW 889 Social Innovation
- SW 942 Field Education II—Macro Social Work

### **Field-of-Practice Concentrations**

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of an advanced practice course and one advanced policy course. All concentrations require SW 841 Program Evaluation and either SW 933–934 Field Education III–IV—Clinical Social Work or SW 943–944 Field Education III–IV—Macro Social Work.

#### ***Children, Youth, and Families***

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public systems. Required courses include:

##### **Clinical Social Work**

- SW 805 Policy Issues in Family and Children's Services
- SW 872 Advanced Clinical Practice with Children, Youth and Families

##### **Macro Social Work**

- SW 805 Policy Issues in Family and Children's Services
- SW 885 Management of Organizations Serving Children, Youth and Families

#### ***Global Practice***

The Global Practice Concentration prepares students to become effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development, and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations. Required courses include:

##### **Clinical Social Work and Macro Social Work**

- SW 797 Frameworks and Tools of Global Practice
- SW 806 Global Policy Issues and Implications

#### ***Health***

The Health Concentration prepares students for clinical or macro practice in healthcare settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on treatment with individuals, couples, families, and small groups that are aimed at dealing with the impact of illness on the client system in culturally diverse environments within medical/healthcare settings.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within medical/healthcare settings. Required courses include:

##### **Clinical Social Work**

- SW 817 Health and Mental Health Policy
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice

##### **Macro Social Work**

- SW 817 Health and Mental Health Policy
- SW 897 Planning for Health and Mental Health Services

#### ***Mental Health***

The Mental Health Concentration prepares students for clinical or macro practice in mental health settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on family systems work in culturally diverse environments within mental health settings, and select from a broad range of elective courses in various practice modalities.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within mental health settings. Required courses include:

##### **Clinical Social Work**

- SW 817 Health and Mental Health Policy
- SW 865 Family Therapy

##### **Macro Social Work**

- SW 817 Health and Mental Health Policy
- SW 897 Planning for Health and Mental Health Services

#### ***Older Adults and Families***

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they “age in place” in their homes and communities through policy and advocacy functions of the local, state, and national aging network. Required courses include:

##### **Clinical Social Work and Macro Social Work**

- SW 802 Policy for an Aging Society: Issues and Options
- SW 823 Practice in Health and Mental Health Settings with Older Adults

#### ***Electives***

Students take five electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SW 725 Families Impacted By Military Service
- SW 726 Neuroscience of Human Relationships and Development
- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 728 Global Perspectives on Gender Inequalities
- SW 733 Working with Lesbian, Gay, Bisexual, Transgender and Questioning Youth, Families and Adults
- SW 794 Immigrant and Refugee Issues in the United States
- SW 808 Legal Aspects of Social Work
- SW 816 Supervision and Staff Management

- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy
- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 827 Contemporary Psychodynamic Theories
- SW 831 Dying, Grief and Bereavement
- SW 836 Psychodynamic Theories of Individual Development
- SW 851 Policy Analysis Research for Social Reform
- SW 858 Clinical Practice in Schools
- SW 859 Integrating Play in Therapeutic Settings (formerly called Play Therapy)
- SW 860 Couples Therapy
- SW 862 Cognitive-Behavioral Therapy
- SW 864 Group Therapy
- SW 868 Dialectical Behavioral Therapy
- SW 874 Adult Psychological Trauma
- SW 876 Time-Effective, Solution-Focused Therapy
- SW 877 Narrative Therapy
- SW 880 Social Work Practice in Child Welfare
- SW 881 School Social Work: Program Development and Educational Policies
- SW 884 Strategic Planning for Public and Nonprofit Organizations
- SW 885 Management of Organizations Serving Children, Youth, and Families
- SW 888 Community Organizing and Political Strategies

### Dual Degree Programs

The Graduate School of Social Work has instituted three dual degree programs with other graduate departments of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll School of Management Graduate Programs, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry), in conjunction with the Boston College's School of Theology and Ministry, was begun in 1989. Three options for completing the M.S.W./M.A. include a foundation year in each curriculum with a third year of jointly administered class and field instruction; a program of summer courses taken in STM and a two-year academic program in the GSSW; or an integrated program of study with courses taken in STM and the GSSW during three years of study. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social

Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Applied Psychology and Human Development majors to complete the Social Work foundation courses during their junior and senior years. Students receive the B.A. at the end of four years, then apply for admission to the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

### DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

The Doctoral Program at the Graduate School of Social Work offers two majors: a Ph.D. in Social Work and a Ph.D. in Social Welfare. The Ph.D. with a major in Social Work is designed for students with an M.S.W. or equivalent degree. The Ph.D. with a major in Social Welfare is designed for students enrolled in the International Doctoral Program with partner Jesuit Universities in Latin America.

### Program of Study—Social Work

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise, and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching practicum.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 22 elective credits, six credits are specified to be advanced social or behavioral science theory courses and 16 credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Welfare Intervention Research
- SW 959 Doctoral Publishable Writing Project

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- SW 960 Statistical Analysis for Social and Behavioral Research
- SW 961 Introduction to Structural Equation Modeling
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

### *Total Credits:*

The 51 credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

### **Program of Study—Social Welfare**

Students in the International Doctoral Program in Social Welfare enroll in courses in both Boston College and a partner Jesuit university in Latin America. Students start the program in the partner university taking elective courses in social behavioral science theory and other courses that provide a foundation in a social problem likely to be the focus of the student's research. In subsequent years, student's residence alternates between Boston College and the partner university. The International Doctoral Program in Social Welfare encourages and facilitates students to focus their doctoral research on topics and populations drawn from Latin American countries.

The program provides a strong foundation in research and preparation for an academic career through nine required courses and two dissertation direction courses. Students will enroll in a total of four to six courses in the partner university during year one and year three. The remaining four elective courses will be taken during students' residency at Boston College in year two. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Welfare Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 960 Statistical Analysis for Social and Behavioral Research
- SW 961 Introduction to Structural Equation Modeling
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

### *Total Credits:*

The minimal credit requirement is 51 of which 38 credits are taken at Boston College and include required and elective courses and six credits for the dissertation. The remaining elective credits are taken at the partner university and may vary in accordance with the partner university's academic offerings. The actual number of courses taken by an individual student varies according to prior educational background and course work.

### **Combined M.S.W./Ph.D.**

The School provides an option whereby those doctoral students without a Master of Social Work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational

program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

### **Financial Aid**

There are four major sources of funding available for students in the Doctoral Program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for four years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- One Diversity Fellowship awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, GSSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

### **CONTINUING EDUCATION**

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include the essentials of cognitive behavioral therapy, motivational interviewing (basic and advanced skill-building), understanding trauma, providing trauma-informed care, introduction to understanding DSM-5, an overview of psychopharmacology, and special education advocacy in schools.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its twenty-sixth year, was founded by Dr. Vincent Lynch, Director of Continuing Education. It continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year. Over the years the Social Work and HIV/AIDS conference has received over \$1 million in external funding from corporations, foundations, and government agencies. Over 10,000 social workers have participated in this HIV/AIDS conference over the years.

### **INFORMATION**

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by e-mailing [swadmit@bc.edu](mailto:swadmit@bc.edu) or by writing to the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

**Faculty**

**June Gary Hopps**, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

**Richard A. Mackey**, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

**Elaine Pinderhughes**, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

**Albert F. Hanwell**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

**Demetrius S. Iatridis**, *Professor Emeritus*; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

**Betty Blythe**, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

**Alberto Godenzi**, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University

**James Lubben**, *Louise McMahon Ahearn Professor*; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

**Kevin J. Mahoney**, *Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

**Ruth G. McRoy**, *Donahue and DiFelice Endowed Professor*; B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin

**David Takuechi**, *Associate Dean for Research & Dorothy Book Scholar*; B.A., M.A., Ph.D., University of Hawaii

**Thanh Van Tran**, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

**Stephanie Cosner Berzin**, *Associate Professor*; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

**Margaret Lombe**, *Associate Professor*; B.A., Daystar University; M.S.W., Ph.D., Washington University

**Kathleen McInnis-Dittrich**, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

**Thomas O'Hare**, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

**Marcie Pitt-Catsoupes**, *Associate Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

**Ce Shen**, *Associate Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

**Paul Kline**, *Associate Professor of Clinical Practice*; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

**Marylou Sudders**, *Associate Professor of Macro Practice*; A.B., M.S.W., Boston University

**Tiziana Dearing**, *Associate Professor of Macro Practice*; B.A., University of Michigan; M.P.P., Harvard University

**Thomas Walsh**, *Associate Dean and M.S.W. Program Director*; *Associate Professor of Clinical Practice*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

**Jessica Black**, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

**Rocio Calvo**, *Assistant Professor*; B.A., University of Salamanca; M.A., Deusto University; Ph.D., Boston College

**Thomas M. Crea**, *Associate Professor*; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

**Scott D. Easton**, *Assistant Professor*; A.B. Harvard University; M.S.W., Ph.D., University of Iowa

**Summer Hawkins**, *Assistant Professor*; B.A., Vassar College; M.S., Drexel University; Ph.D., University of London

**Linnie Green Wright**, *Assistant Professor*; B.A., Spelman College; M.A., Columbia University; Ph.D., New York University

**Christina J. Matz-Costa**, *Assistant Professor*; B.A., University of Massachusetts; M.S.W., Ph.D., Boston College

**Kerry Mitchell**, *Assistant Professor of Clinical Practice*; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

**Susan Lee Tohn**, *Assistant Professor of Clinical Practice*; B.A., Tufts University; M.S.W., Boston University

**Robin Warsh**, *Assistant Professor of Clinical Practice*; B.S., American University; M.S.W., University of Connecticut

**Graduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

Curriculum review is on-going with course requirements subject to change. Any revisions affecting curriculum will be posted on the web.

Elective offerings in any given semester require a course enrollment of at least 10 students.

**SW 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with PS 200, SC 378**

**Available to undergraduate students**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

**SW 701 The Social Welfare System (Fall: 1)**

**Prerequisite for all other Policy courses**

**Required of all M.S.W. students.**

A one-credit course designed to introduce students to social welfare policy and services. Beginning with an overview of policy analysis and the history of social welfare policy in the United States, major social welfare policies are reviewed within the context of poverty and income distribution. The course begins with a required morning symposium and follows with three online sessions. Each online session will contain a podcast topic presentation by the professor. Students will also review selected videos and assigned readings. There will be online tests of the material required to complete the course.

*The Department*

**SW 721 Human Behavior and the Social Environment (Fall: 3)**

**Cross listed with PS 721**

**Prerequisite for Advanced HBSE and Clinical electives**

**Required of all M.S.W. students**

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and

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effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

*The Department*

### SW 722 Psychosocial Pathology (Spring: 3)

*Prerequisite:* SW 721

Required of Clinical Social Work students; elective for others. An examination of the etiology and identification of adult mental disorders utilizing the Diagnostic and Statistical Manual of Mental Disorders. Focus is on psychological, genetic, and biochemical theories of mental illness; biopsychosocial stressors in symptom formation, assessment and treatment; cultural determinants in psychopathology; differential diagnosis; and drug therapies.

*The Department*

### SW 723 Diversity and Cross-Cultural Issues (Fall: 3)

Cross listed with BK 493

Required of all M.S.W. students

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, 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*

### SW 726 Neuroscience of Human Relationships and Development (Fall: 3)

*Prerequisite:* SW 721

Elective

Following human development from conception to end of life, the course provides students with an introduction to key neurobiological aspects (such as brain development and genetics) of the life course. Special attention is paid to examining the association between neurobiology and the nested layers and relationships in which development unfolds, including family, school, community and wider society/policy. Concepts important to social work (including but not limited to attachment, trauma, stress, social relationships, emotions, health and mental health) are addressed within various stages of development. No background in the biological sciences is required.

*Jessica Black*

### SW 727 Substance Abuse: Alcohol and Other Drugs (Spring: 3)

*Prerequisite:* SW 721

Elective

A course providing an overview of alcohol/drug use, abuse, and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

*The Department*

### SW 747 Research Methods in Social Work Practice (Fall: 3)

Prerequisite for all advanced research courses

Required of all M.S.W. students

An introduction to research methods and statistical analysis of social work data. The course covers basic methods of social research

including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of a statistical software package for descriptive and basic inferential statistics for data analysis and hypothesis testing.

*The Department*

### SW 762 Basic Skills in Clinical Social Work (Fall: 3)

*Corequisite:* SW 921 (academic year)

Required of all M.S.W. students

An overview of interventions emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

*The Department*

### SW 794 Immigrant and Refugee Issues in the United States (Fall/Spring: 3)

*Prerequisite:* SW 701

Elective

An overview of the prominent theories, major issues, and controversies in immigration policy is presented. While immigration has become a crucial concern of the American social welfare system as well as an issue of global urgency, immigration controls the fate of growing numbers of asylum seekers. The course will discuss the special needs and problems faced by immigrant and refugee clients and communities; adaptation and coping with a new culture; refugee experience; the impact of relocation on individuals, families, and communities; and a range of world view perspectives including acculturation & assimilation, biculturalism, marginality, and traditional ethnic identities.

*The Department*

### SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)

*Prerequisites:* SW 762 and SW 800

Elective for M.S.W. students

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

*The Department*

### SW 800 Basic Skills in Macro Practice (Fall: 3)

*Corequisite:* SW 921 (academic year)

Required of all M.S.W. students

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community needs assessment, strategic planning, community development, and advocacy for policy change.

*The Department*

**SW 802 Policy for an Aging Society: Issues and Options (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 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.

*Kevin Mahoney***SW 805 Policy Issues in Family and Children's Services (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 or permission**Required for Older Adults 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***SW 806 Global Policy Issues and Implications (Fall: 3)***Prerequisite:* SW 701**Required for, and restricted to, Global Practice Field-of-Practice****Concentration**

An advanced policy course that introduces approaches, issues, and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

*The Department***SW 808 Legal Aspects of Social Work (Spring: 3)***Prerequisite:* SW 701**Elective**

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

*The Department***SW 816 Supervision and Staff Management (Fall: 3)***Prerequisite:* SW 800**Elective**

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.

*Mary Sudders***SW 817 Health and Mental Health Policy (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 or permission**Required for, and restricted to, Global Practice Field-of-Practice****Concentration**

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U.S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, and general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally, the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

*The Department***SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy (Spring: 3)***Prerequisite:* SW 701**Elective**

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment, and political prisoners.

*The Department***SW 819 SWPS Independent Study (Fall/Spring: 3)***Prerequisite:* SW 701**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 indepth analysis of specific social welfare issues and their consequences upon human and social behavior and national priorities.

*The Department***SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring: 3)***Prerequisite:* SW 762**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,

## SOCIAL WORK

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*

### **SW 823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)**

*Prerequisites:* SW 762 and SW 800

*Corequisite:* SW 933 or SW 943 or permission

**Required for Older Adults and Families Field-of-Practice Concentration; elective for others**

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying, and bereavement facing the older adults are also covered.

*Kathleen McInnis-Dittrich*

### **SW 824 Practice in Home and Community Settings with Older Adults (Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Elective**

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship, and end-of-life decisionmaking while considering issues of diversity, including race, ethnic group, sexual orientation, and gender, that affect the appropriateness of services.

*Christina Costa*

### **SW 831 Dying, Grief, and Bereavement (Fall/Spring: 3)**

*Prerequisite:* SW 721

**Elective**

Beginning with an overview of the social phenomena of death and how social attitudes and practices influence the environmental context in which death takes place in contemporary society, the course explores the influence of cultural diversity in the way death is experienced by diverse groups. The tasks of mourning following a person's death and the bereavement process present complex socio-emotional challenges for family and friends throughout the life span. Issues in self-reflection and self-care are presented to offer practitioners ways to grow personally and professionally through the process of their clients' losses.

*The Department*

### **SW 833 Leadership and Social Transformation (Spring: 3)**

*Prerequisite:* SW 721

**Required of Macro Social Work students; Elective for others**

An overview of general principles of management, this course provide students with a broad understanding of theories of organizational

functioning combined with a focus on leadership for change in organizations. The role of leader-manager is explored in three theoretical perspectives of organizations: the structure of human service organizations and requisite management skills; the human resource perspective and promoting the recruitment and development of people as a vital component of organizational functioning; and organizational change with emphasis on advocating for and sustaining change within human service organizations.

*The Department*

### **SW 836 Psychodynamic Theories of Individual Development (Spring: 3)**

*Prerequisite:* SW 721

**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*

### **SW 839 HBSE Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 721

**Elective**

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

*The Department*

### **SW 841 Program Evaluation (Fall/Spring: 3)**

*Prerequisite:* SW 747

*Corequisite:* SW 933 or SW 943 or permission

**Required of all M.S.W. students**

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value, and ethical issues that arise in evaluation research.

*The Department*

### **SW 849 Independent Study in Research (Fall/Spring: 3)**

*Prerequisite:* SW 747

**Elective**

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other

course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

*The Department*

**SW 850 Group Independent Study in Research (Fall/Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An opportunity for students to engage in specifically focused work in either of the following areas: (1) the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or (2) the in-depth study in a particular research methods area about which no graduate level courses exist within the School or the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

*The Department*

**SW 855 Clinical Practice with Children and Families: Assessment, Intervention, and Evidence-Based Practice (Spring: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 932

**Required of Clinical Social Work students**

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively utilize evidence-based treatments to help youth and their families achieve their goals. Students will learn practice techniques of various evidence-based interventions.

*The Department*

**SW 856 Clinical Practice with Adults: Assessment, Intervention, and Evidence-Based Practice (Spring: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 932

**Required of Clinical Social Work students**

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies, the course addresses strategies for practice evaluation.

*The Department*

**SW 858 Clinical Practice in Schools (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course that provides a comprehensive overview of the necessary skills to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships,

family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues, including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

*The Department*

**SW 859 Integrating Play in Therapeutic Settings (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender, and family structure in provision of competent services.

*Linnie Green Wright*

**SW 862 Cognitive-Behavioral Therapy (Fall/Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced practice course that integrates CBT theory, practical assessment tools, and treatment applications with work with children and adults. Lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model, the course focuses on the CBT assessment and treatment of specific disorders, including anxiety, pain, depression, bipolar disorder, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation, and disability will be addressed.

*Kerry Mitchell*

**SW 864 Group Therapy (Fall/Spring: 3)**

*Prerequisite:* SW 721

**Elective**

This course considers many applications of social work group treatment. Through a thoughtful review of selected group therapy literature, analysis of process recordings of group therapy sessions, lectures, class discussion, and/or role-play exercises, students will develop an appreciation of the unique ways in which group treatment can promote individual psychosocial competence. Students will develop skills in the practice of social work treatment.

*The Department*

## SOCIAL WORK

### SW 865 Family Therapy (Fall: 3)

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required of Clinical Social Work students in the Mental Health Field-of-Practice Concentration; elective for others**

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender, and race will be interwoven with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to the stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths and problems of minority families, families living in poverty, blended families, adoptive families, and families of same sex parents will be reviewed.

*The Department*

### SW 868 Dialectical Behavioral Therapy (Fall/Spring: 3)

*Prerequisite:* SW 762

**Elective**

This course is designed to instruct and prepare students to integrate and apply Dialectical Behavioral Therapy (DBT), a comprehensive and flexible evidence-based treatment. Students will learn to conduct thorough risk assessments, develop crisis management plans, understand borderline personality disorder from the DSM-IV and DBT lenses, create a DBT theory-driven case formulation and treatment plan by stages and targets, observing dialectic dilemmas, balancing acceptance and validation, integrating communication styles, applying commitment strategies, conducting chain/solution analysis, implementing diary cards and collaboratively problem-solving with clients and peers. Students will learn the four DBT modules: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, and Emotion Regulation.

*The Department*

### SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)

*Prerequisite:* SW 762

**Elective**

An opportunity for those in the Clinical Social Work concentration to investigate one aspect of social work practice in-depth. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

*The Department*

### SW 870 CSW Group Independent Study (Fall: 3)

*Prerequisite:* SW 762

*The Department*

### SW 872 Advanced Clinical Interventions with Children, Youth, and Families (Fall: 3)

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required of Clinical Social Work students in the Children, Youth and Families Field-of-Practice Concentration; elective for others**

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Clinical practice skills in individual, family, and group treatments highlight prevention and intervention strategies that promote self-efficacy and

resiliency. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and group therapy with children. Course structure will utilize experiential skills labs to promote student skill acquisition.

*The Department*

### SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required of Clinical Social Work students in the Health Field-of-Practice Concentration; elective for others**

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

*The Department*

### SW 874 Adult Psychological Trauma: Assessment and Treatment (Fall/Spring: 3)

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socioeconomic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

*The Department*

### SW 876 Time-Effective, Solution-Focused Therapy (Fall: 3)

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on time-effective treatments with individuals, families and groups. The course focuses primarily on Solution-Focused Therapy. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation as key to the process, which involves building rapport, identifying a goal, and understanding the client's relationship to that goal. The course examines pivotal treatment strategies, including language, task setting, and creating hope in clients through our interventions.

*Susan Tohn*

### SW 880 Social Work Practice in Child Welfare (Fall/Spring: 3)

*Prerequisites:* SW 762 and SW 800

**Elective**

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity, and services for children of color are

considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues, and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

*The Department*

**SW 884 Strategic Planning for Public and Nonprofit Organizations (Fall: 3)**

*Prerequisite:* SW 800

**Elective**

Focusing on the strategic trends and issues which impact the public and nonprofit sectors, this course explores the role of strategic planning as a fundamental tool of public and nonprofit institutions to build high performance organizations, maximize organizational strengths, and enhance community problem-solving. Students will acquire practical skills through case study analysis and the development of a strategic plan.

*The Department*

**SW 885 Management of Organizations Serving Children, Youth, and Families (Fall: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 943 or permission

**Required of Macro Social Work students in the Children, Youth and Families Field-of-Practice Concentration; elective for others**

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fund-raising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined, as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

*The Department*

**SW 886 Financial Management and Resource Development (Spring: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 942 or permission

**Required of Macro Social Work students**

This course prepares students to develop and manage appropriate resources for creating, supporting, and sustaining human service organizations. Particular attention is paid to securing funding to develop and sustain social innovation, conducting a financial analysis, and planning for new business development to support social change. Additionally, the course fosters the development of advanced skills related to development and fund-raising, marketing, business plan development, budgeting, and financial management. Through assignments, students are challenged to not only learn about resource development and financial management but to practice these skills and be ready to apply them in real-world settings.

*The Department*

**SW 889 Social Innovation (Spring: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 942 or permission

**Required of Macro Social Work students**

Designed to prepare students with the skills to develop transformational responses to social problems through learning concepts related to innovation, needs assessment, and grant development, this course provides students with knowledge about how to create new, innovative responses to social problems and put these ideas into action. Students study examples of social entrepreneurship, learn how to assess social need, and develop new programmatic responses through grantwriting. Participation in the Social Innovation Lab allows students a first-hand look at innovation in action in existing non-profits and at how the redesign process promotes and supports new thinking.

*Stephanie Berzin*

**SW 897 Planning for Health and Mental Health Services (Fall: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 943 or permission

**Required of Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others**

A course designed to introduce program planning, strategic planning, proposal writing, and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major group planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in health care, and managed care will be discussed and analyzed. Models of service delivery will be critically reviewed.

*The Department*

**SW 899 Macro Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 800

**Elective**

An opportunity for Macro students to investigate one aspect of social work practice with groups or communities in-depth. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

*The Department*

**SW 921 Field Education I (Fall: 4)**

*Corequisites:* SW 762 and SW 800 (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*

## **SOCIAL WORK**

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### **SW 932 Field Education II—CSW (Spring: 4)**

*Prerequisites:* SW 921, SW 762, SW 800 (academic year)

*Corequisites:* SW 855 and SW 856 (academic year)

#### **Required of Clinical Social Work students**

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in the second semester.

*The Department*

### **SW 933 Field Education III—CSW (Fall/Spring: 4)**

*Prerequisites:* SW 932 and Advanced Practice Field of Practice

Concentration course for Global Practice Concentrators

*Corequisite:* Advanced Practice Field of Practice Concentration course

#### **Required of Clinical Social Work students**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

*The Department*

### **SW 934 Field Education IV—CSW (Fall/Spring: 4)**

*Prerequisites:* SW 933 and Advanced Policy Field of Practice

Concentration course for Global Practice Concentrators

*Corequisite:* Advanced Policy Field of Practice Concentration course

#### **Required of Clinical Social Work students**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

*The Department*

### **SW 942 Field Education II—Macro (Spring: 4)**

*Prerequisite:* SW 921

*Corequisites:* SW 886 and SW 889 (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 intraorganizational and community environments.

*The Department*

### **SW 943 Field Education III Macro (Fall/Spring: 4/5)**

*Prerequisites:* SW 942 and Advanced Practice Field-of-Practice

Concentration course for Global Concentrators

*Corequisite:* Advanced Practice Field-of-Practice Concentration course

#### **Required of Macro students**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

*The Department*

### **SW 944 Field Education IV Macro (Spring: 4)**

*Prerequisites:* SW 943 and Advanced Policy Field-of-Practice

Concentration course for Global Practice Concentrators

*Corequisite:* Advanced Policy Field-of-Practice Concentration course

#### **Required of Macro students**

Advanced learning and practice that emphasizes knowledge and skill in community organization, planning, policy, and/or

administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

*The Department*

### **SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)**

#### **Required for all doctoral students**

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

*James Lubben*

### **SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall: 1)**

#### **Required for all doctoral students**

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc.

*The Department*

### **SW 953 Cross-Cultural Issues in Social and Behavioral Research (Fall: 3)**

#### **Required for all doctoral students**

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are cross-culturally sensitive. Additionally, the course emphasizes methods of establishing and assessing cross-cultural equivalence in measurements of key social and psychological constructs.

*Thanh Tran*

### **SW 954 Models of Social Welfare Intervention Research (Spring: 3)**

#### **Required for all doctoral students**

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

*Kevin Mahoney*

**SW 959 Doctoral Publishable Paper Writing Project (Fall/****Spring: 1)****Required for all doctoral students**

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a faculty review committee appointed by the chair of the doctoral program.

*The Department***SW 960 Statistical Analysis for Social and Behavioral Research****(Spring: 3)****Required for all doctoral students**

This course assumes knowledge of basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as experience of using common statistical packages such as SPSS, SAS or STATA. The course will focus on regression-based methods for analyzing quantitative social and behavioral science data using STATA. The topics include multiple regression analysis, major regression diagnostics, and logistic regression analysis for categorical dependent variables.

*Ce Shen***SW 973 Theories and Research in Behavioral Sciences (Fall: 3)****Offered periodically****Elective for all doctoral students**

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation, and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

*Thomas O'Hare***SW 980 History and Philosophy of Social Welfare in U.S. (Fall: 3)****Required for all doctoral students**

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within the context of economic, political, social, philosophical, and scientific climate of the period.

*Ruth Davis***SW 983 International and Comparative Social Welfare (Spring: 3)****Offered periodically****Elective for all doctoral students**

Examines the impact of the social, economic, and political environments on individuals, groups, and communities, particularly diverse populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. Begins with an overview of welfare policies in the United States

and includes a comparative perspective of welfare policies. Also examines the tension between development and social justice from a global perspective. Issues explored include the dynamics and consequences of discrimination, oppression, economic injustice, and deprivation.

*The Department***SW 990 Doctoral Independent Study (Fall/Spring: 1)****Elective for all doctoral students**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

*The Department***SW 991 Doctoral Teaching Practicum (Fall/Spring: 1)***Prerequisite: SW 992***Elective for all doctoral students**

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

*The Department***SW 993 Doctoral Research Internship (Fall/Spring: 1)***Prerequisite: SW 951***Elective for all doctoral students**

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

*The Department***SW 994 Integrative Dissertation Seminar (Fall/Spring: 1)****Required for all doctoral students**

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

*Barbara Berkman***SW 995 Dissertation Direction I (Fall/Spring: 3)***Prerequisite: SW 994***Required for all doctoral students**

First of two tutorials in the six-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department***SW 996 Dissertation Direction II (Fall/Spring: 3)***Prerequisite: SW 995***Required for all doctoral students**

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department***SW 999 Doctoral Continuation (Fall/Spring: 1)***Prerequisites: SW 995 and 996*

All students who have been admitted to candidacy for the Ph.D. degree and completed six (6) credit hours of dissertation-related course

## ***SOCIAL WORK***

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work, i.e., SW 995 and SW 996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

*The Department*

## Woods College of Advancing Studies

The James A. Woods, S.J. College of Advancing Studies (WCAS) offers both full and part-time study to undergraduate and graduate students from widely differing backgrounds. In doing so the WCAS prepares students who wish to maximize their previous work and academic experiences allowing them to master the skills necessary to advance their careers.

The WCAS as part of Boston College fosters in its students rigorous intellectual development coupled with religious, ethical and personal formation in order to prepare them for citizenship, service and leadership in a global society.

Within the context of the Boston College environment, the WCAS promotes the care and attention to the human person that is the hallmark of Jesuit Catholic education. In addition, our faculty and students engage in significant scholarship that enriches the culture and addresses important societal needs.

### Graduate Programs

The James A. Woods, S.J. College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional staff at the James A. Woods, S.J. College of Advancing Studies has experience helping students determine a realistic course schedule, one that is sensitive to full-time work responsibilities so as to help our students achieve their educational goals. Students receive personal attention while enjoying access to the many resources of Boston College.

#### Master of Science Program

The Master of Science program in Administrative Studies is designed for individuals who are seeking professional advancement, personal growth and a competitive advantage in the area of administrative leadership. The Administrative Studies curriculum offers a balance of theory and practice which prepares individuals to meet the challenge of a competitive marketplace in a variety of organizational settings. The format of the courses is varied and utilizes case studies, simulations, and technology as a means of encouraging innovative problem solving and integrated decision making.

#### Requirements

Degree candidates must complete a minimum of ten courses that explore fundamental issues, societal organization, develop new perspectives, and examine emerging directions with a grade of B or better. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Strategic Communication (AD 701), and Mobilizing Information for Change (AD 702) are required courses. Up to two courses of comparable graduate work may qualify for transfer credit at the time of admission.

Courses are scheduled from 6:45 to 8:30 p.m. during the fall, spring and summer semesters.

#### Graduate Admission Standards

The Administrative Studies program is open to graduates of fully accredited liberal arts colleges regardless of undergraduate major. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance:

- Familiarity with office productivity tools, e.g. Microsoft Office as well as web based applications is required. Students deficient in this area will be asked to complete prerequisite courses.

- In addition, knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course is required.

Evidence of proficiency must be provided in one of two ways:

- Previous course work in these areas
  - Professional experience that is detailed and documented in a letter of recommendation from a workplace
- The Graduate Record Examination is optional.

#### Sample Series of Courses

##### Course Offerings

##### Required

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing for Change
- AD 711 Complex Ethical Action

##### Electives

- AD 703 Leading in Turbulent Times
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Systems Unbound
- AD 710 Solving Information Problems: Wide Bandwidth Thinking
- AD 712 New Professional: Morality in Corporate America
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Managing Life's Transitions: Facilitating Growth
- AD 717 Mastering Communication: Enhancing Performance
- AD 718 Effective Listening: Techniques and Applications
- AD 720 Social Media: Society's Changing Landscape
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performers: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant/Power Broker
- AD 725 Navigating Organizational Politics
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Innovative Practices
- AD 731 Overcoming Gender and Generational Barriers
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 738 Managing Data and Information
- AD 739 Public and Non-Profit Accounting
- AD 740 Behavioral Economics: Emerging Perspectives
- AD 741 Imaging: Persuasive Communication
- AD 742 Creating Scenarios for Success
- AD 743 Mastering the Media: Social and Psychological Effects
- AD 744 Leadership: Theory and Practice
- AD 745 Critical Thinking
- AD 746 Organizational Improvement: Psychosocial Perspective
- AD 747 Lives in Motion: Increasing Personal Effectiveness
- AD 748 Competitive Performance

- AD 749 Facilitating Life's Transitions
- AD 750 Geographic Information Systems and Planning
- AD 751 Public Affairs Challenges
- AD 752 Entrepreneurs Without Boundaries
- AD 753 Laws of the Workplace
- AD 775 American Corporation Global Business
- AD 777 Evolution of Marketing Issues
- AD 778 Emerging Environmental Issues
- AD 779 Nutrition: Lifestyle and Longevity
- AD 780 Nutrition and Genetics
- AD 781 Coming to America
- AD 782 Law & Society
- AD 783 Sustainability: Survival Science
- AD 784 Persuasion in Media Age
- **Cancelled Course**
- AD 719 Maximizing Intellectual Capital

### **Contact Information and Office Location**

Course catalog and program information can be found at [www.bc.edu/advancingstudies](http://www.bc.edu/advancingstudies).

Office of the Dean

The James A. Woods, S.J., College of Advancing Studies

McGuinn Hall 100

Boston College

Chestnut Hill, MA 02467

(617)552-3900

## *Summer Session*

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses or in special programs not offered by Boston College at any other time of the year.

The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual needs.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs should obtain permission from their own dean at their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in McGuinn 100.

Boston College undergraduates who, because of withdrawal, failure, or underload, lack the number of courses required for their status, may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Boston College undergraduates should follow the process for Summer Session registration outlined at [www.bc.edu/content/bc/offices/stserv/academic/registration.html](http://www.bc.edu/content/bc/offices/stserv/academic/registration.html).

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office. Others find it more convenient to commute. Varied on campus dining options are available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For more information about courses and special programs held during the Summer Session please visit our website at [www.bc.edu/summer](http://www.bc.edu/summer).

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**FALL SEMESTER 2013**

September 2	Monday	Labor Day—No classes
September 3	Tuesday	Classes begin
September 11	Wednesday	Last date for graduate students to drop/add in UIS
September 11	Wednesday	Last date for all students who plan to graduate in December 2013 to verify their diploma names online
September 12	Thursday	Mass of the Holy Spirit
September 27 to September 29	Friday to Sunday	Parents' Weekend
October 14	Monday	Columbus Day—No classes
November 14	Thursday	Graduate/CASU registration period for spring 2014 begins
November 27 to November 29	Wednesday to Friday	Thanksgiving Holidays
December 2	Monday	Last date for official withdrawal from a course or from the University
December 3	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2013 graduation
December 14 to December 21	Saturday to Saturday	Term Examinations—Posted grades (non-Law) available online

**SPRING SEMESTER 2014**

January 13	Monday	Classes begin
January 20	Monday	Martin Luther King, Jr. Day—No classes
January 22	Wednesday	Last date for graduate students to drop/add in UIS
January 22	Wednesday	Last date for all students who plan to graduate in May 2014 to verify their diploma names online
March 3 to March 7	Monday to Friday	Spring Vacation
April 1	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2014 graduation
April 7	Monday	Graduate/CASU registration period for fall and summer 2014 begins
April 15	Tuesday	Last date for official withdrawal from a course or from the University
April 17 to April 21	Thursday to Monday	Easter Weekend—No classes on Holy Thursday, Good Friday, or Easter Monday. No classes on Patriot's Day (Monday).
May 1	Thursday	Last date for all students who plan to graduate in August 2014 to verify their diploma names online
May 6 to May 13	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 19	Monday	Commencement
May 23	Friday	Law School Commencement

## ***DIRECTORY AND OFFICE LOCATIONS***

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Akua Sarr, Director..... Stokes S140

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### **Admission**

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Carroll School of Management,

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Connell School of Nursing,

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Graduate School of Social Work ..... McGuinn 221

Law School..... Stuart M302

Lynch School of Education,

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School of Theology and Ministry ..... 9 Lake Street

Woods College of Advancing Studies—

Undergraduate and Graduate ..... McGuinn 100

### **Advancing Studies**

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Michael Martin,

Acting Associate Dean—Juniors..... Gasson 109

Clare Dunsford, Associate Dean—Sophomores ... Gasson 109

Akua Sarr, Associate Dean—Freshmen .....Stokes S140

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### **Economics**

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Mary Ellen Fulton, Associate Dean for Finance,

Research, and Administration..... Champion 101

Elizabeth Sparks, Associate Dean,

Graduate Student Services..... Champion 135

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Counseling, Developmental, and

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Teacher Education/Special Education,

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### **History Department**

Robin Fleming, Chairperson .....Stokes S300

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Management: Ethan Sullivan ..... Fulton 254

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Robert G. Fichman, Chairperson ..... Fulton 460

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258 Hammond Street

### **International Studies**

Robert G. Murphy, Director..... Gasson 109

### **Islamic Civilization and Societies**

Kathleen Bailey, Associate Director ..... McGuinn 528

### **Law School**

Vincent D. Rougeau, Dean ..... Stuart M307

Office of Financial Aid ..... Stuart M301

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Richard Keeley, Undergraduate Associate Dean ..Fulton 360A

Jeffrey Ringuest, Graduate Associate Dean .....Fulton 320B

### **Management and Organization**

Judith Gordon, Chairperson ..... Fulton 430

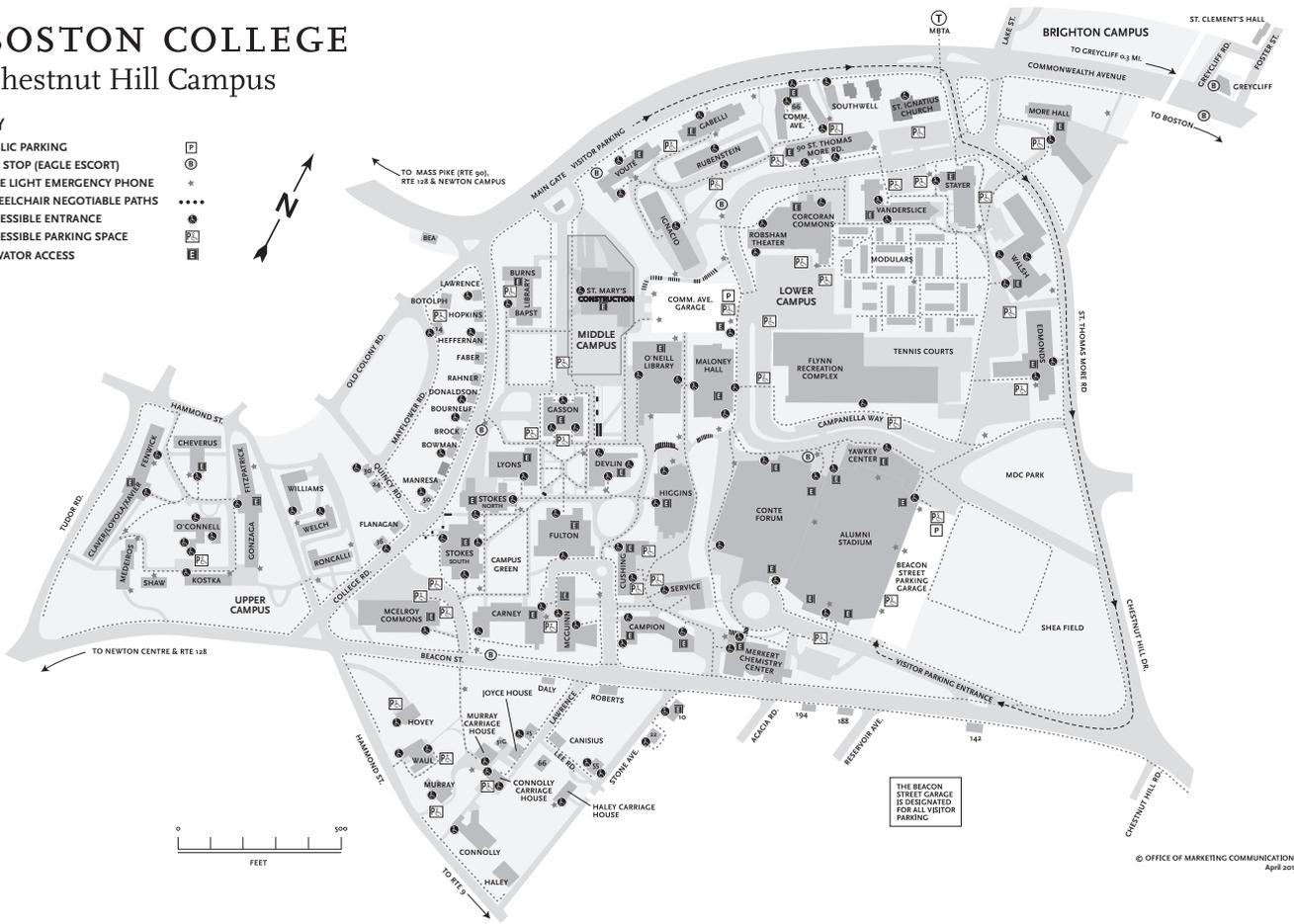
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<b>Slavic and Eastern Languages and Literatures</b>	
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Scott Cummings, Chairperson .....	Robsham Theater
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Thomas Wall .....	O'Neill Library 410
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# BOSTON COLLEGE

## Chestnut Hill Campus

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- PUBLIC PARKING 
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- BLUE LIGHT EMERGENCY PHONE 
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- ACCESSIBLE ENTRANCE 
- ACCESSIBLE PARKING SPACE 
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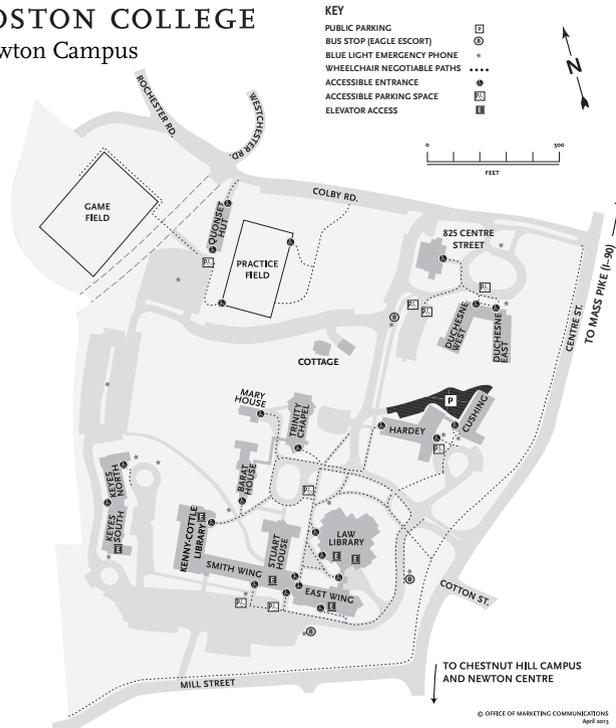
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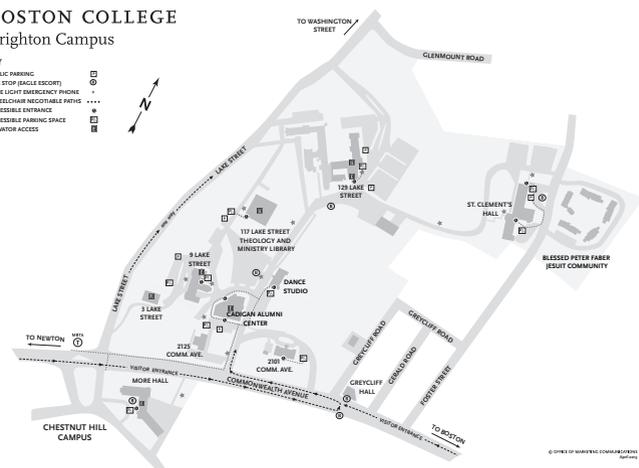
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