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Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

BOSTON COLLEGE BULLETIN 2018–2019

Volume XCVII, Number 40, July 2018

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 (Office location: 129 Lake Street)
Chestnut Hill, MA 02467
Patricia Lowe,
Executive Director for Institutional Diversity/Title IX Coordinator
patricia.lowe@bc.edu
Phone: 617-552-3334
E-mail: TitleIXCoordinator@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), Maloney Hall, Chestnut Hill, MA 02467, Melinda Stoops, reachable at 617-552-3482; (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jocelyn Fisher Gates, Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8303.

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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Lyons Hall, Chestnut Hill, MA 02467-3804.

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INTRODUCTION

The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top tier of universities

Ministry, which was established in 2008, after the reaffiliation of the Weston Jesuit School of Theology and Boston College's Institute of Religious Education and Pastoral Ministry. In 2005, the Church in the 21st Century Initiative, which was founded in the midst of the sex abuse scandal as a catalyst and resource for engaging critical issues facing the Catholic Church, became a permanent center at Boston College.

In October 2008, the University launched the "Light the World" capital campaign, setting a goal of \$1.5 billion to support a strategic plan to advance academic program development, faculty expansion and research, and endow undergraduate financial aid, student formation programs, capital projects, and efforts to advance Boston College as the world's leading Catholic university. To honor its 150th anniversary, Boston College embarked in September 2012 on a three-semester celebration that featured a Mass at Fenway Park for 20,000 alumni, students, faculty, and friends, academic symposia, a naturalization ceremony, student and alumni service projects and a student concert at Symphony Hall.

In 2016, having surpassed its "Light the World" goal, Boston College embarked on a new strategic planning effort that will set the University's goals and priorities for the coming decade. Also in 2016, Boston College was elevated to the Carnegie Classification of 'R1,' a designation assigned to doctoral universities with the highest levels of research activity.

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

Digital Institutional Repository: The eScholarship@BC digital repository showcases and preserves Boston College's scholarly output and maximizes 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,

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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.

The Catherine B. O'Connor Geophysics Library, located at West 56 North Observatory, contains a specialized collection of earth sciences materials, graphs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit library.bc.edu/ocoon.

Partnerships and Associations

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 Connecticut, University of New Hampshire, University of Rhode Island, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries. 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-intensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

Media Technology Services

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

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and

graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services

is located in Campion Hall, Room 36. For more information, call 617-552-1500 or visit www.bc.edu/mts.

Divisions within MTS include:

- Junior Classroom Support Services
- Graphic, Photography, and Design Services
- Audio and Event Technology Services
- Video and Cable Television Services
- Film and Video Rentals
- Newton Campus 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 cooperate in a range of research strategies across the disciplines and professions, 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 centers and institutes listed below.

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talent, creating globally inclusive workplace cultures, promoting departments, and students matriculate in one of these two departments. fostering employee well-being, and developing innovative work-life and locus of the Institute is on the relationship between medieval philosophy systems through research, resources, events, and membership.

As work-life issues continue to become more prominent in dis- To foster this dialogue and encourage the scholarly retrieval of the cussion, BCCWF is frequently called upon as an expert contributor. To great medieval intellectual world, the Institute sponsors speaker pro- explore the myriad of challenges facing workplaces, families, and spirits, runs a faculty-student seminar to investigate new areas of medie-

The Center's initiatives fall into three broad categories: workplace philosophical and theological research; and runs a research center to partnerships, research, and education. assist in the publication of monographs and articles in the diverse area-

- Workplace Partnerships The Center is home to highly successful of medieval philosophy and theology to encourage the translations ful employer partnerships: the BC Workforce Roundtable and of medieval sources, and to stimulate editions of philosophical and the Boston College Work and Family Association (BCWFA). theological texts. For more information, visit www.bc.edu/schools/cas/ Each membership group offers interactive events, access to theology/graduate/special/med-phil.html.

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 workforce 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 experiential 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 or follow @BCCWF.

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and spiritually. Through its offerings, the Athletics Department prepares 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 principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

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

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers.

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

Graduate students are welcome at all Career Center programs and events. Several career fairs are held each year including both general and industry-specific fairs. Employers registering for a career fair can indicate their interest in recruiting graduate students.

Graduate students are also encouraged to connect with professionals in their field by conducting informational interviews with BC alumni. One way to network with BC alumni is through the Boston College Career Community on LinkedIn, which currently has over 13,000 members. The Career Center also hosts panels and workshops designed to introduce students to alumni.

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

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

Office of Campus Ministry Within the Division of Mission and Ministry

Boston College is a Jesuit, Catholic university. Its Office of Campus Ministry is dedicated to forming the faith lives of all of its students, faculty, and staff. To achieve this mission, Campus Ministry offers opportunities for worship, retreats, small faith communities, spiritual companionship, service/immersion activities, sacramental catechesis, and pastoral care. Its aim is for faith to affect every aspect of Boston College life, from classrooms to libraries, student organizations to athletic teams, and from chapels to wherever students, faculty, and staff gather as a university. All are welcome. Its main office is located in McElroy, Room 233 (phone: 617-552-3475; e-mail: ministry@bc.edu). For further information, please go to 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 outlet such as the Bean Counter, Hillside, or the Chocolate Bar in Stokes. Dining Bucks are also accepted in vending machines and the store On The Fly Eagle Marts, although with no discount. Students can also choose one of our Flex Dining Plans, which provide two options for buy in with significant bonus dollars at \$800 and \$1,200. Specific details regarding these plans can be obtained on the dining website at www.bc.edu/dining or by contacting the Office of Student Services at 617-552-3300. These accounts, which are fully refundable if not used, may be opened online any time of the year at www.bc.edu/myservices.

Disability Services Office

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

All accommodation requests must be submitted by June 1, 2018.

For more information, contact:
Office of the Dean of Students
Maloney Hall—Suite 448A

140 Commonwealth Ave
Chestnut Hill, MA 02467
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providing advocacy within the Greater Boston College community. An Accident and Sickness Insurance Policy so that protection may be available in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance. The GSA is led by an Executive Board as well as a Senate. Additional information is available at the University Health Services website: www.bc.edu/healthservices. For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center at 2150 Commonwealth Avenue. The GSA is advised by the Office of Graduate Student Life. The GSA office is located in the Murray Graduate Student Center at 292 Hammond Street, across Beacon Street from Middle Campus. For more information, visit www.bc.edu/gsa.

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

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

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 available to all current graduate students, including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and access to two Smart TVs for presentations and video conferencing. 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.

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 at 2150 Commonwealth Avenue on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/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

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- Post-graduate service programming including an annual fair, a discernment overnight, and one-on-one advisement for students considering full-time volunteer work after leaving Boston College.
- Support for students, faculty, and university departments on a variety of service projects.
VSLC student volunteer programs include:
 - BC BIGS is a partnership with Big Brothers and Big Sisters in which BC students serve as mentors to young people in Boston while joining a community of socially engaged “Bigs” on campus.
 - First Year Service Program (FYSP) is a service program designed especially for first year students to serve in Boston while getting to know and reflect with other new students.
 - Eagle Volunteer is a flexible service program that combines a variety of volunteer opportunities that work with children in the community under one umbrella.
 - Catholic Relief Services (CRS) Student Ambassadors part of a network of students throughout the country mobilizing campuses on issues related to social justice, human rights, global solidarity, and a “faith that does justice.”
 - ELL Tutoring is an on-campus, weekly volunteer opportunity that matches BC students with BC employees who are English language learners to improve their language skills and build connections on campus.
 - Relay for Lifes is a nationally recognized Relay event that takes place each spring on campus where students gather to celebrate those who have beaten cancer, remember those whom we have lost, and fight back against the disease that affects so many. The BC student chapter works throughout the academic year on planning and fundraising for the event.
For more information, visit www.bc.edu/service.

ANNUAL NOTIFICATION OF RIGHTS

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

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

Student Rights Under FERPA

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

These rights are as follows:

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

Whenever an office responsible for maintaining education records is unable to respond, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official shall provide access within 45 days after the University receives the request, and shall notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

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

Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended. If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.

The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University official 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;

- 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
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an explanation of each type of aid, and the amount of each, in

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. 5, 2018: 100% of tuition charged is cancelled
- by Sept. 7, 2018: 80% of tuition charged is cancelled
- by Sept. 14, 2018: 60% of tuition charged is cancelled
- by Sept. 21, 2018: 40% of tuition charged is cancelled
- by Sept. 28, 2018: 20% of tuition charged is cancelled

Second Semester

- by Jan. 23, 2019: 100% of tuition charged is cancelled
 - by Jan. 25, 2019: 80% of tuition charged is cancelled
 - by Feb. 1, 2019: 60% of tuition charged is cancelled
 - by Feb. 8, 2019: 40% of tuition charged is cancelled
 - by Feb. 15, 2019: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by Aug. 24, 2018: 100% of tuition charged is cancelled
- by Sept. 7, 2018: 80% of tuition charged is cancelled
- by Sept. 14, 2018: 60% of tuition charged is cancelled
- by Sept. 21, 2018: 40% of tuition charged is cancelled
- by Sept. 28, 2018: 20% of tuition charged is cancelled

Second Semester

- by Jan. 11, 2019: 100% of tuition charged is cancelled
- by Jan. 25, 2019: 80% of tuition charged is cancelled
- by Feb. 1, 2019: 60% of tuition charged is cancelled
- by Feb. 8, 2019: 40% of tuition charged is cancelled
- by Feb. 15, 2019: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

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

Federal Regulations Governing Refunds

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund at www.bc.edu/myservices. 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.

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Political Theory: M.A., Ph.D.
Quantitative Psychology: Ph.D.
Russian: M.A.
Slavic Studies: M.A.
Social Psychology: Ph.D.
Sociology: M.A., Ph.D.
Systematic Theology: Ph.D.
Theological Ethics: Ph.D.

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

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

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

Geology/Management: M.S./M.B.A.
Geophysics/Management: M.S./M.B.A.
Hispanic Studies/Management: M.A./M.B.A.
Philosophy/Law: M.A./J.D., Ph.D./J.D.

School of Theology and Ministry

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

Fifth Year Programs—School of Theology and Ministry

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

Dual Degree Programs—School of Theology and Ministry

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

Lynch School of Education, Graduate Programs

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

Elementary Education: M.Ed.
Higher Education: M.A., Ph.D.
International Higher Education: M.A.
Measurement, Evaluation, Statistics & Assessment: Ph.D.
Mental Health Counseling: M.A.
Reading/Literacy Teaching: M.Ed., C.A.E.S.
School Counseling: M.A.
Secondary Education: M.Ed., M.A.T., M.S.T.

Biology: M.S.T.
Chemistry: M.S.T.
English: M.A.T.
Geology: M.S.T.
Geophysics: M.S.T.
History: M.A.T.
Mathematics: M.S.T.
Physics: M.S.T.

Special Education (Moderate Special Needs, Grades Pre-K–8 and Grades 5–12): M.Ed., C.A.E.S.
Special Education (Students with Severe Special Needs, Grades Pre-K–12): M.Ed., C.A.E.S.

Fifth Year Programs—Lynch School of Education, Graduate Programs

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

Early Admit Programs—Lynch School of Education, Graduate Programs

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

Dual Degree Programs—Lynch School of Education, Graduate Programs

Counseling Psychology/Theology & Ministry: M.A./M.A.
Curriculum and Instruction/Law: M.Ed./J.D.
Educational Leadership/Law: M.Ed./J.D.
Higher Education/Business Administration: M.A./M.B.A.
Higher Education/Law: M.A./J.D.

Boston College Law School

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

Sixth-Year Program—Boston College Law School

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

Dual Degree Programs—Boston College Law School

Law/Education: J.D./M.Ed., J.D./M.A.
 Law/Management: J.D./M.B.A.
 Law/Philosophy: J.D./M.A., J.D./Ph.D.
 Law/Public Health: J.D./M.P.H.
 (in conjunction with Tufts University)
 Law/Social Work: J.D./M.S.W.
 Law/Urban and Environmental Policy and Planning: J.D./M.A.
 (in conjunction with Tufts University)
 Law/Environmental, Energy, or Food and Agriculture Law:
 J.D./M.A. (in conjunction with Vermont Law School)

Woods College of Advancing Studies, Graduate Programs

Applied Economics: M.S.
 Cybersecurity Policy and Governance: M.S.
 Healthcare Administration: M.H.A.
 Leadership and Administration: M.S.
 Students may choose from the following specializations:
 Corporate Communication and Marketing
 Executive Leadership and Organizational Development
 Human Resources
 Project Management
 Sports Administration: M.S.

Carroll School of Management, Graduate Programs

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

Dual Degree Programs—Carroll School of Management,
 Graduate Programs

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

Connell School of Nursing, Graduate Programs

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

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

Nursing: B.S./M.S.

Dual Degree Programs—Connell School of Nursing,
 Graduate Programs

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

Boston College School of Social Work

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

Fifth Year Programs—Boston College School of Social Work

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

Dual Degree Programs—Boston College School of Social Work

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

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 by a representative of the department or school whose decision will be

ACADEMIC REGULATIONS

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

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

- Graduate School of the Morrissey College of Arts and Sciences
<https://www.bc.edu/bc-web/schools/mcas/graduate/current-students/policies-and-procedures.html>
- Lynch School of Education, Graduate Programs
Master's Students: <http://www.bc.edu/bc-web/schools/lsoe/sites/current-students/master-s-policies-and-procedures.html>
Doctoral Students: <http://www.bc.edu/bc-web/schools/lsoe/sites/current-students/doctoral-policies-and-procedures.html>

- Carroll School of Management, Graduate Programs
<http://www.bc.edu/bc-web/schools/carroll-school/audience-pages/current-students.html#graduate>
- CConnell School of Nursing, Graduate Programs
Master's Students: http://www.bc.edu/bc-web/schools/cson/sites/students.html#master_s
Doctoral Students: <http://www.bc.edu/bc-web/schools/cson/sites/students.html#doctoral>

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

Boston College Law School
http://www.bc.edu/content/dam/bc1/schools/law/top-bar/current-students/Academics/documents-forms/academic_policies_and_procedures.pdf

School of Theology and Ministry
<https://www.bc.edu/bc-web/schools/stm/sites/audience-pages/current-students/academic-policies.html>

Woods College of Advancing Studies, Graduate Programs
<https://www.bc.edu/bc-web/schools/wcas/sites/information-for-current-students/academic-policies.html>

Academic Regulations are effective from September of the current academic year (2018–2019) 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, the 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 (9999) during each semester of their candidacy or its equivalent.

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

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Graduation

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are co

to return to a practicum, clinical or field education placement must contact the appropriate Academic Dean expressing the intent to readmission at least a full semester before the desired 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.

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 local and permanent mailing addresses and to enter corrections at www.bc.edu/myservices if the addresses are not accurate in University records. Students should review their address record for accuracy at the beginning of each semester and again soon after submitting any corrections.

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

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

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

Withdrawal from a Course

Graduate and professional students who withdraw from a course after the drop/add period (after the first seven class-days of the semester) 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.

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

In cooperation with the Morrissey College of Arts and Sciences, the Graduate School offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. See the Undergraduate Morrissey 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 philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A plan of study that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill 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 GSMCAS Dean's Office.

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 GSMCAS 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 coursework 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 GSMCAS regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to con-

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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

BIOL6150 Grad Cell Biology (Spring: 2)

Offered Annually

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

BIOL6160 Graduate Bioinformatics (Fall: 2)

Offered Annually

Gabor Marth

BIOL6180 Scientific Proposal Writing (Fall: 2)

Offered Annually

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.

The Department

BIOL6350 Graduate Biochemistry (Fall: 3)

Offered Annually

The Department

BIOL8050 Departmental Seminar (Fall: 1)

Offered Annually

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.

Marc Muskavitch

BIOL8060 Departmental Seminar (Spring: 1)

Offered Annually

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.

William H. Petri

BIOL8880 Interim Study (Fall/Spring: 0)

Offered Annually

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

BIOL9901 Doctoral Comprehensive (Fall/Spring: 1)

Offered Annually

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

The Department

BIOL9911 Doctoral Continuation (Fall/Spring: 1)

Offered Annually

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

The Department

Chemistry**Faculty**

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

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

Mary F. Roberts Professor Emeritus; A.B., Bryn Mawr College;

Ph.D., Stanford University

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

Ph.D., Harvard University

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

Amir H. Hoveyda, Joseph T. and Patricia Vanderslice Millennium

Professor; B.A., Columbia University; 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,

Dunwei Wang, Professor; B.S., University of Science and Technology

of China; Ph.D., Stanford University

Xiaohu Zhang, Professor; B.S., Anhui Normal University; M.S.,

Beijing Normal University; Ph.D. University of Pennsylvania

William H. Armstrong, Associate Professor; B.S., Bucknell University;

Ph.D., Stanford University

Jeffery Byers, Associate Professor; B.A., Washington University; Ph.D.,

California Institute of Technology

Jianmin Gao, Associate Professor; B.S., University of Science and

Technology of China; Ph.D., Stanford University

Chia-Kuang (Frank) Tsun, Associate Professor; B.S., National Sun

Yat-sen University; Ph.D., University of California at Santa Barbara

Eranthie Weerapana, Associate Professor; B.S., Yale University; Ph.D.,

Massachusetts Institute of Technology

Abhishek Chatterjee, Assistant Professor; B.S., RKM Residential

College; Ph.D., Cornell University

Jia Niu, Assistant Professor; B.S., M.S. Tsinghua University; Ph.D.

Harvard University

Matthias M. Waegel, Assistant Professor; B.S., Technical University

Munich; Ph.D. University of Pennsylvania

Masayuki Wasa, Assistant Professor; B.S., Brandeis University; Ph.D.,

The Scripps Research Institute

Kenneth Metz, Professor of the Practice; B.S., Emporia State

University; Ph.D., University of Arkansas

Daniel Fox, Assistant Professor of the Practice; B.S., State University of

New York at Geneseo; Ph.D., University of California at Berkeley

J. Fredrik Haefner, Assistant Professor of the Practice; M.S., Ph.D.,

Royal Institute of Technology, Stockholm

Neil M. Wolfman, Assistant Professor of the Practice; B.A., New York

University; Ph.D., Cornell University

Contacts

- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735

- Department Reception: Lynne Pflaumer,

- pflaumel@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 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 must

include Mechanistic Organic Chemistry, CHEM5537; Principles of

Chemical Biology, CHEM5560; and Physical Chemistry: Principles

and Applications, CHEM6676. First year students are required to take

a year-long course, Scientific Communication in Chemistry. Advanced

course selection will depend on the student's research areas and are chosen

in consultation with their research advisor. 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.

CHEM6612 Scientific Communication in Chemistry II (Spring: 2)

Offered Annually

A continuation of CHEM6611. This course seeks to best facilitate the transition of incoming graduate students to successful research in chemistry. Specifically, students in this course will practice and improve on various communication skills including scientific presentations, as well as writing articles and proposals. Ethics and social responsibilities of performing chemical research will also be discussed.

Jianmin Gao

Jia Niu

CHEM6640 Computational Chemistry: Model, Method, and Mechanism (Fall: 3)

Prerequisite: CHEM2231–2232 (or equivalent) and CHEM4475–4476 (or equivalent) and MATH2202 (or equivalent)

Offered Annually

This course is intended for graduate students and will be graded pass/fail.

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,

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Classical Studies

Faculty

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

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

Maria Kakavas, Visiting Assistant Professor; M.A., Boston College; Ph.D., Boston University

Christopher Polt, Associate Professor; B.A., M.A., Boston University; M.A. Ph.D., University of North Carolina at Chapel Hill

Hanne Eisenfeld, Assistant Professor; B.A., Brown University; M.A., Ph.D., The Ohio State University

Mark Thatcher, Assistant Professor of the Practice; B.A., Northwestern University; Ph.D., Brown University

Contacts

- Administrative Assistant: Gail Rider, 617-552-3316, gail.rider@bc.edu
- www.bc.edu/schools/cas/classics

Graduate Program Description

Candidates must complete 30 credits of coursework 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 includes 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 about topics in the history and interpretation of Latin and/or Greek literature.

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.

Oceanography, or Astronomy; and (2) Eight credits from Petrology, Structural Geology or Advanced Structural Geology, Environmental Geology, Environmental Chemistry, Introduction to Geophysics or graduate courses (numbered 3000 or above). Students who have previously taken these courses may substitute other graduate courses within the Department of Earth and Environmental Sciences, with approval.

ARTS AND SCIENCES

EESC7798 Graduate Reading and Research in Geophysics

(Fall/Spring: 3)

Prerequisite: Permission of the instructor.

Offered Annually

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

The Department

EESC7799 Graduate Reading and Research in Geology

(Fall/Spring: 3)

Prerequisite: Permission of the instructor.

Offered Annually

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

The Department

EESC8801 Thesis Seminar (Fall/Spring: 3)

Offered Annually

Thesis research under the guidance of a faculty member.

The Department

EESC8888 Interim Study (Fall/Spring: 0)

Offered Annually

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

Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

Economics

Faculty

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

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

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

Harold A. Petersen, Associate Professor Emeritus; A.B., DePauw University; Ph.D., Brown University

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

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

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

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

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

Stefan Hoderlein, Professor; Diplom Volkswirt, Hohenheim

University, Germany; Ph.D., Bonn University and London School of Economics

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

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

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

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

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

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

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

Joseph F. Quinn, Professor; A.B., Amherst College; Ph.D.,

Massachusetts Institute of Technology

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

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

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

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

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

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

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

Michael Grubb, Associate Professor; B.S., University of Pennsylvania;

Ph.D., Stanford University

Robert G. Murphy, Associate Professor; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

S. Anukriti, Assistant Professor; B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University

Ryan Chahrouh, Assistant Professor; B.A., Swarthmore College; Ph.D., Columbia University

Danial Lashkari, Assistant Professor; B.Sc., M.Sc., University of Tehran; Ph.D., Massachusetts Institute of Technology

Tzuo Law, Assistant Professor; B.S., Duke University; Ph.D., University of Pennsylvania

Jaromir Nosal, Assistant Professor; B.A., Warsaw School of Economics; Ph.D., University of Minnesota

Anant Nyshadham, Assistant Professor; B.S., University of Pennsylvania; Ph.D., Yale University

Dongho Song, Assistant Professor; B.A., Seoul National University; Ph.D., University of Pennsylvania

Richard Sweeney, Assistant Professor; B.S., Boston College; Ph.D., Harvard University

Rosen Valchev, Assistant Professor; B.S., B.A., Duquesne University; M.A., Ph.D., Duke University

Can Erbil, Professor of the Practice; B.A., Bogazici University; Ph.D., Boston College

Christopher Maxwell, Professor of the Practice; B.A., University of Pennsylvania; Ph.D., Harvard University

Paul L. Cichello, Associate Professor of the Practice; B.A., Boston College; Ph.D., Cornell University

Tracy Regan, Associate Professor of the Practice; B.A., University of Arizona; Ph.D., University of Arizona

Sam Richardson, Associate Professor of the Practice; B.A., Stanford University; Ph.D., Harvard University

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

ECON8825 Topics in Econometric Theory (Spring: 3)

Prerequisites: ECON7770 and ECON7772 or equivalents.

Offered Annually

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

ECON8830 Topics in Empirical Development (Fall: 3)

Offered Annually

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.

Anant Nyshadham

ECON8853 Industrial Organization I (Spring: 3)

Offered Annually

This course studies imperfect competition among firms, with an emphasis on empirical work. We learn how to implement empirical methods commonly used in Industrial Organization (IO), and how to read, and ultimately write, papers in empirical IO. Topics covered include demand estimation, auctions, price discrimination, bundling, asymmetric information and adverse selection, vertical control and contractual arrangements, and others as time allows. Each topic will be organized around recent empirical work. Throughout, we will consider the importance of identification in empirical studies.

Julie Mortimer

ECON8854 Industrial Organization II (Spring: 3)

Offered Annually

This course covers a selection of industrial organization topics not already covered in ECON8853. A typical week covers theory on Tuesday with discussion of a relevant empirical paper on Thursday. Topics may include nonlinear pricing, price discrimination, search, switching costs, obfuscation, insurance markets, present bias, pass-through and consumer protection, collusion, and learning.

Michael Grubb

ECON8860 Advanced Macro: Computation, Estimation, and Applications (Spring: 3)

Offered Annually

This course consists of two parts. The first part introduces tools for solving and estimating linearized, full-information, dynamic stochastic general equilibrium (DSGE) models. Students will develop Pd uTw 0Sthe i0.6 (3).)Tj /T1_2 1 Tf -4.796 Td [(Applications)0.6 ((Sp Applications (Spring: 3)Offered This lready Macronpiminatlready ha Th 3)

ECON8862 Monetary Economics II (Fall: 3)
Offered Annually

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of finance, and models of unemployment and inflation.

Fabio Schiantarelli

ECON8870 Economic Development (Spring: 3)

Prerequisite: ECON7770 and ECON7772 or equivalents.

Offered Annually

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, health; and institutions. We will emphasize identification and model differentiation using IV, randomization, structural models, and non-parametric approaches.

Scott Fulford

ECON8871 Theory of International Trade (Spring: 3)

Offered Annually

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

ECON8872 International Finance (Spring: 3)

Offered Annually

The course provides an introduction to international finance, spanning from the classic puzzles to current research. It is designed for Ph.D. students in their second year or later, and provides an overview of theory and empirical tools for conducting research in this field. The course study two overarching themes: First, exchange rate dynamics and international risk sharing and financial integration.

Georg Strasser

ECON8873 Empirical Methods in Macroeconomics and Finance

(Spring: 3)

Prerequisite: Graduate level econometrics, time-series.

Offered Annually

We will study econometric models and methods that are used to conduct substantive empirical research in macroeconomics and finance. We consider the estimation and evaluation of dynamic stochastic general equilibrium models, analysis of linear and nonlinear vector autoregressive models, time series models with regime switches and time-varying coefficients, as well as dynamic factor models. For the most part, we will focus on Bayesian methods of inference, with detailed discussions of suitable Markov-Chain-Monte-Carlo methods.

Dongho Song

ECON8874 International Macroeconomics (Spring: 3)

Prerequisite: ECON8872.

Corequisite: ECON8861 recommended.

Offered Annually

This course will focus on the construction of models for understanding the international business cycle and analysis of macroeconomic policy in open economies. The first part will focus on the transmission of macroeconomic shocks across countries, from the international real business cycle literature to models with nominal rigidity and financial imperfections. The second part will cover the recent literature on macroeconomic

policy in open economies. The third portion of the course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.

Fabio Ghironi

ECON8876 Topics in International Economic Policy (Spring: 3)

Offered Annually

This course will cover trade policy and its political economy and a topics of current interest in trade and economic development.

James Anderson

ECON8879 Game Theory and Applications (Spring: 3)

Offered Annually

Students should have a a strong background in Mathematical tools used in economics, and should have taken an advance undergraduate course in Game Theory, and/or first year Graduate Micro sequence.

In this elective advanced Graduate Class, we will cover many topics and problems that fall under the category game theory with more emphasis on dynamic games and repeated games. Although we will study some topics of dynamic games with complete information, there will be a disproportionate weight on problems with asymmetric information, and problems in which there are elements related to learning.

More specifically, we will study Repeated Games, Reputation Games, Bargaining, Experimentation and Information Aggregation.

Mehmet Ekmekci

ECON8884 Theories of Distributive Justice (Spring: 3)

Prerequisite: ECON7740 and ECON7741.

Offered Annually

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

Uzi Segal

ECON8888 Interim Study (Fall/Spring: 0)

Offered Annually

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

Richard Tresch

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

Offered Annually

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

Susanto Basu

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

Offered Annually

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 and give a presentation of some aspect of their Ph.D. dissertation during each term.

Susanto Basu

Allison Adair, Associate Professor of the Practice of English; B.A., University; M.F.A., University of Iowa
 Treseanne Ainsworth, Associate Professor of the Practice of English; Assistant to the Chair; B.A., M.A., Boston College
 John Anderson, Associate Professor of the Practice of English; B.A., University of Colorado; M.A., Ph.D., Boston College
 Christopher Bouchea, Associate Professor of the Practice of English; B.A., Brandeis University; M.F.A., Syracuse University
 Eileen Donovan-Kranz, Associate Professor of the Practice of English; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst
 Lori Harrison-Kahan, Associate Professor of the Practice of English; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University
 Treseanne Ainsworth, Associate Professor of the Practice of English; Assistant to the Chair; B.A., M.A., Boston College

may be waived if (1) the candidate supplies an undergraduate transcript showing two courses beyond beginning level in a foreign language with grades of B or above (taken within three years of entering the M.A. program), or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of the Morrissey College of Arts and Sciences at Boston College, or its equivalent.

Master of Arts Concentration in Irish Literature and Culture

The Master of Arts in Irish Literature and Culture degree offers English Department candidates the opportunity to design an interdisciplinary course of study drawing from a wide range of fields, including literature, Irish language, history, women's studies, American studies, fine arts, music and cultural studies. Candidates seeking the degree must fulfill the course requirements of 30 credits within two years. At least 12 of these must be in Irish literature courses in the English Department, an additional three in an Irish Studies course offered by another University department, and at least six in Irish Language. Remaining credits are taken as electives. To complete the degree candidates must pass an 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 Majorie Howes, Joseph Nugent, and James Smith. In addition, the distinguished visiting scholar holding the Burns Library Chair in Irish Studies will teach graduate courses in the program. For further information about the Irish Studies Program, please see the website at www.bc.edu/irish.

Master of Arts in Teaching

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

Graduate Assistantships and Teaching Fellowships

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

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 a flexible program possible, 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.

outside speakers, or students lead discussions on literary topics. In alternate years, the spring colloquium will be a full-day graduate conference. All graduate students and faculty are strongly encouraged to attend.

Good Standing

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

Course Offerings

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

ENGL7013 Reading and Teaching the New Eighteenth Century
(Fall: 3)

Offered Periodically

We read five canonical texts from the eighteenth century—Robinson Crusoe, Gulliver's Travels, The Rape of the Lock, She Stoops to Conquer, Sense and Sensibility—with critical essays from a range of literary and cultural perspectives, including Formalism, Marxism, Feminism, New Historicism, and Postcolonialism. Focusing on characteristic questions and critical moves that can result in very different readings, we ask, what is at stake for each perspective? How do we turn critical understandings into pedagogy? What do we teach when we ask students to read critically? What are the best strategies for getting them to do so? Written assignments include short analytic essays and lesson plans.

Elizabeth Wallace

ENGL7400 Ireland and Britain: Kingdom, Colony, Nation?
(Spring: 3)

Offered Periodically

As Seamus Deane asserts, "Ireland is the only Western European country that has had both an early and a late colonial experience." This seminar spans the major cultural and historical moments and surveys the associated literary production connecting these experiences: the Norman invasion, the Elizabethan and Jacobean plantations, the emergence of an Anglo-Irish identity, the cultural nationalist response to imperialism, the ongoing decolonizing process, and the emergence of a post-national "liberated" society. The seminar's main objective, therefore, is to evaluate how Irish culture mani

(Spring: 3)

ENGL7784 Studies in Early Modern Poetry: Shakespeare, Milton, Donne (Fall: 3)

Offered Annually

Fulfills the Pre-1700 requirement for undergraduates.

This course directs attention to the literary history of poems composed during the overlapping lifetimes of three major English poets. It will explore Shakespeare's sonnets and narrative poems and some telling features of their history; Donne's erotic, religious, satirical, and social verse, and the extraordinary generic range found in the volume titled *Poems of John Milton* (1645). Consideration of recent theoretical and practical developments in editing early modern poetry, including some impacts of digital humanities, will be featured midway through the course.

Dayton Haskin

ENGL8818 Yeats: Work, Thoughts, Contexts (Fall: 3)

Offered Periodically

This course will explore Yeats's major works, with a special emphasis on his poetry. We will examine issues of form and poetics; we will also engage with his work's social, political, and historical contexts and concerns. We will engage with a wide range of contemporary scholarship on Yeats, as well as Yeats's own formulations and theorizations of his work.

Offered Annually

Offered Annually

Jameson, Dipesh Chakrabarty, and Kathleen Davis. As the Ph.D. seminar, this course also functions as a workshop in genres of scholar

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

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

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

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

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

Nicole Eaton Assistant Professor; B.A., University of Indianapolis; M.A., Ph.D., University of California, Berkeley

Penelope Ismay Assistant Professor; B.S., U.S. Naval Academy; M.S., Joint Military Intelligence College; M.A., St. John's College; M.A., Ph.D., University of California, Berkeley

Yajun Mo Assistant Professor; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz

Robert Savage Associate Professor of the Practice; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

Karen Miller Assistant Professor of the Practice; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

Contacts

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

Graduate Program Description

Boston College's History Department attracts talented graduate students from around the nation and around the world. We offer M.A. and

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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:

Course Offerings

Note: Future course offerings and courses offered on a periodic

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

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

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

MATH8809 Geometry/Topology II (Spring: 3)

Offered Annually

This course, with MATH8808, will cover the following topics: This course is intended to assist graduate students as they make the transition to teaching fellows. Point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general

Offered Annually

MATH8891 Graduate Teaching Seminar II (Fall: 1)

Offered Annually

This course is intended to assist graduate students as they make the transition to teaching fellows.

MATH8892 Graduate Research Seminar (Spring: 1)

Offered Annually

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.

MATH8899 Readings and Research (Fall/Spring: 3)

Prerequisite: Department permission is required.

Offered Annually

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.

MATH9903 Seminar (Spring: 3)

Offered Annually

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

MATH9911 Doctoral Continuation (Fall/Spring/Summer: 1)

Offered Annually

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee (tuition credits can be used for this) for doctoral continuation during each semester of their candidacy when they are taking no other courses. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation

Philosophy

Faculty

Jacques M. Tamini, Professor Emeritus; J.D., Ph.D., Maître-Agrégé, University of Louvain

James Bernauer, Skirak 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., State University of New York at Stony Brook

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

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

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

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

Dermot Moran, Professor; Joseph Chair in Catholic Philosophy; Chairperson of the Department; B.A., University College Dublin; M.A., Ph.D., Yale

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, it may be possible to arrange a Readings and Research course on the desired topic (consult with the appropriate professor). The department also participates in a joint M.A. Program in Philosophy and Theology, and a Law and Philosophy Dual Degree Program (see below).

Admission to the doctoral program is highly selective (about five admitted each year from over 150 applicants). Doctoral studies are funded for five years (four for students who already have an M.A. when they enter the program) in the form of tuition remission, Research Assistantship and Teaching Fellowship, and a University Fellowship in the last year for the writing of the dissertation free of any other duty. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

The M.A. program may be taken on a full-time (two years) or part-time basis (five years maximum). Financial aid and tuition remission are not normally available for students seeking the M.A.

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

For more information on the programs, please consult our website at www.bc.edu/philosophy.

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten courses (30 credits)
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The Preliminary comprehensive exam is a one hour and fifteen minute oral examination on a reading list in the history of philosophy and on systematic questions, and it is to be taken at the end of the student's first year. The Doctoral comprehensive exam has two components: writing and oral defense of a qualifying paper; submission and oral defense of a dissertation prospectus. They are to be taken respectively in the first and the second semester of the student's fourth year, for students entering the program with the M.A. degree in hand.

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

(thesis, language, body); a close philosophical reading of John Cross, *Ascent of Mt. Carmel*. We will frequently consult scholarship on the Neojuanist thought (Baruzi, Huot de Longchamp, McGinn, Morel).

PHIL7244 Aristotle on Second and First Philosophy (Fall/Spring: 3)
Offered Periodically

Aristotle consistently distinguishes between physics and metaphysics—between what he calls second and first philosophy. Physics studies natural things—things that change in any of several ways according to an inner principle governing the changes. First Philosophy studies substances that are immovable and unchanging, including primarily but not exclusively Aristotle's god. But though he separates the two sciences in principle, the works we know as the *Physics* and the *Metaphysics* each contribute frequently and meaningfully to the study of the other—to such an extent that commentators often neglect the crucial differences between them, and thus fail to understand Aristotle's full philosophy of nature in relation to the knowledge of what lies beyond it. The course will explore Aristotle's central division between Second and First Philosophy. It's first half will begin with a close reading of the opening books of the *Physics*, then move on to a consideration of the Unmoved Mover as presented in *Physics* 7 and 8. The second part of the course will return to the *Metaphysics*, particularly its first book and books 7 and 12. By the end of the course, students should grasp how the two disciplines are separated by a fundamental difference in principles, which in turn implies a difference in the degree of knowledge to which each may aspire of its proper objects, but yet not only allows but may even require the intertextual references and resonances in the *Physics* and *Metaphysics*.

William Wians

PHIL7460 Law and Interpretation (Fall/Spring: 3)
Offered Periodically

This course will examine theories of interpretation (hermeneutics) and the practice of interpretation in law. We will address interpretation as a fundamental feature of human understanding, using religious and literary texts, and then specific schools of legal interpretation, including originalism, strict construction, and the so-called living constitutional approach, using both American constitutional cases (Second Amendment, same-sex marriage, and others) and disputes in scriptural interpretation, such as the debate over the ordination of women. A particular focus will be the question of law at the limit, such as instances of executive law-breaking. Authors will include Aristotle, Aquinas, Gadamer, and Schmitt, as well as Dworkin, Scalia, and Breyer.

Gregory Fried
PHIL7700 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

ARTS AND SCIENCES

PHIL7704 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

PHIL7705 Levinas and Derrida (Fall: 3)

Offered Periodically

This course studies the nature and function of language in Levinas's conception of the ethical relation, and in the position taken by Derrida partly in the course of criticizing Levinas. Readings will be taken from Levinas, *Totality and Infinity*, some unpublished works by Levinas, and a number of essays by Derrida. Particular attention will be paid to their respective conceptions of metaphor.

Jeffrey Bloechl

PHIL7716 Kant's First Critique (Spring: 3)

Offered Periodically

This course will introduce students to Kant's masterpiece, *Critique of Pure Reason*. It is aimed at seniors majoring in philosophy at master's students. No previous knowledge of Kant's theoretical philosophy is required, but a solid background in philosophy is expected.

Marius Stan

PHIL7719 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 standing of human life. Before *After Virtue* there was *Virtue*. "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 "Particular Virtues" as elaborated in Part II.2.

Oliva Blanchette

PHIL7742 Narrative and Interpretation (Spring: 3)

Offered Annually

This course will explore the philosophical implications of narrative imagination and identity. It begins with Aristotle's analysis of mythos-mimesis in the *Poetics* and then focuses on a detailed discussion of Paul Ricoeur's *Time and Narrative* (vol. 1 and 3). Attention will be given to the interpretation of the principal genres of narrative: the chronicle, fable, history and fiction. We will discuss the critical implications of a hermeneutics of narrative for the interweaving of literature and history, including the case histories of psychoanalysis; testimonial literature of holocaust and genocide; personal and political narratives of identity; and an ethics of oneself as another.

Richard M. Kearney

PHIL7753 Reading Jacques Derrida (Spring: 3)

Cross listed with ENGL7753 and FREN7750

Offered Periodically

Open to undergraduates with permission of instructor

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interven-

tions in such disciplines as literature, philosophy, theology, and history.

By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.

Kevin Newmark

PHIL7761 Hegel's Phenomenology of the Spirit (Fall: 3)

Offered Biennially

This seminar will consist of a careful reading of Hegel's *Phenomenology* with special insistence on its method as a science of experience or of the spirit in its appearing. We shall touch on the key elements of transition in the first part, going from Consciousness to Self-Consciousness and on to Reason, in order to spend more time in the culminating chapters on Spirit and Religion. Each student will make a class presentation on the text as part of a preparation for a final paper to be handed in prior to the final oral examination.

Oliva Blanchette

PHIL7762 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

PHIL7763 Early Modern Metaphysics (Spring: 3)

Offered Periodically

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

Jean-Luc Solere

PHIL7790 Phenomenology of Feeling (Spring: 3)

Offered Periodically

All philosophers have recognized that feelings of various sorts enter into human thinking and action in complex ways. There is a general and popular impression that feelings are disturbances that conflict with objective knowing and authentic ethical living, and therefore need to be "controlled" or repressed. However most philosophers have a more complex view of their role, especially regarding the phenomenon of the consciousness of values. This course will focus on the works of phenomenologists who investigated the consciousness of feelings, most notably Max Scheler, Edith Stein, Jean-Paul Sartre, Dietrich von Hildebrand, Bernard Lonergan, and Stephen Strasser.

Patrick H. Byrne

PHIL7791 Aristotle and Plotinus: On the Soul (Spring: 3)

Offered Periodically

This course focuses on theories of sensation and knowledge found in the writings of Aristotle and Plotinus. Understanding Aristotle's position necessitates familiarity with the material in *Parva Naturalia* to supplement the more restricted discussion of the *De Anima*. While Plotinus assumes a Platonic soul, he imports much of Aristotle's structure, material from the Stoics, and the medical tradition of Galen and others. These resources allow him to give for the first time in the

Western tradition a full theory of consciousness. Plotinus' achievement shows how the insights of his predecessors can be combined in a remarkably fruitful way.

Gary M. Gurtler, S.J.

PHIL7794 Philosophy and the Church Fathers (Spring: 3)
Cross listed with THEO5794

Offered Annually

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

PHIL7799 Readings and Research (Fall: 3)

Offered Annually

By arrangement.

The Department

PHIL7801 Phenomenology: Husserl and Heidegger (Fall/Spring: 3)

Offered Periodically

Graduate Students Only

This course will be a close comparative reading and analysis of the phenomenological projects of Edmund Husserl and the early Martin Heidegger, especially focusing on their different conceptions of phenomenology, the phenomenological method (descriptive versus hermeneutics), their conceptions of intentionality and the transcendence of Dasein, concentrating on Husserl's major texts (Logical Investigations, Ideas I and II) and Heidegger's Being and Time and associated lecture courses (1925–1928). Husserl's and Heidegger's conceptions of human beings as sense-makers in the world will be a major topic.

Dermot Moran

PHIL8801 Master's Thesis (Fall/Spring: 3)

Offered Annually

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

The Department

PHIL8807 Kant's Critique of Judgment (Spring: 3)

Offered Annually

This course considers the Critique of Judgment both as the completion of the critical philosophy and as the pivotal work of modern aesthetics.

Offered: 4.149 (Periodically) T 0 -1.222 Td [(Graduate) 0222 Td (The Department) 51, 51-1 Pg 1, U.K. PHIL 8807 Kant's Critique of Judgment]

Offered Annually

PHIL9990 Teaching Seminar (Fall/Spring: 3)

Offered Annually

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.

Marina B. McCoy

PHIL9998 Doctoral Comprehensives (Fall/Spring: 1)

Offered Annually

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

The Department

PHIL9999 Doctoral Continuation (Fall/Spring: 1)

Offered Annually

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

The Department

Physics

Faculty

Kevin Bedell, John. H. Rourke Professor; B.A., Dowling College; M.S.,

Ph.D., SUNY Stonybrook

David A. Broido, Professor; B.S., University of California, Santa

Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, Professor; Dott. Ing., University of Palermo;

Ph.D., Massachusetts Institute of Technology

Michael J. Graf, Professor; B.S., Rensselaer Polytechnic Institute;

Sc.M., Ph.D., Brown University

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

Ph.D., University of Wroclaw

Michael J. Naughton, Evelyn J. and Robert A. Ferris Professor;

Chairperson 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

Shabir M. Bakshi, Distinguished Research Professor; B.S., University of

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

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

Kenneth S. Burch, Associate Professor; B.S., Ph.D., University of

California, San Diego

Jan Engelbrecht, Associate Professor; B.Sc., M.Sc., University of

Stellenbosch; Ph.D., University of Illinois

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

Rein A. Uritam, Associate Professor; A.B., Concordia College; A.B.,

Oxford University; A.M., Ph.D., Princeton University

Andrzej Herczynski, Research Professor; Laboratory Director; M.S.,

Warsaw University; M.S., Ph.D., Lehigh University

Ying Ran, Associate Professor; B.S., Peking University; Ph.D.,

Massachusetts Institute of Technology

Fazel Tafti, Assistant Professor; B.S., University of Tehran; M.S.,

Ph.D., University of Toronto

Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival the fall semester, accelerating their progress in the program.
Research Information

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

The Department of Physics is constantly enhancing and complementing these facilities. In addition, the Department 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 www.bc.edu/physics.

Course Offerings

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

PHYS7000 Physics Colloquium (Fall/Spring: 0)

Offered Annually

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

The Department

PHYS7707 Physics Graduate Seminar I (Fall: 1)

Offered Annually

A discussion of topics in physics from the current literature.

The Department

PHYS7711 Classical Mechanics (Fall: 3)

Offered Annually

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

Pradip Bakshi

PHYS7721 Statistical Physics I (Spring: 3)

Offered Annually

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

Gabor Kalman

PHYS7722 Statistical Physics II (Fall: 3)

Offered Annually

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

Gabriel Kalman

PHYS7732 Electromagnetic Theory I (Spring: 3)

Offered Annually

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

The Department

PHYS7741 Quantum Mechanics I (Fall: 3)

Offered Annually

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

Vidya Madhavan

PHYS7742 Quantum Mechanics II (Spring: 3)

Offered Annually

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

Pradip Bakshi

PHYS7835 Mathematical Physics I (Fall: 3)

Offered Annually

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

David Broido

PHYS8761 Solid State Physics I (Spring: 3)

Offered Annually

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.

Vilma Padilla

PHYS8762 Solid State Physics II (Fall: 3)

Offered Annually

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

Hong Ding

Jonathan Kirshner, Professor; B.A., Johns Hopkins University; M.A., Ph.D., Princeton University

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

Jonathan Laurence, Professor; B.A., Cornell University; M.A., 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, Joseph Moakley Professor; A.B., Wellesley College; A.M., Ph.D., University of Chicago

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

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

Jennifer L. Ericson, Associate Professor; B.A., San Diego State University; M.A., Ph.D., Cornell University

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

David A. Hopkins, Associate Professor; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

Peter Krause, Associate Professor; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

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

Michael T. Hartney, Assistant Professor; B.A., Vanderbilt University; M.A., Ph.D., University of Notre Dame

Lauren Honig, Assistant Professor; B.A., Northwestern University; M.A., Ph.D., Cornell University

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

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

Kathleen Bailey, Professor of the Practice; A.6 (Hd1.222 Td [(Paul) 0.5 (

- Completed applications for the M.A. program should be submitted by February 1.

Financial Aid

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

Course Offerings

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

POLI7101 Graduate Readings and Research (Fall/Spring: 3)

Annually

By arrangement; by instructor permission.

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

collaborate in reaching effective responses. This seminar investigates the nature of public goods and collective action in order to help understand these pressing challenges, possible responses to them, and how politics both limits and opens opportunities for policy formation. It begins with prevalent theories about the production of public goods, from the local to transnational and global, and analysis of their governance. It then studies in depth three case studies, providing international financial stability, slowing the spread of nuclear weapons worldwide, and mitigating global climate disruption. It concludes by examining the implications of rising socio-economic inequality in major countries worldwide.

David Deese

POLI7825 Security Studies (Fall: 3)

Offered Periodically

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

Offered Periodically

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

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

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

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

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

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

Joshua Hartshorne Assistant Professor; B.A., Oberlin College; M.A., Ph.D., Harvard University

Katherine McAuliffe Assistant Professor; B.Sc., University of King's College and Dalhousie University; M. Phil., University of Cambridge; Ph.D., Harvard University

Michael McDannald Assistant Professor; B.A., University of Illinois at Urbana-Champaign; M.S., Ph.D. Johns Hopkins University

Maureen Ritchey Assistant Professor; B.A., University of Notre Dame; Ph.D., Duke University

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

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

Barry Schneider Senior Lecturer; Ph.D., University of Toronto

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

Sean MacEvoy Lecturer; Sc.B., Ph.D., Brown University

Contacts

- Psychology Department Office: 617-552-4100, psychoffice@bc.edu
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, ellen.winner@bc.edu
- Associate Chair and Undergraduate Program Director: Michael Moore, McGuinn 432, 617-552-4119, michael.moore@bc.edu
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, scott.slotnick@bc.edu
- Associate Director, Finance and Research Administration: Barbara O'Brien, 617-552-4102, barbara.obrien@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 two grad-

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maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and 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 especially preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's areas of concentration are:

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

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

General Information

Visit the department's website at www.bc.edu/psychology and find detailed information about the research interests of individual faculty members, the requirements for completing the program, and the Graduate Program Handbook. For application materials or further information, visit www.bc.edu/schools/gsas/admissions.html.

The deadline for applications to the Ph.D. program is December 15. Applications are accepted for fall term admissions only. Applicants should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation
- Statement of research interests
- Application Fee

The deadline for applications to the B.A.-B.S./M.A. is February of the student's junior year. Applicants should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

Course Offerings

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

PSYC6601 Structural Equation Modeling (Fall/Spring: 3)
Offered Annually

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 measurement

with latent and measured variables, and extensions and advanced applications. The course assumes that you have already completed a course in multivariate statistics. LISREL will be used to perform statistical analysis.

PSYC6603 Research Workshop in Quantitative Psychology I
(Fall: 3)
Offered Annually

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

PSYC6604 Research Workshop in Quantitative Psychology II
(Spring: 3)
Offered Annually

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

PSYC6625 Graduate Independent Study (Fall/Spring: 3)
Offered Annually

The Department
PSYC6640 Research Workshop in Social Psychology I (Fall: 3)
Offered Annually

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

The Department
PSYC6641 Research Workshop in Social Psychology II (Spring: 3)
Offered Annually

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

James Russell
PSYC6660 Research Workshop in Developmental Psychology I
(Fall: 3)
Offered Annually

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

Ellen Winner
PSYC6661 Research Workshop in Developmental Psychology II
(Spring: 3)
Offered Annually

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

Ellen Winner
PSYC6672 Research Workshop in Cognitive Neuroscience I
(Fall: 3)
Offered Annually

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

Elizabeth Kensinger

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

Harry L. Rosser, Associate Professor Emeritus; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

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

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

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

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

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

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

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

Wan Sonya Tang, Assistant Professor; B.A., University of Southern California; M.A., M.Phil., Ph.D., Yale University

Liesl Yamaguchi, Assistant Professor; B.A., Columbia University; M.St., University of Oxford; M.A., Ph.D., Princeton University

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

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

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

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

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film. The M.A. is granted in French, Hispanic Studies, and Italian. French designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program. Deadlines and Prerequisites for Admission

The M.A. application is due on February 2. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. There is no G.R.E. requirement for M.A. candidates. For complete information concerning the graduate programs, visit www.bc.edu/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 in French: Each French student should endeavor to take at least one course from as many different areas of the curriculum as possible (Early Modern, nineteenth century, twentieth century, Francophone). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement in Hispanic Studies: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Distribution Requirement in Italian: Each semester the Italian section faculty offer two 8000-level graduate seminars (and/or 5000-level advanced courses open to graduate students and qualified undergraduates). M.A. students in Italian are required to take both of these 8000-level or 5000-level courses each semester.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take FREN7704 Explication de textes, and SPAN9901 Advanced Textual Analysis in Spanish and SPAN9904 Topics in Advanced Literary Analysis, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses may do so in their second year of study, and must secure permission from the Graduate Program Director during the semester before they plan to enroll.

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.

French Course Offerings

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

FREN7750 Reading Jacques Derrida (Spring: 3)

Cross-listed with PHIL7753 and ENGL7753

Offered Periodically

Open to undergraduates with permission of instructor

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

Kevin Newmark

Italian Course Offerings

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

ITAL8822 Boccaccio and the Comedy of Renaissance Italy (Fall: 3)

Offered Periodically

Students will learn cutting edge technology and contribute to an interactive website (Commedia! Italian Renaissance Comedy). The first part of the course focuses on *Decamerone* by Giovanni Boccaccio, the model for Italian prose and source of the witty dialogue of Renaissance comedies. Students will then study comedies written and produced in Siena and Florence in the first half of the sixteenth century. After reading the comedies, a common list of theatergrams, or comic stock pieces, will be developed. Students will be invited to transcribe a comedy and encode the theatergrams for their final project. Training will be provided.

Laurie Shepard

ITAL8828 Twentieth Century Italian Poetry (Fall: 3)

Offered Periodically

Conducted in Italian

In the first half of the last century, Italy produced extraordinary poets of worldwide reputation who confronted the fundamental intellectual and psychological challenges of their age. They experimented with a variety of styles and themes, exploring crucial literary, philosophical, and theological issues. This course investigates and analyzes the works of these poets: Eugenio Montale, Giuseppe Ungaretti, Umberto Saba, and Salvatore Quasimodo. Their poems and critical writings will be read in light of both twentieth-century theoretical debates and contemporary Italian life.

Mattia Acetoso

ITAL8850 The Plague in Italy: From Boccaccio to Manzoni (Spring: 3)

Offered Periodically

Conducted in Italian. Undergraduates may enroll with permission of the instructor.

An interdisciplinary exploration of Italian literature and culture from the fourteenth to nineteenth centuries from the perspective of the bubonic plague, the disastrous medical scourge that struck the peninsula during every generation from the late Middle Ages through the Renaissance and

Degree Requirements

All M.A. programs require:

- a minimum of thirty 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,

Gustavo Morello, S.J. Associate Professor; B.A., Universidad Del Salvador, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Argentina
 Natasha Sarkisian, Associate Professor; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

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

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

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

Contacts

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

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Guide to Graduate Study at <http://www.bc.edu/bc-web/schools/mcas/departments/sociology/graduate/guides>.

Master's Program in Sociology and Social Research

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

Admission Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at <http://www.bc.edu/bc-web/schools/mcas/graduate/admission.html>.

Master's Degree Requirements: To receive the master's degree in Sociology and Social Research, the student must complete 30 credit hours (generally 10 courses). The required courses for all students are the following: a course in methods of social inquiry (SOCY7710) in the first semester of study, one semester of sociological theory (SOCY7715 or SOCY7716), and two semesters of statistics (e.g., SOCY7703 and SOCY7704). With permission of the Graduate Program Director, students may complete either a Master's Thesis or a Master's Paper. Students completing a Thesis or Paper are required to take a course in empirical research (SOCY7711) in the second semester of study and a seminar in writing in their second year (SOCY7761); students not writing a Thesis or Paper are required to take an elective research methods course.

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

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

Ph.D. Degree Requirements: The doctoral degree is fulfilled by completing a course in methods of social inquiry (SOCY7710) in the first semester of study, two semesters of sociological theory (SOCY7715

and SOCY7716), two semesters of statistics (e.g., SOCY7703 and SOCY7704), an M.A. Thesis or Paper (which entails taking SOCY7711 in the second semester of study and SOCY7761 in the second year of study), plus elective courses (to include at least one additional course in research methods) for a total of 54 credits. Other requirements include meeting a one year full-time residency requirement, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

Financial Assistance

The Department has a limited number of financial assistance packages for Ph.D. students in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers with all candidates accepted to the Ph.D. program who remain in good academic standing assured of receiving funding for five years (unless they enter with advanced standing due to graduate work completed elsewhere, in which case they will normally be offered support for four years). No separate applications for financial assistance are necessary.

Course Offerings

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

SOCY7101 Readings and Research (Fall/Spring: 3)

Offered Annually

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

The Department

SOCY7102 Research Practicum (Fall: 6)

Offered Annually

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 work in a collaborative research team.

Lisa Dodson

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

Offered Annually

Required for graduate students.

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

Michael A. Malec

SOCY7703 Multivariate Statistics (Spring: 3)

Offered Annually

Requirement for sociology graduate students.

Starting with the spring semester of 2018 this course will assume knowledge of the material covered in the current version of SOCY7702 and that includes (1) a solid background in Stata programming and (2) a recent course in basic statistics. We will be switching from SPSS used last year to Stata to be used this year. We will cover exploratory factor analysis, logistic regression, basic discriminant analysis, and multiple imputation to deal with missing data; but our focus, and more than 50% of the course, will deal with multiple regression and related issues and procedures including: data transformations, analysis of residuals and

Liam Bergin Associate Professor; B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland

Jeffrey L. Cooley Associate Professor; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

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

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

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

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

Andrew L. Prevot Associate Professor; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

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

David Vanderhooft Associate Professor; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

James M. Weis Associate Professor; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Douglas Finn Assistant Professor; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

Gregorio Montejo Assistant Professor; B.A., University of St. Thomas; M.A., Marquette University; Ph.D., (Cand.), Marquette University

David Mozina Assistant Professor; A.B., Columbia University;

will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination on the testament that is not their specialty (which counts as their "minor" area).

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

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

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

Theological Ethics includes the ecumenical study of major Roman Catholic and Protestant ethicists and attends to the Biblical foundations, philosophical contributions, and theological contexts of ethics. The program encompasses the historical development of traditions in Christian ethics. It also includes a strong social ethics component as well as offerings in 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. Interdisciplinary and intersectional work on contemporary ethical problems is also encouraged.

Comparative Theology

THEO7606 Peace, Justice and Reconciliation (Fall: 3)

Offered Annually

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

Stephen Pope

THEO7613 Thirteenth Century Franciscan Theology: Alexander and Bonaventure (Spring: 3)

Offered Annually

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

THEO7624 Vatican II: History, Interpretation, and Reception (Fall: 3)

Offered Annually

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 lingo, 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

THEO7639 Happiness and Virtue (Fall: 3)

Offered Periodically

This course examines major approaches to the relation of contemporary Christian ethics to virtue and human flourishing. It begins with recent scientific studies of human well-being and then examines how they might be understood in relation to important recent writings in contemporary Christian ethics. Topics include the relation between virtue and well-being, sin and grace, temporal and eternal happiness, science and theological ethics. Key terms: Pleasure, happiness, contentment, ful

THEO7803 Graeca (Spring: 3)

Prerequisite: Intermediate Greek.

Offered Annually

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

THEO7968 Theological Anthropology (Fall: 3)

Offered Periodically

This graduate seminar explores modern and postmodern theological approaches to the Christian doctrines of creation, sin, and grace. The study of each doctrine begins with a brief survey of biblical and

THEO8509 Aquinas Trinitarian Theology (Spring: 3)
Offered Periodically

This course systematically explores the Trinitarian thought of Thomas Aquinas as taught in three major works: the Summa Theologiae, the Commentary on the Gospel of John, and the Summa Contra Gentiles. Among the topics discussed will be the personal relations of the Father, Son and Holy Spirit, both in their eternal inner-Trinitarian communion and in their creative and saving action ad extra.
The Department

THEO9982 Ethics Doctoral Seminar (Fall/Spring: 3)
Offered Annually

By arrangement.
The Department

THEO9985 Comparative Doctoral Seminar (Fall/Spring: 3)

Offered Annually
By arrangement.
The Department

THEO8630 Authority in the Church (Spring: 3)

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

Offered Periodically

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

Richard R. Gaillardetz

THEO8801 Master's Thesis (Fall/Spring: 3)

Offered Annually

By arrangement.

The Department

THEO8822 Church and Theology in the New Testament Period (Fall: 3)

Prerequisite: Introduction to New Testament or Early Church History.

Offered Periodically

Doctoral seminar on the relationship between theology and the social institutions of Christianity in the New Testament and first three centuries with special attention to the diversity of Christianity in Rome. Topics to include: Christian churches and Judaism, Jesus and wandering disciples, churches and voluntary associations, church in Paul's letters, Luke–Acts, and Revelation as well as the second and third century emergence of church authorities, special forms of Christian instruction as well as popular cults venerating martyrs.

The Department

THEO9901 Doctoral Comprehensive (Fall/Spring: 1)

Offered Annually

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

The Department

THEO9911 Doctoral Continuation (Fall/Spring: 1)

Offered Annually

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

The Department

THEO9981 Seminar: Biblical Studies II (Fall: 3)

Offered Annually

Required of Ph.D. candidates in Biblical Studies.

The Department

- Given your experience, how you assess your principal

financial assistance should be in touch with the school by February 15, 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 Saint Peter Faber Community. The letter would indicate the student's 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 Saint Peter Faber Community. All Jesuit scholastic applications are reviewed by the Admissions Committee.

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

Non-Jesuit Religious Applicants

Religious applicants who are not Jesuits must also follow the instructions above. Religious applicants requiring scholarship and/or convent housing assistance should apply by February 15 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.

Financial need. Funding is generally renewable at the same level in the following the student's initial award year, assuming the student's academic and academic standing do not change markedly. Prospective students are encouraged to contact the Associate Dean, Enrollment Management for questions regarding the funding of their studies.

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 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, certificate seeking students, or non-degree seeking students. No 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 next page.)

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

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. No additional funding will be available to international students once they arrive in the United States.

Housing

Boston College does not offer on-campus housing for graduate students. International lay students are encouraged to contact the STM admissions office and the Boston College's Off-Campus Housing Office, if they are interested in learning more about resources to help them locate housing. International diocesan priests and members of religious orders usually find housing with area parishes or religious communities. International religious sisters are encouraged to contact the admissions office if they are in need of housing.

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

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

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.

STM Online: Crossroads

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

ACADEMIC POLICIES AND PROCEDURES

Academic Integrity at Boston College

Academic integrity is taken quite seriously at Boston College and by the dean and faculty of the School of Theology and Ministry in particular. STM abides by the University policy on academic integrity

who do not consult advisors risk not having fulfilled their requirements and then needing to take extra courses in order to do so before

III.

If, however, a resolution acceptable to all parties 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 who is the faculty member(s) residing at the campus.

Attendance

University Policy

Students are responsible for being familiar with and following the attendance policy in the University Policies and Procedures section of this Catalog. In addition, each instructor has the right to specify their own, more stringent, attendance policy for a course, provided it is clearly defined in the syllabus.

STM Policy

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

Audits

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

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

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

Students cannot register to audit courses through their My Services 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.

For summer courses, students wishing to switch from credit to audit status must do so within one week of the start of the course.

Childbirth and Adoption Accommodation Policy

Boston College recognizes the importance of family issues to its graduate students. Eligibility requirements for this accommodation for students in the School of Theology and Ministry are as follows:

- The student must be the primary caregiver of a newborn child or an adoptive child under the age of 13 newly placed in the home.
- The student must be receiving a service stipend for work done at the School of Theology and Ministry.
- The student must be enrolled in courses full-time.
- The student must be in good academic standing.
- This student accommodation is not an employee medical leave or a leave of absence from the academic program.
- In connection with the birth of a child, a student is eligible for an accommodation extending for a period of up to eight consecutive weeks. A student who is the primary caregiver for an adoptive child under the age of 13 is eligible for an accommodation extending for a period of up to eight consecutive weeks immediately following the placement of the child in the home.
- During the accommodation period, the student will be relieved of the service requirements that accompany the student’s funding. During the remainder of the semester (before and/or after

M.Div. Students: Synthesis Exams

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 and the M.Div. Program Director for more information about policies and procedures for the synthesis exams.

M.A. and M.Ed. Students: Thesis Projects

For M.A. and M.Ed. students, the Thesis Project serves as the comprehensive exam. Students wishing for more information about the Thesis Project should obtain a Thesis Information Packet from the STM Service Center. In accordance with the University policy on grading comprehensive exams, Thesis Projects are graded Pass with Distinction, Pass, and Fail.

Course Loads

For summer course loads, please see the policy on Summer courses. M.Div. students may not enroll for more than fifteen (15) credits in any one semester; the Associate Dean for Academic Affairs will monitor compliance with this policy.

Course Numbering

3. the student has any incompletes that are not resolved by the end of the semester following the one in which the incomplete was obtained; and/or

4. the student has two or more grades that are below what is considered "Passing" for his or her degree program.

If a student is under academic review, the student will be notified in writing by the associate dean for academic affairs. The student will have until the end of semester in which she or he receives this notice in writing to bring his/her GPA up to 3.0, to complete all incompletes, and/or to develop a plan to make up the work not passed. If a student does not do these things, the student loses good academic standing. The associate dean will 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.

The associate dean for academic affairs will also notify the associate dean for enrollment management of the names of all students who have lost good academic standing. As a result of these conversations, the student may be prevented from enrolling in further coursework, lose his or her financial aid, be dismissed from the University, or be 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. In addition, the STM faculty has adopted the following grading guidelines:

The STM's policy is articulated in relation to individual assignments; the principles, however, apply to the overall grade for a course.

- A (4.0) (94–100)

This is the highest grade awarded for individual assignments, and for a course as a whole. "A" indicates that a student's work not only meets, but exceeds the requirements specified for an assignment, and does so in an exemplary manner. As such it should be rare and granted for exemplary work. The outstanding quality of the work includes, but is not limited to, evidence of breadth and depth in reading, insightful engagement with primary and secondary sources, and a well-constructed argument that is creative in its analysis and, where appropriate, underscores the pastoral implications of a topic. To receive an "A," the assignment would be written in a way that is concise and compelling, while also conforming to accepted academic methodologies for the citation of sources.

- (3.67) (90–93)

This grade indicates that the work significantly exceeds the standards for a "B." The professor's comments will identify the area/s in which the assignment significantly exceeds the standards, such as its argument, methodology, range of reading, or its structure/expression.

- B+ (3.33) (87–89)

This grade indicates that the work exceeds the standards for a "B." The professor's comments will identify both what aspect/-s of the paper went beyond "B" and what would have enhanced the paper's argument or presentation.

- B (3.0) (84–86)

This grade indicates that the assignment satisfies requirements specified for the particular task and does so in a competent manner; as such the work meets expectations at the graduate level. As such it should be seen as the standard grade for satisfactory graduate lev.011 Tw Tc Oe pa

constructed coherently, and communicates ideas in a clear and accessible manner, while also being properly attentive to the norms governing the citation of references. While the B grade recognizes competency in the area covered by the assignment, the grade also suggests that greater breadth or depth was possible in fulfilling the assignment; this implies, for example, the need for wider or deeper reading, a better sequencing of ideas, or greater attentiveness to written expression in order to enhance clarity.

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 readmission 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 TMST8053 M.T.S. Thesis.

Th.M. (Option A) students enroll in a 6-credit thesis course during their final semester; these 6 credits are part of the 24 required for the degree. Students seeking more information about the thesis should consult the Th.M. Program Director.

Online Courses

STM degree students should consult their academic advisors as to whether online courses would be acceptable toward their degrees.

Open Access Policy for STD Dissertations

Upon submission of a completed STD dissertation in the School of Theology and Ministry, a student may request an embargo for not more than two years without special permission. To request an extension beyond two years, but for no more than five years, a student must submit a written rationale to the Associate Dean for Academic Affairs. Requests for more than five years will be granted only for extraordinary reasons.

Pass/Fail Option

Select courses are designated Pass/Fail. All requests for Pass/Fail, 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 STM Service Center.

M.A. and M.Ed. students may take 2 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 course with a grade of P/F, with the exception of the Spiritual Direction Practicum. To return. If granted, all courses taken towards the degree thus far will count toward the degree.
- Ph.D. students should consult the dean's office of the Graduate School of the Morrissey College of Arts and Sciences.

Prerequisites

For students with little or no background in writing research papers in the humanities, students for whom English is a second language, and students whose first language is not English, the prerequisites are M.T.S. j -0.0T.L.esn

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

S.T.L. Thesis Submission

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

STM Style Guide

The STM faculty has unanimously adopted the STM Style Guide for all written assignments.

Summer Courses

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

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

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

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

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

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

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

Summer Course Registration

All students must be registered for class before the class begins. Please note: all tuition and housing charges must be paid prior to the first class.

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

Bias Neutral and Inclusive Language: Language is not fixed or static, but is constantly evolving and changing as society's attitudes and practices change. Be aware of the development of new forms of expression that endeavor to describe persons in non-discriminatory ways that are appropriate, respectful and just. In accordance with the Chicago Manual of Style and generally accepted contemporary canons of scholarship, the expectation is to use bias neutral language in academic

Transcripts and Transcripts/Diploma Holds

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

Transfer of Credit

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

- At the date of the student's graduation, his or her transfer credits may be no more than five years old;
 - transfer credits must have been obtained for graduate-level coursework;
 - each transfer course must have been taken for a letter grade and a minimum grade of "B" must have been earned;
 - credit must not have been used in obtaining any other degree; and
 - coursework must be relevant to the student's degree program.
- M.Div. students may transfer in 18 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

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

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

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

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

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

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

Withdrawal from a Course

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

If you decide to drop a course after the posted add/drop period, you will be responsible for paying whatever portion of the course is not refunded based on the withdrawal date and according to the University's tuition refund schedule. Please note, if you are receiving tuition remission funding, it will be cancelled for the dropped course and you will be responsible for the payment.

Withdrawal from Boston College

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

Faculty

- John F. Baldwin, S.J., Professor of Historical and Liturgical Theology; A.B., M.Div., M.A., M.Phil., S.T.L., Ph.D. (Yale)
- James T. Bretzke, S.J., Professor of Moral Theology; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)
- Richard J. Clifford, S.J., Professor Emeritus of Old Testament and Professor Ordinarius, Ecclesiastical Faculty; A.B., M.A., S.T.L., Ph.D. (Harvard)
- James J. Conn, S.J., Professor of the Practice of Canon Law and Professor Ordinarius, Ecclesiastical Faculty; B.A., M.A., M.Div., A.M., J.D., J.C.L., J.C.D. (Gregorian)
- Steven M. Griffith, Professor of the Practice of Theology and Faculty Director for Spirituality Studies; B.A., M.Ed., Th.D. (Harvard)
- Thomas H. Groome, Professor of Theology and Religious Education; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Columbia University Teachers College)
- Mary Jo Iozzio, Professor of Moral Theology; B.A., M.A., Ph.D. (Bordham)
- Richard Lennan, Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)
- Thomas D. Stegman, S.J., Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty and Dean; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)
- Joseph Weiss, S.J., Professor of the Practice of Liturgy; B.A., M.A., M.Div., Ph.D. (Notre Dame)
- Francine Cardman, Associate Professor of Historical Theology and Church History; A.B., M.Phil., Ph.D. (Yale)
- Andrew Davis, Associate Professor of Old Testament; B.A., M.T.S., M.A., Ph.D. (Johns Hopkins)
- Dominic F. Doyle, Associate Professor of Systematic Theology; B.A., M.T.S., Ph.D. (Boston College)
- Margaret Eletta Guider, O.S.A., Associate Professor of Missiology; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)
- Angela Kim Harkins, Associate Professor of New Testament; B.A., M.A., Ph.D. (Notre Dame)
- Franklin Harkins, Associate Professor of Church History; B.S., M.Div., M.S., Ph.D. (Notre Dame)
- Melissa M. Kelley, Associate Professor of Pastoral Care and Contextual Education; B.A., M.A., Ph.D. (Boston University)
- Catherine M. Mooney, Associate Professor of Church History; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

TMCE8062 Relational Ethics (Fall: 3)

Offered Periodically

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.

Mary Jo Iozzio

TMCE8072 Human Genetics and Biotechnologies: Challenges for Science and Religion (Spring: 3)

Prerequisites: certain familiarity with a scientific discipline of choice (not necessarily with one of those studied during the course) and an interest to explore the interactions between science and religion. At least one course in bioethics. Undergraduate students might be accepted after obtaining the instructor's permission.

Offered Periodically

In dialogue with scientists, philosophers, and theologians, the course examines current developments in developing scientific disciplines; studies the challenges and implications for medicine, society, and religion that concern these developments; and explores ways to address these challenges and implications that are scientifically relevant and religiously inspired in the context of the new evangelization. In its three parts, the course examines, first, human genetics by focusing on: genetic information, testing, screening, therapy, pharmacogenomics, and enhancement. Second, the course studies new biotechnologies that rely on genetics (i.e., synthetic biology and regenerative medicine). Third, the course discusses current biotechnological developments in neuroscience, oncofertility, nanotechnology, cybertechnology, robotics, artificial intelligence, and astrobiology.

Andrea Vicini, S.J.

History of Christianity

Course Offerings

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

TMHC7022 Spiritual Autobiography: Journeys into the Self and God (Fall: 3)

Offered Periodically

School of Theology and Ministry course

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. In addition to reading classic texts by profound and influential religious seekers, the class will explore how religious experiences, understandings of the self, God and the supernatural are shaped by diverse historical contexts. Lectures and discussion.

Catherine Mooney

TMHC7026 History of Western Christianity I: 100–850 (Fall: 3)

Offered Annually

Through lectures and primary source readings, the course surveys the major cultural, institutional, and theological developments of the early medieval period (c. 500–850). The course will explore the development of the papacy, the rise of monasticism, the growth of the church, and the impact of the Crusades. The course will also explore the development of the medieval university and the role of the church in society.

TMHC7027 History of Western Christianity II: 850–1650 (Spring: 3)
Offered Annually

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, schisms, inquisitions, scholasticism, saints (e.g., Hildegard of Bingen, Ignatius of Loyola), popular devotions, women in church, Protestantism, Protestant Reformation, church councils (e.g., Trent), and over-arching evangelization. Lectures, readings in primary sources, focused discussion.

Catherine Mooney
TMHC7101 Directed Readings (Fall/Spring/Summer: 3)
Offered Periodically
The Department

TMHC7179 History of Western Christianity III: Catholicism from the French Revolution to Vatican II (Spring: 3)
Offered Periodically

What John O'Malley, S.J. calls the Church's "long nineteenth century," from the French revolution to the 1950's, although often considered a period of secularization, was also a great age of renewal for the Roman Catholic Church. It witnessed a tremendous institutional growth of the Church, the assertion of doctrinal and administrative control from Rome known as ultramontaniam, the flowering of spirituality and devotional life, and the spread of the faith from Europe throughout the world by means of extensive missionary activity. This course will consider the institutional and intellectual transformation of the Church in the nineteenth century, but will also pay close attention to changes in popular piety and the social role of the Church. Focus will be both topical and regional.

Jeffrey P. von Arx, S.J.
TMHC7180 The Spiritual Exercises of St. Ignatius (Fall: 3)
Offered Periodically

A study of the spiritual doctrine of St. Ignatius Loyola as articulated in the text of the *Spiritual Exercises*, emphasizes on its sixteenth-century context, its debts to the patrimony of the desert and monastic traditions, its elaboration within the so-called *Autobiography of St. Ignatius*, and its pastoral applications for today. Extended attention will be given to the rules for discernment of spirits and discernment of God's will.

Barton T. Geger, S.J.
TMHC7181 The Constitutions of the Society of Jesus (Spring: 3)
Offered Periodically

Many writers describe the Jesuit Constitutions as an institutionalization of the dynamic, individual-centered spirituality found in the *Spiritual Exercises of St. Ignatius*. This course takes a different tack, approaching the Constitutions as an ideal key for unlocking a fuller and more accurate understanding of the saint's spiritual doctrine. Attention is given to classic rules and constitutions of earlier religious communities, as well as to certain principles of Aristotelian-Thomistic philosophy, both of which are essential for understanding the content of the Constitutions and its controversial novelties.

Barton T. Geger, S.J.

TMHC7195 Ancient Wisdom for Discerning the Spirits (Summer: 3)
Offered Periodically

This course will meet June 25–July 12, 2018, Monday-Thursday, from 5:45–9:00 p.m. Note: Given the brevity of these summer courses, it is essential that students come prepared to engage in learning the very first day. To facilitate this, each course has Pre-Classwork to complete. This generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the summer course webpage: www.bc.edu/schools/stm/academics/summer/summercourses.html.

A study of the discernment of spirits in the ancient church, beginning with the Old and New Testaments, select Church Fathers, the Life of St. Anthony, the sayings of the desert fathers and mothers, and Evagrius Ponticus and John Cassian. For the purposes of showing their relevance for the present day, continuities with the *Spiritual Exercises of St. Ignatius Loyola* and *The Screwtape Letters* of C. S. Lewis will be considered.

The Department
TMHC8013 Ignatian Spirituality: Foundations and Traditions (Spring: 3)
Offered Annually

"Ignatian spirituality" takes its name from Saint Ignatius of Loyola, founder of the Society of Jesus (Jesuits). This course surveys the origins and traditions of Ignatian spirituality beginning with an exploration of foundational works by Ignatius, including the *Spiritual Exercises*, his *Autobiography*, *Spiritual Diary*, and selected letters. We will examine the traditions, principles, and diverse applications of Ignatian spirituality as they are expressed in the lives and writings of Ignatius and other men and women (e.g., Francis Xavier, Mary Ward, Gerard Manley Hopkins, Pedro Arrupe, Dean Brackley, Margaret Sill).
Catherine M. Mooney

TMHC8028 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
TMHC8066 Medieval Exegesis (Spring: 3)
Prerequisite: A course in History of Christianity.
Offered Periodically

The course provides an introduction to scriptural interpretation in the medieval Latin West through a consideration of a wide range of Christian exegetes, preachers, and theologians working between the fourth and fourteenth century C.E.—including Augustine of Hippo, Gregory the Great, Bede, Alcuin of York, the twelfth-century schools of Laon and St. Victor, Bonaventure, Thomas Aquinas, and Nicholas of Lyra—and a variety of exegetical literary genres—including methodological treatises, commentaries, glosses, postillae, sermons, collationes, spiritual meditations, and theological summae. Noteworthy themes to

TMNT8005 Great Themes of the Bible (Fall: 3)

Prerequisites:

TMPS7041 The Practice of Ministry with Youth and Young Adults
(Summer: 3)

Offered Periodically

Summer 2018: This course will be offered July 16–August 2,

THEOLOGY AND MINISTRY

TMPS7196 RCIA: Canonical and Liturgical Perspectives (Fall: 1) and online for MAPM students). The experience runs across both fall and spring semesters. Ministry sites must be investigated and established prior to the beginning of the fall semester (for MATM students)

This is a one-credit MODULE course that will meet on Wednesdays from 7:00–9:00 p.m. on the following dates: August 29, September 12, 26, October 10, 24, and November 4.

This module will study in detail the Rite of Christian Initiation of Adults giving appropriate attention to its various stages and making due distinctions of the various persons for whom this rite is prepared and celebrated. Careful consideration is given to the catechumenate as distinct from the admission of baptized non-Catholics into full communion with the Catholic Church. As background, the module will address the broader treatment of catechesis in documents of the Holy See and the United States Conference of Catholic Bishops. Finally the Lenten and paschal celebrations of the liturgical rite will be studied in detail.

James Conn, S.J.

TMPS8008 Rites Practicum (Spring: 3)
Offered Annually
A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet weekly for theory and practice as well as in small groups and for videotaping.
Joseph Weiss, S.J.

TMPS7197 Building Intercultural Competence (Fall: 1)
Offered Periodically
This is a one-credit Module course. It will meet on Tuesdays from 6:30–8:30 p.m. on the following dates: August 28, September 4, 11, 18, 25 and October 2.

Theology and Pastoral Ministry today encompasses understanding the processes of evangelization of peoples and their cultures, not only from the multicultural recognition, but from a genuine evangelical interculturality. Therefore, the goal of this course is to offer a systematic and global reflection on the intercultural competence as a theological and pastoral challenge that will help us to understand, preserve and develop our cultural identities as members of a faith community. Catholic and identity is always embodied in cultures. Hence, the course will consider ways to develop appropriate attitudes and skills to carry out the Church's mission to evangelize from an intercultural approach.

Felix Palazzi von Buren

TMPS8023 Professional Ministry Practicum (Fall/Spring: 3)
Prerequisite: Students must meet with the professor before registering for this course.
Offered Annually

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 the ministry experience and to further develop pastoral and professional skills.

This course treats the Roman Catholic Sacrament of Reconciliation utilizing a combination of an ongoing practicum on confessional communication and a final written reflection.

TMPS7197 /6 ((S/Summer 7 (5.5 (1)))TJ 0 -1.222 Td [(Offered) 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019])

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

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.

Joseph Weiss, S.J.

TMPS8034 Introduction to the Practice of Spiritual Direction
(Fall/Spring: 3)
Offered Annually
Graded Pass/Fail.

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

The Department

TMPS8035 Women in Ministry (Spring: 3)
Prerequisite: One semester of theological study.
Offered Periodically

This course aims to help women develop their understanding of the practice and theology of ministry by taking experiences of ministry with and by women as a starting point for reflection. Developing feminist process is also a goal of the course. Part of the syllabus will be determined on the basis of participants' interests and goals; there will be opportunities to share leadership of class sessions. Resources from feminist theology, spirituality, theory, and ethics will inform the work of the course, along with church documents and sources from the social sciences.

Francine Cardman

TMPS8046 Identity: From Discovery to Integration (Spring: 3)
Prerequisite: With permission of the Instructor. TMPS7041 or similar course on adolescent development.
Offered Annually

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

Theresa O'Keefe

TMPS8050 Post-Masters Certificate in Spiritual Formation: Spiritual Direction (Summer: 2)
Offered Periodically

This course will meet July 16–27, 2018, Monday–Friday, 8:45–11:45 a.m., followed by afternoon workshops from 2–4:30 p.m. Students must apply and be admitted to the Post-Master's Certificate in Spiritual Formation program.

The purpose of this program is to enable pastoral leaders to become spiritual mentors for individual persons and Christian communities of faith. The program of studies consists of daily morning sessions that focus on the theoretical foundations of spirituality and afternoon sessions devoted to the practical art of spiritual guidance.

Colleen Griffith

TMPS8515 Advanced Professional Ministry Practicum
(Fall/Spring: 3)
Prerequisite: Completion of the Professional Ministry Practicum.
Offered Annually

The Advanced Professional Ministry Practicum provides advanced supervision for 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 gain 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. This 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.

Joseph Weiss, S.J.

Religious Education Course Offerings

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

TMRE7000 Contemporary Approaches to Religious Education
(Spring: 3)
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

TMRE7073 Adult Believers in a Postmodern Context (Fall: 3)
Offered Periodically

This course will be offered online fall 2018. What are the dynamics that make adults ready and able to live effectively as people of faith in our contemporary postmodern context? What does it mean to be a believer in such a context and how are adults supported in the maturity of faith? Theology, psychology, and education all have a contribution to make in addressing these questions. Focused consideration is given to contemporary theories in adult development and adult learning. Attention is given to the implications of this for the parish/congregation, but broader applications are also considered.

Jane Regan

TMRE7076 Education of Christians: Past, Present, and Future
(Spring: 3)
Cross listed with EDUC6635
Offered Annually

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.

Thomas Groome

TMRE7102 Directed Research in Religious Education
(Fall/Spring/Summer: 3)
Cross listed with EDUC8830
Offered Annually

The Department

critiques arising out of the Church's reservation of the priesthood to males and mandatory celibacy. Ecclesiology is a prerequisite for counting this course for the Ecclesial Ministry requirement in the M.Div. curriculum.

John Baldwin, S.J.

TMST8022 Seminar in Practical Theology (Spring: 3)

Prerequisite: With permission of the Instructor. One semester of graduate courses in theology.

Offered Periodically

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).

Hosffman Ospino

TMST8041 Theological Anthropology and the Body (Spring: 3)

Prerequisite: Foundations or Fundamental Theology.

Offered Annually

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

TMST8053 M.T.S. Thesis (Fall/Spring: 3)

Offered Annually

Mary Jo Iozzio

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

Offered Annually

Francine Cardman

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receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

Application Deadlines

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Unsubsidized 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. Applicants will be considered for these scholarships

William Randolph Hearst Endowed Fund

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

Kaneb Catholic Leadership Fellowship

This Fund was established in 1986 through a gift from John A. and Virginia P. Kaneb, Boston College parents. Income from the endowment provides scholarship assistance for students in the Catholic School Leadership Program in the Lynch School of Education.

William F. Keough Memorial Fellowship Fund

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

William and Mary Lam Family Endowed Graduate Scholarship

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

Christine Martin Memorial Scholarship Fund

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

Brenda and Robert Martin Scholarship Fund

Support Lynch School graduate student who is focusing on the education of students with learning differences. One student—6 credits.

Sherman Family Scholarship

Provides financial support to qualified students pursuing graduate degrees through the Department of Counseling, Developmental, and Educational Psychology. One student—9 credits.

Frances D. Stiglin Scholarship Fund Income

Provide scholarship assistance for qualified Lynch School graduate students with preference to those studying special needs. One student—9 credits.

Martin Fellowship, Brenda and Robert

This was a gift of Brenda S. and Robert T. Martin. Income from the endowment supports a graduate student with a preference for those focusing on the education of students with learning differences.

Listing of Graduate Student Awards: Academic Year 2018–2019

Mary T. Kinnane Award for Excellence in Higher Education

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

Christine Martin Award

Gift of Robert J. Martin '66, Martha Tilley Martin '66, and Bradley C. Martin in memory of Christine Martin '96. Presented to an incoming graduate student who has demonstrated creativity, patience, and curiosity in developing special relationships with children with

disabilities while engaged in volunteer service; a person who has shown leadership through quiet competence, organizational skills, and enthusiasm in inspiring others.

Bernard A. Stotsky/Thomas H. Browne Prize

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

Donald J. White Teaching Excellence Award

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

Campus School Students and Families Award

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

Serena B. Strieby Award

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

The (Mary) Kim Fries Award

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

Kelsey A. Rennebohm Memorial Fellowship

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

Urban Education Funding

Donovan Urban Teaching Scholars Program

Donovan Urban Teaching Scholars is an intensive one-year master's degree program in teacher preparation. Each year, the program recruits and supports a cohort of up to 30 graduate students. Students in this program:

- Receive tuition remission covering a minimum of 50% to a maximum of 100% of tuition costs for the M.Ed. degree
- Are eligible for the Sharp Urban Teaching Scholarship, which provides financial support to up to 22 highly talented graduate students per year who are from underrepresented groups and are committed to teaching in urban schools. The scholarship is comprised of a \$10,000 stipend—half of the stipend is an outright grant and the remaining \$5,000 is a forgivable loan. A 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. Special awards are also available for applicants interested in teaching in urban secondary schools.

 Details on the Donovan Urban Teaching Scholarship can be found on the Lynch School website. Please note that the application deadline is also earlier than the normal deadline for teacher education programs.

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 seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure.

The School Counseling 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.

The 60 credit-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's 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. Students, for all programs, should check the requirements in other states where they may choose to live and work.

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EDUCATION

for transfer. A Masters Transfer Request Form should be completed and signed by the student's academic advisor and then sent to the Office of Graduate Admission, Financial Aid, and Student Services.

Programs of Study

In the second semester of matriculation, students must complete a Program of Study 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 Study forms are available on the Lynch School website at www.bc.edu/bc-web/schools/lsoe/academics/masters.html. These forms must be approved and filed with the Associate Dean of Students.

RESEARCH CENTERS

The Lynch School houses several Research Centers. For more information, please contact the Associate Dean of Students via publ720@bc.edu.

The following are licenses available from the state department of education in 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 102). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum.

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

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

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

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

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car; however, some schools are accessible by public transportation. Carpooling is encouraged. If transportation cannot be independently arranged, students will be given preference for locations that are accessible via public transportation.

expectations, create a safe and effective classroom environment, demonstrate cultural proficiency, and knowledge about language challenges in academic settings.

- The teacher candidate will promote the learning and growth of all students through ethical, cultural proficient, skilled, and collaborative practice.
- The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- The teacher candidate will identify policies and practices that contribute to systemic inequalities in education and be aware of how his or her own background experiences are influenced by these systems, and recognize a professional responsibility to promote and practice principles of social justice teaching.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or equivalent. No prior teaching licensure is required for admission. The Program of Studies for the program includes foundations and professional courses, and practicum experience. 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 (8–12) licensure in one of the following disciplines: English, history, biology, chemistry, geology, physics, or mathematics.

Upon completion of the program in Secondary Education graduates will be able to:

- The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
- The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- The teacher candidate will promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
- The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- The teacher candidate will promote an inquiry stance of critical reflection about personal practice through individual and collaborative inquiry in service of improving pupil academic, emotional, and social learning.

The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent.

- To engage parents in the planning and generalization of their child's educational program
- Plan, implement, and evaluate comprehensive communication systems in collaboration with others
- To teach content from the general curriculum as well as functional academics, skills of daily living, prevocational and vocational skills, play and social-emotional competencies to address the needs of the whole child
- Keep meaningful data on student learning and behavior and to make data-based decisions
- Create learning environments that promote engagement and learning
- Promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice

For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The JTJ -0.e JTJ -0.FF0009 studew

career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: Language, Literacy, and Culture; Critical Perspectives on Schooling: Race, Class, Gender, Disabilities Specialization; Leadership Policy, and Educational Change; Math, Science, and Technology.

DEPARTMENT OF EDUCATIONAL LEADERSHIP DEPARTMENT OF EDUCATIONAL LEADERSHIP

At the completion of the program, students must demonstrate:

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

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

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

Designed to provide students with a deep understanding of and a scholarly perspective on global higher education, this master's program examines challenges and opportunities in different geographic regions and explores leadership and management, economics and finance, and teaching and student affairs in the field. 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.

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.

At the completion of the program, students must demonstrate:

- Knowledge of the important issues facing high education from a multi-disciplinary perspective (history, sociology, philosophy, psychology, economic and political science).
- Knowledge of theoretical and empirical knowledge in the field.
- Knowledge of managerial and policy-making issues in the field.
- Knowledge of research methodologies and research ethics and applications.

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

complete a practicum experience of 100 hours. In the second year of the program includes a full-year, 600 hour internship placement and the completion of remaining academic requirements.

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

- Demonstrate foundational training in, and foster identification with, the field of counseling.
- Become competent as practitioners and knowledgeable of the ways in which science influences practice and practice influences science
- Understand the nature of social justice in their professional work and to infuse this perspective into their practice.

Doctoral Program (Ph.D.) in Counseling Psychology

Once admitted, doctoral students are required to complete coursework 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 a minimum of 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. in Counseling Psychology can be found online (www.bc.edu/bc-web/schools/lsoe/academics/graduate/programs/tespeci/certificates-.html).

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

We prepare graduate students to serve diverse populations in a variety of professional roles as teachers and researchers in colleges and universities and as researchers and leaders in applied settings, including schools, government agencies, and health and human services organizations. Faculty situate their work within the mission of the Lynch School, which is to improve human well-being through teaching, research, and service.

The focus of the Applied Developmental and Educational Psychology Program is on development and learning in sociocultural context. Areas of program expertise within the study of child development and child functioning include cognitive and socioemotional development from the preschool years through adolescence. We also have expertise on adult functioning in community settings. Development is examined, in both research and curriculum, across multiple, interactive contexts or levels.

These levels include:

- Individual Functioning
- Basic Processes
- Individual Differences
- Developmental Disabilities
- Biological Bases of Behavior
- Interpersonal Processes
- Family Relationships
- Peer Relationships
- Parenting
- Community, Cultural, and Public Policy
- Schools & Learning Environments
- Poverty
- Race and Ethnicity
- Gender

- Upon completion of the Ph.D. program, graduates will be able to:
- Demonstrate knowledge of the major concepts and theories in the field of child development.
 - Critically evaluate existing research and integrate research findings across studies.
 - Analyze applied and theoretical issues related to child development from different theoretical perspectives and based on prior research findings.
 - Develop research questions reflecting basic and applied issues in the areas of education, social policy and human/community development.
 - Use appropriate methodology to design empirical studies addressing research questions.
 - Use a variety of quantitative and qualitative techniques for analyzing data.
 - Communicate research findings clearly and accurately in publications and presentations for both professional and lay audiences.
 - Teach courses in the field at the college and graduate level.

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 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 MEASUREMENT, EVALUATION, STATISTICS, AND ASSESSMENT

Studies in Measurement, Evaluation, Statistics, and Assessment are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and research methodology for the social sciences and human services.

Master of Education (M.Ed.) in Educational Research Methodology

The Measurement, Evaluation, Statistics and Assessment (MESA) 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.

- Upon completion of the M.Ed., graduates should be able to:
- Understand the theory of research, evaluation, statistics, measurement and assessment methodology.
 - Critically analyze published quantitative and qualitative research.
 - Interpret and report quantitative and qualitative designs, procedures, and results.
 - Communicate research findings effectively.

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 credit hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Master of Science (M.S.) in Applied Statistics and Psychometrics

The Applied Statistics and Psychometrics program at the Lynch School combines the study of research design, statistical methods, 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.

- Upon completion of the M.S., graduates should be able to:
- Understand the theory of applied statistics and psychometrics.
 - Conduct analyses using advanced procedures such as multiple regression, multivariate models, hierarchical linear modeling, causal modeling, and longitudinal analyses.
 - Interpret and report quantitative and qualitative designs, procedures, and results.
 - Design, conduct, analyze, interpret and report both Classical Test Theory and Item Response Theory analyses.
 - Communicate research findings effectively.

The MESA Master's of Science is a specialization in quantitative methods. This program meets the increasingly higher expectations of applied research organizations (e.g., education, psychology, social health) and funding agencies, (e.g., the Institute for Education Sciences and the National Science Foundation), for master's-level specialists trained in quantitative designs, statistical procedures, and measurement methodology applicable to a wide variety of projects. A minimum of 30 credit hours and satisfactory performance on a comprehensive examination are required for the M.S. degree.

Doctoral Program (Ph.D.) in Measurement, Evaluation, Statistics and Assessment

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 Measurement, Evaluation, Statistics and Assessment. 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 design 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.

- Upon completion of the Ph.D., graduates should be able to:
- Understand the theory of research, evaluation, statistics, measurement and assessment methodology.
 - Critically analyze published quantitative and qualitative research.
 - Construct both cognitive and affective measurement instruments and assessments.
- Conduct original empirical research related to topics in education, evaluation, statistics, measurement, assessment, and policy. Interpret and report quantitative and qualitative designs, procedures, and results. Communicate research findings effectively.

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, Educational Policy and Reform, Curriculum and Instruction, Educational Leadership, 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 five dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the School of Theology and Ministry (STM).

admissions requests should be addressed to the Office of Graduate Admissions, Carroll School of Management, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3813, 517-552-3920.

Dual Degree Program—Counseling Psychology/Theology & Ministry (M.A./M.A.)

The dual M.A. in Theology & Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

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

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

CERTIFICATE AND SPECIALIZATION PROGRAMS

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

Certificate in Child and Family Mental Health

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

Certificate in Positive Youth Development

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

LYNCH SCHOOL GRADUATE PROGRAMS

Department of Teacher Education/Special Education
and Curriculum and Instruction

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

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

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

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

Special Education (Moderate Special Needs, Grades Pre-K–8
and Grades 5–12): M.Ed., C.A.E.S.

Special Education (Students with Severe Special Needs, Grades
Pre-K–12): M.Ed., C.A.E.S.

Department of Educational Leadership and Higher Education

Educational Leadership: M.Ed., C.A.E.S., Ed.D.

Higher Education: M.A., Ph.D.

International Higher Education: M.A.

Ana M. Martínez Alemár, Professor; Associate Dean; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

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

The Department

APSY7446 Child Psychopathology (Fall: 3)

Offered Annually

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

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

Julie MacEvoy

APSY7448 Career Development (Fall/Spring: 3)

Offered Annually

Provides students with a comprehensive introduction to the theoretical and practical aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to

APSY7469 Intermediate Statistics (Fall/Spring: 3)

Prerequisites: PSY7468 or its equivalent, and computing skills.

Offered Annually

This course normally follows APSY7468 or its equivalent.

Topics and computer exercises address tests of means and proportion, partial and part correlations, chi-square goodness-of-fit and contingency

<p>APSY7529 Psychology of Drug and Alcohol Abuse (Summer: 3) Offered Annually Designed for the student who is interested in the study of the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society. The Department</p> <p>APSY7540 Issues in School Counseling (Fall: 3) Offered Annually Restricted to students in the School Counseling program This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, and community. Professional issues related to the practice of counseling are examined, and recent innovations in the field are reviewed. Mary Walsh</p> <p>APSY7543 Psychopathology (Fall: 3) Prerequisite: APSY7444. Offered Annually Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses. The Department</p> <p>APSY7549 Psychology of Trauma: Cross-Cultural and Social Justice (Fall: 3) Offered Annually The focus of this course is on the biopsychosocial aspects of traumatic stress. The course involves an exploration of psychological and social aspects of various types of interpersonal violence, such as physical abuse, sexual assault, and political trauma across diverse populations. Assessment and clinical and community-based interventions concerning traumatic stress will be discussed with attention to cultural and linguistic diversity. This course includes a special emphasis on the examination of social and human rights in the context of interpersonal and collective violence. Usha Tummula-Narra</p> <p>APSY7565 Large-Scale Assessment: Procedures and Practice (Spring: 3) Offered Annually Recommended: ERME7462 and ERME7468 Examines measurement concepts and data collection procedures in the context of large-scale assessment. Considers technical, educational, and political issues in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Covers framework development, instrument development, sampling, collection, analysis, and reporting, in relation to both standardized educational achievement tests and questionnaires. Ina Mullis</p> <p>APSY7605 Ethical and Legal Issues in Mental Health Counseling (Summer: 3) Offered Annually Topics include professional codes and ethical principles; laws governing</p>	<p>psychological assessment; and, issues specific to minorities, children and specialized treatment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals. Savitha Blustein</p> <p>APSY7606 Ethical and Legal Issues in School Counseling (Summer: 3) Offered Annually Guided by the ethical codes of the American School Counselor Association (ASCA) and the American Counseling Association (ACA), a wide range of legal and ethical conflicts that school counselors encounter will be discussed. Specific topics will include school counselor ethical and legal duties as they pertain to confidentiality, suspected child abuse/neglect, mental health referral and treatment, students at risk to themselves and/or others, students involved in the juvenile justice system, bullying, the rights of LGBTQ students, and special education. Knowledge of multicultural school counseling competencies and ethical issues that are related to social justice will be emphasized. Julie MacEvoy</p> <p>APSY7611 Fundamentals of Early Childhood Education (Fall: 3) Offered Annually Focuses on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Examines individual differences and the effects of special needs on learning and development, as well as program implications. Mariela Paez</p> <p>APSY7617 Learning and Cognition (Spring: 3) Offered Annually Discusses theories of learning and cognitive development, explores the role of biology and environment, and examines different interpretations of the social environment. Discusses whether learning and cognitive development are similar or different processes. Also examines the nature of intelligence, role of instruction in learning, nature of instruction, and the transfer of learning to new contexts is achieved. Practical applications of theory and research are discussed. Erica Laski</p> <p>APSY7633 Impact of Psychosocial Issues on Learning (Spring: 3) Offered Annually M.A. students only; not appropriate for Ph.D. students Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses the role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues. The Department</p> <p>APSY7638 Issues in Short Term Counseling (Spring: 3) Offered Annually This course is designed to introduce students to the techniques and issues related to the practice of short-term therapy. Special attention is given to current trends in health care delivery, including the managed care environment and how to adapt various models to this environment. Students will learn a number of coherent strategies to treat a variety of presentations and populations in a short-term model. They will also gain an understanding of the complexities of providing quality mental health care in today's clinical settings. The Department</p>
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APSY7665 Developmental Disabilities: Evaluation, Assessment, Families and Systems (Fall: 3)

Offered Annually

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

APSY7666 Developmental Disabilities: Values, Policy, and Change (Spring: 3)

Offered Annually

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

APSY7740 Topics in the Psychology of Women (Spring: 3)

Offered Annually

Explores current theory and research on the psychology of women

graduate psychology of women

graduate psychology of women

APSY7740 Topic3

APSY8115 Cultural Processes, Social and Emotional Development
(Fall: 3)

Offered Annually

This course reviews the theoretical and empirical literatures per-

experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

Lisa Goodman

APSY9846 Advanced Pre-Internship Counseling Practicum
(Fall/Spring: 1, 2)

Prerequisite: Advanced Pre-Internship Counseling Practicum.
Master's-level counseling practicum.

Offered Annually

This is a year-long course, 1 credit in the Fall, 2 credits in the Spring.

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20–24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Elizabeth Sparks

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

Prerequisite: Permission of Director of Training; minimum of 400 clock hours of counseling practicum (e.g., APSY7660, APSY7661, APSY9846).

Offered Annually

Doctoral candidates in Counseling Psychology only. By arrangement only.

Internships cover a calendar year, and students must complete the

EDUC7461 Human Rights Interdisciplinary Seminar (Spring: 3)
Prerequisite: Admission by instructor permission only.

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.

Richard Jackson

(CRT/Int), and Settler Colonialism, in the examination and deconstruction of institutionalized and race-based disparities and inequalities in societal institutions, including, but not limited to, K–12 education, higher education, psychology, and the law. Course texts and student work will utilize both academic and popular culture texts. The course assumes and builds upon a foundational knowledge of social theories and the ways in which self, institution and society are connected.

Leigh Patal

EDUC9709 Research on Teaching (Fall: 3)

Offered Annually

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

EDUC9711 Historical and Political Contexts of Curriculum

(Spring: 3)

Offered Annually

Permission of instructor required for all students, except for Ph.D. students in Curriculum and Instruction.

Introduces Ph.D. students in Curriculum and 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.

Dennis Shirley

EDUC9729 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.

The Department

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

ELHE7608 Gender and Higher Education (Spring/Summer: 3)
 Offered Periodically
 Topics include the history of women in higher education, gender and student development, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy women in post-secondary administration and teaching, and the inter-relation of race, class, sexuality, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators and student affairs practitioners.
 Susan Marine

ELHE7505 Transforming the Field of Catholic Education (Fall: 3)
 Cross listed with TMRE7104
 Offered Annually
 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, this 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 education in Jesuit and non-Jesuit schools.
 Martin Scanlan

ELHE7603 Internationalization of Higher Education (Fall: 3)
 Offered Annually
 Higher education around the world today is increasingly affected by the forces of internationalization. Professionals working in post-secondary education in the United States and elsewhere must have a clear understanding of the range of opportunities and challenges presented by the evolution of this phenomenon. This course has two main objectives. The first is to introduce students to the central issues relevant to the international dimension of higher education in different national contexts. The second objective is to promote students' understanding of the practical implications of internationalization for their own work in higher education administration and/or policy-making contexts.
 Hans de Wit

ELHE7606 Diversity in Higher Education: Race, Class, and Gender (Summer: 3)
 Offered Annually
 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 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.
 The Department

ELHE7607 Seminar on Law and Higher Education (Spring: 3)
 Cross listed with LAWS7706
 Offered Biennially
 The Law and Higher Education seminar covers a broad range of pressing contemporary topics impacting institutions of higher education. Topics range from First Amendment concerns on campus, to the business of higher educational institutions (e.g., intellectual property protections and high profile athletic programs), to the impact of government and non-governmental actors on the university, to the future prospects of the American higher education model. The legal, historical, and theoretical underpinnings of each issue are covered, but the focus of the seminar is on the practical decision-making of general counsel, administrators, students, and others who coexist in the university context.
 Philip Catanzano

ELHE7701 Introduction to Educational Leadership and Change (Fall: 3)
 Offered Annually
 Brings a foundational focus to the work of educational administrators 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.
 Janet Johnson

ELHE7704 Ethics and Equity in Education (Fall: 3)
 Offered Annually
 The course explores how schools are used as a vehicle of the state to acculturate various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.
 Robert Starratt

ELHE7708 Instructional Supervision (Spring: 3)
 Offered Annually
 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.
 Irwin Blumer

ELHE7711 Using Data and Evidence for School Improvements (Fall: 3)
 Offered Annually
 This course prepares leaders to manage initiatives around continuous improvement and data-informed inquiry. On one hand, students will develop basic research skills that will contribute to evidence-based school improvement, including action research. On the other hand, students will explore the landscape of supports and barriers to using data and other evidence effectively in schools. In particular, students

ELHE8704 Dissertation in Practice Direction (Fall: 3)
Offered Annually
The Department

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

This course will present an advanced study of theoretical concepts,

EDUCATION

ERME9901 Doctoral Comprehensives (Fall: 3)

Offered Annually

The Department

ERME9911 Doctoral Continuation (Fall: 3)

Offered Annually

The Department

ERME9941 Dissertation Seminar in Educational Research,

Measurement and Evaluation (Fall/Spring: 1, 2)

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

Offered Biennially

1 credit in the Fall, 2 credits in the Spring.

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present

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

DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The Boston College School of Social Work and the Law School at Boston College offer a dual J.D./M.S.W. program designed for

Robert M. Bloom, Professor; B.S., Northeastern University; J.D., Boston College	Catharine Wells, Professor; A.B., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University
Mark S. Brodin, Professor; B.A., J.D., Columbia University	David A. Wirth, Professor; A.B., Princeton University; A.M., Harvard University; J.D., Yale University
George D. Brown, Robert Drinan, S.J. Professor; A.B., J.D., Harvard University	Alfred C. Yen, Professor; B.S., M.S., Stanford University; J.D., Harvard University
R. Michael Cassidy, Professor; B.A., University of Notre Dame; J.D., Harvard University	Paulo Barrozo, Associate Professor; LL.B., Rio de Janeiro (UREJ); M. Writing; Rio de Janeiro (PUC); Ph.D., Rio de Janeiro (IUPERJ); LL.M., S.J.D., Harvard Law School
Mary Ann Chirba, Professor of Legal Reasoning, Research, and Writing; A.B., Colgate University; J.D., Boston College; Sc.D., M.P.H., Harvard School of Public Health	E. Joan Blum, Associate Professor of Legal Reasoning, Research, and Writing; A.B., Harvard College; J.D., Columbia Law School
Daniel R. Coquillette, Professor; J. Donald Monan, S.J., University Professor; A.B., Williams College; M.A., Oxford University; J.D., Harvard University	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
Scott T. FitzGibbon, Professor; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University	Frank R. Herrmann, S.J., Associate Professor; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College
Frank J. Garcia, Professor; A.B., Reed College; J.D., University of Michigan	Gregory A. Kalscheur, S.A., Associate Professor; Dean, Morrissey College of Arts and Sciences and Graduate School of the Morrissey College of Arts and Sciences; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology; LL.M., Columbia University
H. Kent Greenfield, Professor; A.B., Brown University; J.D., University of Chicago	Elisabeth Keller, Associate Professor of Legal Reasoning, Research, and Writing; B.A., Brandeis University; M.A., J.D., Ohio State University
Ingrid Michelsen Hillinger, Professor; A.B., Barnard College; J.D., College of William and Mary	Daniel Lyons, Associate Professor; A.B., Harvard College; J.D., Harvard Law School
Renee M. Jones, Professor; Associate Dean of Academics; A.B., Princeton University; J.D., Harvard University	David Olson, Associate Professor; B.A., University of Kansas; J.D., Harvard University
Daniel Kanstroom, Professor; Director, Rappaport Center for Law, Public Policy and Associate Director of the Boston College Center for Human Rights and International Justice; B.A., State University of New York at Binghamton; J.D., Northeastern University; LL.M., Harvard University	Brian J.M. Quinn, Associate Professor; B.S.F.S., Georgetown University; M.P.P., Harvard University; J.D., M.L.S., Stanford University
Cathleen Kaveny, Donald and Juliet Libby Professor; A.B., Princeton University; M.A., M. Phil, J.D., Ph.D., Yale University	Katharine G. Young, Associate Professor; B.A., LL.B., Melbourne University; S.J.D., LL.M., Harvard University
Thomas C. Kohler, Professor; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University	Cheryl Bratt, Assistant Professor of Legal Reasoning, Research, and Writing; B.A., J.D., University of Michigan
Joseph P. Liu, Professor; B.A., Yale University; J.D., Columbia University; L.L.M., Harvard University	Jeffrey Cohen, Assistant Professor of Legal Reasoning, Research, and Writing; B.A., Yale University; Ph.D., Stanford University
Ray D. Madoff, Professor; A.B., Brown University; J.D., LL.M., New York University	David and Pamela Donohue, Assistant Professor in Business Law; B.A., M.A., Stanford University; J.D., Yale University
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Daniel Farbman, Assistant Professor; B.A., Amherst College; J.D., Harvard Law School
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Hiba Hafiz, Assistant Professor; B.A., Wellesley College; M.A., Columbia University; M. Phil., Ph.D., Yale University; J.D., Columbia University
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Kari E. Hong, Assistant Professor; B.A., Swarthmore College; J.D., Columbia University
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Natalya Shnitseva, David and Pamela Donohue Assistant Professor in Business Law; B.A., M.A., Stanford University; J.D., Yale University
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Mary Ann Van Neste, Assistant Professor of Legal Reasoning, Research, and Writing; B.A., M.P.A., Syracuse University; J.D., Georgetown Law School
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Ryan Williams, Assistant Professor; B.A., University of Kansas; J.D., Columbia Law School
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Francine T. Sherman, Clinical Professor; Director, Juvenile Rights Advocacy Project; B.A., University of Missouri; J.D., Boston College
Professor, C.B. Smith Professor, Distinguished Professor, and S.J. Professor of Law, Public Policy, and Ethics; B.A., Harvard University; J.D., Harvard University	Paul Tremblay, Clinical Professor; B.A., Boston College; J.D., University of California at Los Angeles

LAWS2145 Torts (Fall: 4)

Offered Annually

This course examines non-consensual relations among individuals and emphasizes negligence law, the measure of damages, and new developments such as products liability.

The Department

LAWS2150 Law Practice 1 (Fall: 3)

Offered Annually

All 1L students in their first semester will be enrolled in this course for which they will receive 3 credits toward satisfaction of the

nation who ask for our confidential help in shaping their work. Books are typically proposed for selection in a wide range of land and environment subject areas. We work with the author on the book throughout the spring semester; members of the seminar prepare weekly chapter commentaries and a final individual paper summarizing their analyses of the book. (Individual research project papers, which in previous years were part of the seminar, now are available separately via independent study.)

Zygmunt Plater

LAWS3339 Environmental Law: Clean Water Act (Spring: 3)

Offered Annually

Given recent Supreme Court decisions, the law of clean water may well be the bellwether for the future of all federal environmental

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

Offered Annually

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

LAWS4416 Privacy Law (Fall: 3)

Offered Annually

Privacy Law will take a practical approach in the context of privacy theory and the evolving global web of privacy and security laws, regulations, industry standards, and best practices. We will explore, from an individual perspective, a corporate perspective, and a law enforcement perspective, the scope and nature of an individual’s right to control his or her personal information held by others. We will also consider recent controversies such as those involving big data/AI, facial recognition, encryption, domestic surveillance, ad-targeting, virtual reality, cross-device matching, mobile device geolocation, social networking, video sur

LAWS4449 The Art of Lawyering and the Commercial Lease

(Fall: 2)

Offered Annually

This course is for second and third year students. It is an exercise in the art of transactional lawyering, using commercial leases in a shopping center as a centerpiece. Through the study of a text book, cases, statutes and commercial documents, as well as through drafting and negotiation exercises, everything the student has learned in law school will converge on the problems that fictional clients bring to the class for solution. We will explore the choice of business entity, letters of intent, percentage rent, use restrictions, anti-trust, free speech in the shopping center, restrictions on transfer of interest by landlord and tenant, relationships and contracts with abutters, environmental issues, green leases, defaults and remedies, ethical issues and bankruptcy.

Joel Reck

LAWS4450 Environmental Law, Advanced:Teaching Seminar

(Spring: 3)

Prerequisite: LAWS2512 Environmental Law.

Offered Annually

The Department

and informal amendments. We will study Article V of the Constitution, which sets the rules for formally amending the Constitution. We will analyze the role of political actors in changing the text and meaning of the Constitution. Additionally, we will discuss the future of the Constitution, specifically whether and how it should be reformed.

Richard Albert

LAWS5253 International Law of Food (Summer: 3)

Cross listed with INTL2253 and POLI2253

Offered Annually

This course, one of the few if not the only in the world to address this critical subject matter, identifies and analyzes contemporary international legal and policy issues related to food including supply, safety, security, subsidies, and trade. Students will master legal and structural analytical tools for addressing these increasingly important challenges of concern to all global citizens, including in particular undergraduates potentially interested in attending law school seeking an introduction to legal method. Field trips include visits to the European Food Safety Authority and the UN Food and Agriculture Organization in Rome. The course stresses the development of skills to enable students effectively to grapple with new

submission to a common commander. Other approaches propose law in its fullest sense is embedded in a community which is dedicated to justice. This course compares these approaches in a critical manner. It inquires into the nature of justice and freedom, with special attention to Aristotle, Cicero, and thinkers in the Jewish and Christian traditions. The Department

LAWS6660 Foundations of Western Law (Fall: 3)

Cross listed with PHIL6660

Offered Annually

This seminar will place students into a conversation with some of the key thinkers who have shaped our modern Western legal traditions. In addition to Plato and Aristotle, the readings will be drawn from seventeenth, eighteenth, and nineteenth century English, French, and German political philosophers. Themes include: how these authors influenced common and civil law systems; the relation among religion, law and morality and the problem of human knowing; the concepts of “law,” “reason,” “human nature,” and the foundations of rights theory; the shift from the good to legitimacy; the rise of individualism and the problem of community.

Thomas C. Kohler

LAWS6663 Children’s Law and Public Policy (Fall: 2)

Offered Annually

Children’s Law and Public Policy provides an overview of U.S. law and legal systems impacting the lives of vulnerable children. The course focuses both on process, how courts, administrative agencies, and attorneys representing youth, parents and the state process and service cases

LAWS6676 International Environmental Law (Fall: 2)

Offered Annually

This course addresses the nature, content and structure of international environmental law. The course commences with an introduction to international environmental problems, together with basic principles of international law and environmental regulation. Specific topics include global warming, stratospheric ozone depletion, and exports of hazardous substances. Other topics may include marine pollution, transboundary pollution, trade and environment, and development and environment.

The course evaluates the role of international and non-governmental organizations; the interrelationship between international legal processes and domestic law; and the negotiation, conclusion, and implementation of international environmental agreements. Class meets at the Fletcher School, Graduate School of International Affairs, Tufts University.

David Wirth

LAWS6677 Mergers and Acquisitions (Spring: 3)

Prerequisite: LAWS7750 Corporations.

Offered Annually

This course is an introduction to the legal rules and principles governing corporate transactions including mergers and negotiated acquisitions. We will begin with an examination of the deal structures used in most common transactions, focusing on statutory requirements and relevant Federal regulations. We will then turn to questions of the Delaware common law and the fiduciary duties of selling directors in the context of mergers and acquisitions. Finally, we will turn to the merger agreement. In that setting, we will study the structure of the merger agreement and typical provisions negotiated in merger agreements. The object of this final section will be to understand the incentives addressed by each such provision and the legal limits to their use.

The Department

LAWS6679 Trusts and Estates (Fall: 4)

Offered Annually

This course explores the basic law surrounding the disposition of property at death: (1) overview of the estate planning process and the policy considerations regarding inheritance law; (2) the process by which property is distributed in the absence of a will (intestacy); (3) the law of wills, examining challenges to the will, formal requirements for the execution of a valid will, revocation, and construction; (4) will substitutes and planning for incapacity; (5) the law of trusts, including revocable and pour-over trusts, and creditor and beneficiary rights; (6) brief coverage of powers of appointment, perpetuities, charitable trusts, and general tax considerations. This course does not address in detail tax-motivated estate planning (see instead Estate and Gift Tax and Estate Planning).

Ilana Hurwitz

LAWS6682 Commercial Law: Secured Transactions (Fall: 4)

Offered Annually

This course explores secured financing—transactions in which a creditor, a lender or a seller, takes a security interest in collateral to secure its ability to be repaid. The course focuses principally on secured transactions involving personal property and fixtures (Article 9 of the Uniform Commercial Code). It examines the debtor-secured creditor relationship at state law and in bankruptcy. The course adopts a problem-solving approach. Class time is devoted almost exclusively to analyzing the assigned problem. This is a basic or “primer” course for business law practice. It also provides an intense experience in interpreting statutes.

Ingrid Hillinger

LAWS7729 Advanced Constitutional Law: The Law of the
Presidency and the Trump Administration (Spring: 2)
Offered Annually

and contemporary ways by which families are formed, maintained, dissolved, and defined by law. The course in particular provides an overview of marriage, divorce, child custody, parental rights, and adoption.

The Department

LAWS7749 Immigration Law (Spring: 3)

Offered Annually

It is a pre- or corequisite for the Immigration Clinic.

U.S. immigration law involves such technical questions as how to obtain a visa, a “green card,” citizenship and who is subject to deportation. It is also “a magic mirror” in which the highest aspirations and the deepest biases of American legal culture and history are reflected. This course explores both aspects of this complex area of law: the technical legal and the political/philosophical. It involves constitutional law, administrative law, statutory interpretation, among other disciplines. There are traditional lectures, class discussions, in-class exercises, outside speakers, films, and court visits. The three-credit course requires class attendance, participation, and a final exam. More detailed information will be available in the first class.

The Department

LAWS7750 Corporations (Fall/Spring: 3)

Offered Annually

This is the basic course in corporation law. It focuses on the governance structure of the corporation and the allocation of power and responsibility among shareholders, directors and officers. Topics covered will include corporate formation, choice of entity, shareholder

will include the disclosure regime for public companies, exemptions from the securities laws' registration requirements, and liability under the securities laws, including sanctions for fraud and insider trading.

The Department

LAWS7777 Taxation II (Fall: 3)

Prerequisite: LAWS9926 Tax I.

Offered Annually

Tax II explores the taxation of corporations. After a brief review of the other common forms for organizing a business and their distinctive tax treatments, the course focuses on the most important federal income tax issues relating to the organization, operation, liquidation and reorganization of publicly-traded corporations (and other "C" corporations). This includes the relationship between corporations and shareholders and the treatment of dividends and redemptions. The course is important for any student thinking of practicing in the general business area, even if she or he does not intend to become a tax specialist.

The Department

LAWS7778 Taxation III (Advanced Corporate Tax) (Spring: 3)

Prerequisite: Tax IA and Tax II.

Offered Annually

Tax III is the most advanced course in the tax curriculum (note that Tax I and Tax II are prerequisites). It deals with both taxable and tax-free corporate acquisition transactions, the treatment of net operating loss carryovers, single corporation reorganizations and an introduction to the consolidated return rules and subchapter S. Students will engage in a variety of projects including some mix of the following: negotiate the terms of an acquisition transaction, prepare drafts for a request for a

Tax IA and Tax II.

consider the history of race and racial inequality in the United States, in ways which recognize the tendency of both to intersect with other axes of inequality including gender, sexuality, class, and disability. We will also consider the many ways that formal equality under law obscures continuing racial inequality through purported race neutrality. Specifically, we will examine, understand, and theorize how American conceptions of liberalism, with their attendant reliance on individual responsibility and meritocracy, serve as consistent and effective alibis for racial inequality. Finally, we will consider how CRT has been taken up by non-legal disciplines and in popular culture, particularly in ways which allow us to hone strategies for achieving radical equality and social justice by building on the theoretical insights of the past. The major assignment for this writing and discussion driven course will be a substantial, analytic paper which takes the theories that we discuss and applies them to a contemporary or historical problem of formal equality under the law.

Anjali Vats

LAWS7860 How Constitutions Change (Fall: 3)

Offered Annually

Constitutions change in ways both seen and unseen. They change when political actors trigger the process of constitutional amendment in order to alter the constitutional text. They change when the Supreme Court interprets a constitutional provision in a way that departs from the prevailing understanding. They change also when the people topple the regime and adopt a new constitution. This advanced course in constitutional law will study the many forms of constitutional change—amendment, revision, interpretation, evolution and revolution—from comparative, doctrinal, historical, and theoretical perspectives. There will be a mix of lecture and discussion, with the objective of fostering a stimulating, challenging, and mutually-supportive setting for a productive, provocative and respectful exchange of ideas. The 2higt examin () has been take6 1listor

LAWS8140 Introduction to Civil Litigation Practice (Spring: 3)
Offered Annually

This course provides an introduction to civil litigation practice with emphasis on the word "practice". The 1Ls enrolled will bring basic knowledge of Civil Procedure, plus lifetime perceptions of how civil litigation is conducted, and a personal sense of morals and ethics. The course will provide an understanding of skills involved in litigating a civil case through the stages preceding trial, with an emphasis on the interrelationship of those skills with the litigator's professional responsibilities to clients, colleagues, opponents, judges and others. In addition to discussions and guest presentations by experienced litigators, students will perform litigation skills—client interviews, negotiations, depositions and courtroom advocacy—based on a hypothetical factual scenario. The combination of teaching techniques will provide insight into the real world of civil litigation while fostering skills that are important for all practitioners to master, whatever field they choose to enter.

Brandon White

LAWS8236 Representing Inmates at Prison Hearings Seminar (Fall: 1)

Corequisite: LAWS8239.
Offered Annually

Seminar that accompanies LAWS823901 Representing Inmates at Prison Disciplinary Hearings.

The Department

LAWS8239 Representing Inmates at Prison Disciplinary Hearings (Fall/Spring: 3)
Offered Annually

Representing clients at prison disciplinary hearings provides a window into the hidden world of prisons. Massachusetts is one of the only states that allow students to represent clients at these hearings. All students will meet and interview clients in maximum security prisons, conduct discovery and investigation, file motions, cross-examine witnesses, make closing arguments, and file appeals when necessary. Because the hearings are relatively short, students will be able to attend multiple hearings each term. Legal skills learned: mini trials in 30-minute hearings, administrative law, adversarial practice, client interviewing skills, witness interviews, discovery practice, motion practice (written and oral), cross-examination of witnesses, direct examination of client, closing argument, and written appeals if necessary.

Kari Tannenbaum

LAWS8250 Administrative Law Externship Seminar (Fall: 1)
Offered Annually

For students who are enrolled in a law practice externship in the administrative law area, this is the co-requisite seminar.

The Department

LAWS8254 Corporate Counsel Externship Seminar (Fall: 1)
Offered Annually

The Corporate Counsel Externship Program is a tethered externship. Students with participating placements will be automatically enrolled in Prof. Brian Quinn's Corporations class, as well as the Corporate Counsel Externship Seminar. Students enrolled in this program will have the benefit of a doctrinal course focused on corporate law issues, a dedicated faculty member and cohort of fellow students participating in similar placements, and the opportunity to bridge the

with practice. The 1-credit seminar meets once every other week and is intended to provide students with an opportunity to reflect on their experiences working in the setting of a corporate counsel's office.

The Department

LAWS8263 BC Innocence Clinic (Fall/Spring: 6)

Prerequisite: Criminal Procedure and Evidence recommended.
Offered Annually

Students in BC Innocence clinic work with faculty supervision on post-conviction screening and/or litigation of cases of prisoners who assert their innocence. Case screening involves review of trial transcripts, student discovery, appellate and post-conviction briefs, and judicial opinions, as well as factual and forensic research, to determine whether specific testing or other investigative leads could establish a strong likelihood that the prisoner is factually innocent. Students produce a memorandum analyzing the case and making a recommendation as to whether post-conviction litigation should be pursued. Students engaged in litigation research and draft motions for various types of post-conviction relief with supporting memoranda and affidavits. Class component is devoted to case-rounds and development of legal, professional, and ethical skills in the context of post-conviction innocence work. Students spend 10–12 hrs/week outside of class time on casework.

Catherine Whitmore

LAWS8267 Community Enterprise Clinic (Fall/Spring: 4)

Prerequisite: LAWS7750.
Corequisite: LAWS3336.

Offered Annually

This course introduces students to transactional legal work on behalf of low- and moderate-income entrepreneurs, small businesses and nonprofit organizations, and first-time home buyers. The fieldwork is based at the Law School's Legal Assistance Bureau located in the new Center for Experiential Learning on campus. Students will perform all of the legal work and interact with the clients. Students will be assigned to work with entrepreneurs with business-related legal needs; with emerging community-based small businesses facing corporate, employment or 30100 legal issues; with nonprofit organizations or groups seeking assistance to establish a tax-exempt organization; and first-time home buyers. Fieldwork purposes students will be assigned seven or ten office hours per week at the clinic, depending on the number of credits chosen by the student. A weekly seminar will address substantive law, ethical issues and legal skills. The fieldwork is complemented by a weekly seminar.

Paul Tremblay

LAWS8268 Community Enterprise Clinic Class (Fall/Spring: 2)

Prerequisite: LAWS7750.
Corequisite: LAWS3326.

Offered Annually

Clinical Education

A weekly seminar will address substantive law, ethical issues, and legal skills.

Paul Tremblay

LAWS8271 Judge and Community Court Seminar (Fall: 2)

Offered Annually

This seminar examines through participant observation the functioning of the judicial process in our first-level or community courts. Students undertake this study of judicial performance through clerkship-like fieldwork placements with judges of the Boston Municipal, District, Juvenile, Housing and Land Courts. Students are available to

LAW

LAWS8620 Advising the Entrepreneur (Fall: 3)

Prerequisites: LAWS7750 Corporations, an Intellectual Property course (IP Survey, copyright, trademark, or patent). Permission of the instructor is also possible, depending on background.

Offered Annually

An introduction to the complex challenge of advising entrepreneurs who are planning or developing a new business. It has two principal components. First, law students attend classes at the law school to the development of legal knowledge and counseling skills related to the development of legal knowledge and counseling skills related to the advising of new businesses. Second, law students meet with entrepreneurs and business owners, typically, actual clients of the course instructor who become clients of the Law School's Community Enterprise Center for purposes of the class, to develop a plan of legal assistance focused on the legal aspects of the client's emerging business. This advising will take place under the supervision of the course's faculty. Each law student will meet and counsel one or two clients, participate in class discussion of the issues raised by these meetings, complete a drafting exercise, and write a final memorandum concerning the legal issues raised for each client.

Jeremy Marr

LAWS8701 Administrative Practice (Spring: 3)

Offered Annually

This course focuses upon the skills needed to practice law in the area of administrative agencies. Much of law school focuses upon state and federal agency interpretation and courtroom practice. But state and federal agencies make far more rules each year than legislatures, and adjudicate far more cases than the judiciary. Agencies develop much of the law that governs our daily life, including many high-profile issues such as immigration, financial reform, and environmental protection. In this course, you will learn about agency rulemaking and adjudication through simulated proceedings, which will culminate in each student filing comments in a live proceeding before a federal or state agency.

Daniel Lyons

LAWS8765 International Legal Research (Fall/Spring: 2)

Offered Annually

International Legal Research aims to provide students with in-depth and hands-on experience with the general process and discipline of international and foreign legal research. Students will learn to use a variety of specialized legal research tools, both online and in print, to locate and evaluate the major sources of public international law, including treaties, customary international law, and general principles of international law. Decisions of international courts and tribunals, and official documents of international organizations (United Nations, European Union, WTO, etc.) will also be examined. The course will also cover special topics in international law, e.g., private international law, international human rights, international trade law and commercial arbitration. Grades will be based on 3 take-home assignments. Recommended for students interested in international legal practice, members of the Jessup Moot Court team, and the staff of the BC ICLR.

The Department

LAWS8813 Corporations Lab (Fall: 1)

Offered Annually

This course must be taken in conjunction with Corporations (Quinn). The Corporations Lab Option is intended to provide students with a real-world corporate law experience. The Lab is organized around a central activity: the incorporation and organization of a Massachusetts corporation. Students in the Lab will undertake all the steps required to incorporate and then organize a Massachusetts

corporation. In addition to making the required filings with the Secretary of State of the Commonwealth of Massachusetts, students will also create a "board book" that will include all the relevant corporate documentation related to the new corporation. Students will also organize and run a shareholder meeting before the end of the semester. At this meeting shareholders will vote to approve a dissolution of the corporation. Students will then make the required filing with the Commonwealth.

Stacie Quinn

LAWS8823 Life Cycle of a Chapter 11 Restructuring Case

(Spring: 3)

Prerequisite: LAWS7733 Business Bankruptcy.

Offered Annually

Chapter 11 cases require lawyers for troubled companies and their parties (creditors, employees, vendors, customers, shareholders and others) to evaluate alternative strategies to maximize value and to minimize losses (or to push those losses onto others). In this interactive course, we'll use an actual case (in which the professor represented the debtor) to allow students to set and critique strategy; write recommendations to the Board and motion papers from opposing sides; argue positions; negotiate a chapter 11 plan outcome; and try to reconcile some of the competing legal and social implications of corporate restructuring (for example, should poorly managed companies be left to fail? What if that means the loss of the best employer in a small town? Should "vulture funds" be allowed to take advantage of distressed situations?).

The Department

LAWS8834 Judicial Process: Appeals (Spring: 6)

Offered Annually

Judicial Process is a course which allows a student to sit as law clerk for one day per week with Massachusetts Superior Court Judges (Trial Court). Students will be assigned to individual judges. It is expected that the student will perform one day doing assignments and the second day observing. There will opportunity to work with more than one judge. Students will therefore have the opportunity to observe and work directly with different judges and thereby learn from different judicial styles and perspectives. There will be a bi-weekly two hour seminar meetings, which will be used to discuss various topics including the following: selection and discipline of judges; role of the jury; and a critique of the adversary system.

Robert Bloom

LAWS8835 Judicial Process Appeals Seminar (Fall: 3)

Offered Annually

The Department

LAWS8838 Judicial Process (Fall: 5)

Offered Annually

Department permission.

Robert Bloom

LAWS8856 Attorney General Clinical Program (Fall/Spring: 3)

Students register for two components at a time—LAWS8856

and LAWS8858 in the fall and the same again in the spring.

Offered Annually

See course description at Attorney General Clinical Program Seminar.

Thomas Barnico

LAW

Students will consider how well these rules work and the reforms enacted after the financial crisis of 2008. This course does not cover consumer financial protection or provisions of the Uniform Commercial Code.

The Department

LAWS9975 Criminal Procedure (Adjudication) (Spring: 2)

Prerequisite: Criminal Law.

Offered Annually

Through a combination of simulated courtroom presentations and readings, this course covers the law of post-arrest criminal procedure from bail and grand jury proceedings through pre-trial discovery, plea bargaining, jury selection, trial and sentencing. In addition to simulated exercises and feedback, discussion topics will range from Supreme Court cases to policy issues such as the ethics of plea bargaining and the role of race in our criminal justice system. This course provides three credits toward the experiential learning requirement.

Robert Ullmann

For current course listings and schedules, visit <http://www.bc.edu/schools/csom/graduate/courses.html>.

EVENING M.B.A. PROGRAM CURRICULUM

As a working professional, the Part-Time M.B.A. Program at Boston College offers you the flexibility you need to earn your degree while advancing your career. And you benefit from the opportunity to apply what you learn in the Program directly to your work.

As a Part-Time M.B.A. student, you develop managerial, analytical, and practical management skills through the completion of a strong set of core courses that emphasize experiential learning. The program attracts a diverse mix of highly motivated individuals from the vibrant and diverse regional business community, helping you grow your network as you develop and learn new skills.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ACCOUNTING

Ph.D. students in accounting complete a five-year program that is based on a thorough grounding in fundamental economic principles and rigorous statistical skills. Students will develop an appreciation of the institutional details that characterize accounting research and will concentrate on developing skills in econometrics as well as contracting and capital markets theory.

Course Requirements

Accounting Ph.D. students complete a program of study that begins with coursework in accounting, quantitative methods, economics, and finance. Through seminar courses, students will become fluent on the existing state of research literature, appropriate research methods, and proper management of the publication process.

Course requirements are typically satisfied in the first two years of the program. In addition to doctoral seminars, Ph.D. students will take courses in the departments of finance and economics and are encourage

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, Advanced Corporate Finance, and Active Portfolio Management. Learning is engineered to be cumulative and reinforcing.

The Quantitative Track 30-credit M.S. in Finance Program comprises eight core courses and two electives. This track is designed and provides M.S. in Finance students with a highly quantitative focus with an emphasis on financial analytics. The STEM designation will enable students graduating from the Quantitative Finance Track to gain vital career experience and bring quantitative skills to workplaces in Corporate Finance, Asset Management, and Investment Banking.

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.

M.S. in Finance Curriculum, Cohort Option

Core Courses

- MFIN8801 Investments
- MFIN8807 Corporate Finance
- MFIN8820 Management of Financial Institutions
- MFIN8852 Financial Econometrics
- MFIN8860 Derivatives & Risk Analytics
- MFIN8881 Advanced Corporate Finance
- MFIN8803 Quantitative Portfolio Management

Three electives:

Any 6600- or 8800-level Finance elective

M.S. in Finance Curriculum, Quantitative Track (available only as full-time cohort)

Core Courses

- MFIN8801 Investments
- MFIN8807 Corporate Finance
- MFIN8820 Management of Financial Institutions
- MFIN8852 Financial Econometrics

Each of the five following:
 MFIN8XXX Data Analytics (course number TBD)
 MFIN8803 Quantitative Portfolio Management
 MFIN6640 Finance Seminar: Simulation and Optimization
 MFIN8860 Derivatives and Risk Analytics
 MFIN8880 Fixed Income Analysis

Time electives:
 Any 6600- or 8800-level Finance Elective
M.S. in Finance Curriculum, Self-Paced Option
Core Courses

- MFIN8801 Investments
- MFIN8807 Corporate Finance
- MFIN8820 Management of Financial Institutions
- MFIN8852 Financial Econometrics
- MFIN8860 Derivatives & Risk Management
- One of the following:
 MFIN8803 Active Portfolio Management
 MFIN8880 Fixed Income Analysis
- One of the following:
 MFIN8808 Financial Policy
 MFIN8881 Advanced Corporate Finance
 MFIN8821 Corporate Valuation and Restructuring

Three electives:

Any 6600- or 8800-level Finance elective

Ph.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. program in Finance at Boston College is internationally known for a rigorous curriculum that combines theory with applied research and pedagogy. Finance faculty at Boston College are experts in their disciplines and globally acclaimed for their scholarship, research, and mentorship. In our collegial environment, students typically collaborate with one another and with faculty to produce groundbreaking research. The academic program begins with systematic, rigorous training in quantitative methods, economics, and finance. In addition, students complete a major research project, serve as research and teaching assistants, and write a doctoral dissertation. Graduates of the program are leaders in the field of finance who have the knowledge and analytical skills they need to conduct research and teach at the highest level.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. Ph.D. candidates in finance must complete four doctoral courses in quantitative methods, two in microeconomics, four in finance, and one in accounting. These requirements are typically satisfied in the first three years of the program (see www.bc.edu/content/bc/schools/

Ph.D. in Management with a Concentration in
Organization Studies Curriculum

Course Requirements

Ph.D. students who have previous education in management take a total of 19 courses during the program; students without management education take two additional M.B.A. courses, for a total of 21

Students may receive Advanced Standing Credit for core courses and elective courses, based upon graduate coursework.

Full-Time M.B.A. Program

Students accepted to the full-time M.B.A. program may apply to waive core courses based upon prior course work. If a full-time M.B.A. student is deemed eligible to waive a course, he/she will receive Equivalency. Equivalency requires the student to replace the waived course with an elective; therefore, it does not decrease the credit requirement for the degree. Full-time M.B.A. students who wish to be evaluated for course waiver eligibility must submit a Course Waiver Form. Students may be required to provide official transcripts and other relevant course information necessary to facilitate the review of their academic record. Students enrolled in the full-time M.B.A. program must maintain their full-time status for four continuous semesters (with the exception of students enrolled in approved dual degree programs outside of the Carroll School of Management).

- Full-time M.B.A. students may receive Equivalency for up to three core courses.
- Equivalency will only be granted for courses in which the student has earned a grade of “B” or better, at an accredited institution, within the five years prior to enrolling in the Boston College Part-time M.B.A. program.
- The combination of waived credits and transfer credits may never exceed 1/3 of the course requirements for the degree.
- Students who have recognized professional certifications (i.e., CPA, CFA) may receive Equivalency. A copy of the exam results will be required.
- Once an accepted student has been notified of eligibility to waive a course(s) and receive Equivalency, he/she must respond, in

cross-registration forms, available through the University Office of Student Services (Lyons Hall). Per the Consortium agreement, tuition will be billed through the student's Boston College account, at the Carroll School of Management's tuition rate. 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.

Undergraduate Course Work

Full-Time M.B.A. students who have demonstrated mastery in a subject may be eligible for equivalency for up to five courses (15 credits).

Mastery typically entails either an undergraduate major in a course area or at least two intermediate to advanced undergraduate courses with grades of B or higher.

Students may only receive Equivalency for core courses, upon undergraduate coursework.

Graduate and Professional Course Work

Students who have a prior graduate degree in a relevant field or have completed graduate management courses at other AACSB-accredited institutions may be eligible for equivalency.

The CPA and CFA certifications will make a student eligible for equivalency.

Professional experience alone will not make a student eligible to waive a course.

For more information, please contact the Office for Graduate Programs, at (617) 552-3773.

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/mba.

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.

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.

Ph.D. in Accounting

Admission to the Ph.D. program in Accounting is open to applicants with outstanding potential for leadership and academic excellence. While notable for their individual achievements, competitive candidates will demonstrate a consistent record of taking initiative in

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

ACCT8810 Communications Skills for Managers
(Fall/Spring/Summer: 3)
Cross listed with GSOM8810
Offered Annually

This course focuses on specific practical applications of business communication required of Master of Science in Accounting students and future managers. Writing assignments include memos, analyses, reports, proposals, and a variety of business correspondence. Students also write and present collaboratively.

Rita Owens

ACCT8813 Financial Accounting Practice I (Fall/Summer: 3)
Offered Annually

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

Dianne Feldman

ACCT8814 Financial Accounting Practice II (Fall/Spring: 3)
Prerequisite: ACCT8813.
Offered Annually

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments. A thorough analysis of cash flow reporting is also included.

Gil Manzon

ACCT8815 Financial Auditing (Fall: 3)
Prerequisite: ACCT8813.
Offered Annually

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.

Jeffrey Cohen

ACCT8816 Federal Taxation (Fall: 3)
Prerequisite: ACCT8813.
Offered Annually

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.

Mengyao Cheng

ACCT8817 Internal Cost Management and Control
(Fall/Summer: 3)
Offered Annually

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on operational usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also discussed.

Dianne Feldman

ACCT8824 Financial Statement Analysis (Fall/Spring/Summer: 3)
Prerequisite: ACCT7701 or ACCT7713 or ACCT8813.
Offered Annually

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.

Mark Bradshaw

ACCT8825 Assurance and Consulting Services
(Fall/Spring/Summer: 3)
Prerequisite: ACCT3309 or ACCT8815.

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

Emil Ragonis

ACCT8826 Taxes and Management Decisions
(Fall/Spring/Summer: 3)
Prerequisite: ACCT4405 (undergraduate), or ACCT7701 or ACCT7713 or ACCT8816 (graduate).

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; tax avoidance of competing legal entities; employee compensation; and others).

Gil Manzon

ACCT8848 Business Systems Consulting (Summer: 3)
Prerequisite: ACCT7701 or ACCT7713 or ACCT8813.
Offered Annually

This course is designed to give students an immersion in the process, mindset and techniques employed by management consultants and business practitioners committed to driving next-level business performance improvement across an enterprise. The course builds upon four principal discussion threads, designated required readings, student project initiatives, and online investigation to provide a deep introduction to business performance management.

Scott McDermott

ACCT8891 Empirical Topics in Accounting I (Spring: 3)
Prerequisite: Permission of department.
Offered Annually

The objective of this course is to provide students with a sound framework for understanding and appreciating empirical archival research in financial accounting and reporting. In particular, the course aims to facilitate understanding of the economic determinants and consequences of the the information conveyed by financial statements and related voluntary disclosures.

Sugata Roychowdhury

BSLW8803 Topics: Law for CPAs (Spring/Summer: 3)
Offered Annually

The course focuses on the law of commercial transactions relevant to business professionals, especially accountants. It covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business, such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

Matthew Kameron

BSLW8811 International Business Law (Summer: 3)
Offered Annually

This course covers the major principles, concepts, organizations and individuals involved in creating, interpreting, enforcing and forging policy in international business law today. International business law involves a system of law beyond the laws of any country. Major cases interpreting international law in the business context are analyzed including the jurisprudence of the U.S., European Union and the World Trade Organization. -aa myriaddence.6 (Tourse xamilnllsrsansa

Course Offerings

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

MFIN7701 Economics (Fall: 3)

Offered Annually

The course is intended to introduce the students to basic economic concepts such as supply and demand, market equilibrium, efficiency, opportunity costs, sunk costs, different market structures, gross domestic product (GDP), money, inflation, unemployment, and monetary policy. The course will be divided into two parts: (1) Microeconomics where the focus is on individual economic agents. In this part consumer demand, firm supply, market structure, equilibrium, efficiency, opportunity costs, and sunk costs are covered. (2) Macroeconomics where the focus is the economy as a whole. In this part the topics are GDP, growth, money, inflation, and unemployment.

The Department

MFIN7704 Financial Management (Fall/Spring/Summer: 3)

Prerequisite Introduction to Accounting.

Offered Annually

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 planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organi-

MANAGEMENT

MFIN8802 Venture Capital (Fall/Spring: 3)
Prerequisites: MFIN7704 or MFIN7722 (MFIN8801 and MKTG7705 or MKTG7721 also strongly recommended).
Offered Annually

Concerns the various dimensions of venture capital and gain preliminary working knowledge of the venture capital process and the challenges of capital within the entrepreneurial setting. The course will help students understand the steps necessary to create a fund, to attract and analyze venture capital investments, to create value within the portfolio companies, and to coordinate exit strategy. This course will help those interested in small business to better understand this popular source of capital, and help those interested in a career in an entrepreneurial company or in venture capital to better understand the venture business. The Department

MFIN8803 Quantitative Portfolio Management (Fall/Spring/Summer: 3)
Prerequisites: MFIN8801 and MFIN8852.
Offered Annually

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management. The Department

MFIN8807 Corporate Finance (Fall/Spring/Summer: 2)
Prerequisites: MFIN7704/MFIN7722 or equivalent.
Offered Annually

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment decisions under uncertainty, the cost of capital, capital structure theory and policy, and the interrelation of the firm's investment and financing decisions. The Department

MFIN8808 Financial Policy (Fall/Spring/Summer: 3)
Prerequisites: MFIN8801 Investment and MFIN8807 Corporate Finance.
Offered Annually

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 the concepts and models developed in the course and present the study to the class. The Department

MFIN8820 Management of Financial Institutions (Fall/Spring/Summer: 3)
Prerequisites: MFIN7704/MFIN7722 or equivalent.
Offered Annually

This course considers banks and other financial institutions as sources of information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return. The Department

MFIN8821 Corporate Valuation and Restructure (Fall: 3)
Prerequisites: MFIN8807.
Offered Annually

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. The Department

MFIN8825 CIRM3: Portfolio Management (Spring: 3)
Prerequisites: MFIN8824.
Offered Annually

Remi Browne

MFIN8835 Real Estate Finance (Fall/Spring: 3)
Offered Annually

Real Estate Finance is for graduate students to learn the ways that private and public capital sources are used to finance income-producing property. The class covers the following topics: (1) basics of real estate financial analysis and financial statements; (2) how to value income property and terminology unique to real estate; (3) permanent loans; (4) construction loans; (5) equity financing and joint ventures; (6) distressed debt and equity, and workouts; (7) institutional real estate, private equity investing; (8) Real Estate Investment Trusts (REITs); (9) Commercial Mortgage-Backed securities (CMBS); (10) Corporate sale-leaseback financing; (11) Residential mortgage financing and the subprime mortgage crisis; (12) Government role in real estate finance and credit financing. Teaching methods include lectures, illustrative case studies, Excel-based financial exercises, and videos of interviews with industry experts and representative transactions. Grades consist of a midterm exam, one individual case study report, class participation, a team case study presentation, a team presentation of a REIT stock analysis, and a final project preparing an investment memorandum for debt or equity financing of an actual property. The Department

MFIN8852 Financial Econometrics (Fall/Spring/Summer: 3)
Prerequisites: Statistics and calculus.
Offered Annually

This course teaches how mathematical techniques and econometric methods 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

MFIN8860 Derivatives and Risk Analytics (Fall/Spring/Summer: 3)
Prerequisites: MFIN8801.
Offered Annually

This course is reserved for special topics, offering advanced coursework in sub-fields of finance. This year, MFIN8860 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

MFIN8891 Ph.D. Seminar: Advanced Topics in Corporate Finance
(Spring: 3)

MANAGEMENT

Sam Ransbotham Associate Professor; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology
Marios Kokkodis Assistant Professor; B.Eng., National Technical University of Athens; M.Sc., University of California, Riverside; Ph.D., New York University
Zhuoxin (Allen) Li Assistant Professor; B.Eng., South China University of Technology; M.Sc., Harbin Institute of Technology; M.Sc., Ph.D., University of Texas, Austin
Burcu Bulgurcu Assistant Professor; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia
Shannon Provos Assistant Visiting Professor; B.A., Washington and Lee University; Ph.D., M.B.A., The University of Texas at Austin
George Wyner Associate Professor of the Practice; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology
Peter Sterpe Assistant Professor of the Practice; S.M, S.B., Massachusetts Institute of Technology
Leonard Evenchik Assistant Professor of the Practice; S.M, S.B., Massachusetts Institute of Technology
Xuan Ye Assistant Professor; B.M., Beijing University of Posts and Telecommunications; M.S., Georgia Institute of Technology; Ph.D., New York University

Contacts

- Administrative Assistant: Tiffany Faria, 617-552-2331, fariati@bc.edu
- www.bc.edu/is

Course Offerings

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

ISYS7700 Data Analytics 2: Management and Data Skills (Fall/Spring: 3)
Offered Annually

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major driver 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. Section numbers 11 and 12 (when offered) will be delivered online. Please see the link <http://bit.ly/CSOM1> for details about the online sections.
John Fox

ISYS7705 Data Analytics 3: In Practice (Fall/Spring: 3)
Offered Annually

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and

statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

Sam Ransbotham

ISYS7720 Data Analytics 2: Management and Data Skills (Fall: 2)
Offered Annually

This course is intended for full-time M.B.A. students.

Data has become an ever more powerful source of competitive advantage for modern enterprises. New technologies and business practices have led to an “orders of magnitude” change in the amount of data available for analysis, as well as to techniques, often referred to as analytics or business intelligence, which are now available to derive meaning from that data. It is essential that managers develop a deep understanding of how data can be structured, captured, and queried in order to support operations, decision-making, and strategic insight. This course provides students with a deeper understanding of data by exploring the methods by which data is modeled, databases are designed, and data is queried from those databases, and by developing an understanding of how this capability can be integrated into an organization to obtain a competitive advantage. Topics include entity relationship diagramming, the relational database model, and in-depth coverage of SQL, as well as a consideration of managerial best practices as exemplified in current business examples.

George Wyner

ISYS7725 Data Analytics 3: Using Databases (Fall: 1)
Offered Annually

This course provides students with a deeper understanding of data by exploring the methods by which data is modeled, databases are designed, and data is queried from those databases. Topics include entity relationship diagramming, the relational database model, and in-depth coverage of SQL.
George Wyner

ISYS7730 Data Analytics 3: In Practice (Spring: 2)
Offered Annually

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and synthesize 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 identify patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This section provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

Sam Ransbotham

ISYS8053 Digital Commerce (Spring: 3)
Offered Annually

Digital Commerce is a hybrid course.

This course provides a management perspective on Digital Commerce technologies, emerging trends, business models and strategies. Topics include internet and wireless infrastructure, policies, challenges of security and privacy, and the impact of Digital Commerce on the competitive landscape of retail and other industry sectors. Students will learn the key aspects of internet and wireless technology that drove the proliferation

of dot.com start ups, innovative digital business models, Hype Cycles industry disruption, and global growth. We will analyze best practices in online retail and discuss opportunities and barriers to global growth for today's leading companies. The course will conclude with a look at future trends and barriers to global digital commerce.
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Chen, Assistant Professor; A.B., A.M., Ph.D., Harvard University
 Garrett, Assistant Professor; B.S., Brigham Young University; Ph.D., University of Michigan
 Kim, Assistant Professor; B.B.A., Seoul National University; M.S., Ph.D., University of Michigan
 Tjebk, Professor; B.S., Northern Illinois University; M.B.A., University of Chicago; Ph.D., Arizona State University

Spinello, Associate Professor, Assistant Chairperson; Director, Carroll School Ethics Program; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University
 Montes, Assistant Professor of the Practice; J.D., Universidad de Chile; Ph.D., University of Navarra
 Welch, Assistant Professor of the Practice; B.S., Cornell University; M.B.A., University of Chicago; M. Engineering, Cornell University

- Contacts
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 - Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
 - www.bc.edu/bc-web/schools/carroll-school/academic-departments/management-organization.html

Course Offerings

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

MGMT7701 Introduction to Strategic Management (Fall: 2)
 Offered Annually

The course is designed to provide you with a general understanding of how firms formulate and implement strategies to create competitive advantage. Relying exclusively on the case method, it will expose you to some basic strategy concepts, which will lay the foundation for the strategic management core course that you will take later on. The cases chosen for this course will place you in diversity of managerial situations—large multinational firms and small startups, manufacturing and service industries, growing and mature organizations, U.S. and non-U.S. settings. Discussion of these cases will enable you to learn different analytic techniques, and illustrate (1) the essence of strategy (2) how to understand the external competitive environment, (3) ways to consider beyond the current business landscape, and (4) the role of top management in strategy implementation.

Tying Yu
 MGMT7709 Managing People and Organizations (Fall/Spring: 3)
 Offered Annually

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.

Phil Fragasso
 MGMT7710 Strategic Management (Fall/Spring: 3)
 Offered Annually

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager a

market. The course utilizes a sophisticated, market-leading simulation platform to create a realistic, hands-on learning experience. Engaging with the complexities of the simulated international business environment will prompt discussions on decision making, team dynamics, strategic planning and tactical execution. Thinking strategically is what C-level managers need to understanding competitive contexts, and make decisions that take into account all the relations and variables inside and outside the organization. A simulation presents a unique opportunity to challenge your managerial and strategic skills, and additionally, it creates a virtual competitive context that is usually fun, demanding and complex. This course culminates with the Diane Weiss Competition in which student teams will compete in a final round of the simulation.

Juan Montes

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healthcare, as well as major stakeholders within the industry. By the end of the course students will: (1) acquire a working knowledge of each of the major components that make up the American healthcare system, and the complex inter-relationships among them; (2) practice a conceptual framework for understanding pertinent healthcare and their potential solutions moving forward.

The Department

MGMT8137 Strategic Deal-Making (Spring: 3)

Offered Annually

This is a course with practical case studies and innovative experiential simulations that will empower you with specific ways to pro-

and the validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding, and database design; experimental and quasi-experimental design; and meta-analysis

William Stevenson

MGMT8873 Research Seminar II (Spring: 3)

Offered Annually

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

MGMT8877 Research in the Community (Fall: 1)

Offered Annually

The purposes of this seminar are to introduce first year students to the variety of research occurring in the Management and Organization Department and to involve them in the scholarly activities of the department. Members of the Management and Organization department faculty will provide overviews of their research, students will attend research presentations that comprise the MO Research Series, and students will complete a reflection paper about their own research identity.

Michael Pratt

MGMT8881 Teaching Seminar (Spring: 3)

Offered Annually

Primarily intended for doctoral students in the Organization Studies Department.

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. The course combines readings, discussion, and practice. Peer observations and critique through videotaping are integral parts of the course.

Judith Gordon

MGMT8897 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of a faculty member.

Offered Annually

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

MGMT8898 Pre-Dissertation Project (Fall/Spring: 3)

Prerequisite: Permission of a faculty member.

Offered Annually

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

Michael Pratt

MGMT8899 Dissertation Project (Fall/Spring: 3)

Prerequisite: Permission of a faculty member.

Offered Annually

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

Michael Pratt

MGMT9911 Doctoral Continuation (Fall/Spring: 1)

Offered Annually

Michael Pratt

will discuss major organizational design decisions based on challenges created by big data. The second module will focus on decision making systems that integrate data analytics. Effective team design will be the core topic of the third module. The fourth and final model will focus on mechanisms to establish a data-driven organizational culture.

Zeynep Aksehirli

MKTG8499 Directed Readings (Fall/Spring/Summer: 3)

Offered Annually

Extensive reading under the direction of a faculty member.

The Department

MKTG8620 Marketing Info Analytics (Spring: 3)

Prerequisite: MKTG7700.

Offered Annually

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

Alexander Bleier

Operations Management

Faculty

Larry P. Ritzman, Galligan Professor Emeritus; B.S., M.B.A.,

University of Akron; D.B.A., Michigan State University

Samuel B. Graves, Professor; Chairperson of the Department; B.S., U.S.

Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringues, Professor; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, Professor; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Jiri Chod, Associate Professor; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Joy M. Field, Associate Professor; M.S., M.B.A., Ph.D., University of Minnesota

Tingliang Huang, Associate Professor; B.S., University of Science and Technology of China; M.S., University of Minnesota; Ph.D., Northwestern 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

I ú l Alev, Assistant Professor; B.S., Middle East Technical University; M.S., Ph.D., Georgia Institute of Technology

Deishin Lee, Assistant Professor; B.S., M.S., Massachusetts Institute of Technology; Ph.D., Stanford University

Yehua Wei, Assistant Professor; B.S., University of Waterloo; Ph.D., Massachusetts Institute of Technology

Linda Boardman Liu, Assistant Professor of the Practice and Assistant Chairperson;

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MANAGEMENT

John Neale, Assistant Professor of the Practice; B.S., Stanford University; M.S.E., Ph.D., University of Michigan
Delvon Parker, Assistant Professor of the Practice; B.S., M.S., Ph.D., Michigan State University
Pieter Vanderwerf, Assistant Professor of the Practice; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology
Contacts

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- www.bc.edu/osm

Course Offerings

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

OPER7700 Operations Management (Fall/Spring/Summer: 3)
Prerequisite: Must have successfully completed OPER7703 or OPER7705.
Offered Annually

Operations, like accounting, finance, and marketing, is one of the primary functions of every organization. Operations managers transform human, physical and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm, converting broad policy directives into specific actions within the organization. Strong emphasis will be placed on the development and use of quantitative models to assist in decision making.

William Driscoll

OPER7705 Statistics (Fall/Spring/Summer: 3)
Offered Annually

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

OPER7706 Data Analytics 1: Model Building (Fall/Summer: 3)
Prerequisite: OPER7703 or OPER7705.
Offered Annually

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Jiri Chod

OPER7716 Data Analytics 1: Model Building (Fall: 1)
Prerequisite: OPER7703 or OPER7705 or OPER7725.
Offered Annually

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Pieter VanderWerf

OPER7720 Operations Management (Spring: 2)
Prerequisite: OPER7725.
Offered Annually

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

OPER8031 Managing Projects (Spring: 3)
Prerequisite: OPER7700 or OPER7720.
Offered Annually

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

OPER8032 Supply Chain Management (Spring: 3)
Prerequisite: OPER7700 or OPER7720.
Offered Annually

This course will dive deeply into the design and management of supply chains. Students will develop an understanding of the complexity associated with the supply, distribution, and sourcing decisions related to supply chains in domestic and global markets for both services and good producing operations. The course will include discussions, case analysis, and interactive exercises and simulations.

The Department

OPER8034 Project Management for Machine Learning and Big Data Initiatives (Spring: 3)
Offered Annually

Due to the expansion of machine learning (ML) and big data (BD) across industries, the identification of opportunities to use these technologies is paramount. This course will specifically analyze methods of management for the interactions that occur between the technical and non-technical aspects of these initiatives. Ranging from why

certain machine learning projects succeed or fail, to setting correct and reasonable expectations during project inception, students will learn to confidently coordinate an ML/BD from beginning to end.

Adam Jenkins

OPER8497 Directed Readings (Fall/Spring: 3)

Offered Annually

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

The Department

OPER8498 Directed Research I (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson.

Offered Annually

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

OPER8499 Directed Research II (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson.

Offered Annually

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Connell School of Nursing

The William F. Connell School of Nursing offers a Master of Science (M.S.) degree program preparing individuals for advanced nursing practice as nurse practitioners, nurse anesthetists, and a Doctor of Philosophy (Ph.D.) degree program preparing highly qualified individuals for research and leadership roles in nursing, health care, research, and academic settings.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM WITH A MAJOR IN NURSING

The Ph.D. Program in Nursing emphasizes knowledge development and research to advance nursing science and improve the health of individuals, families, and communities. The graduate of the Ph.D. program is prepared to:

- (1) Constructively critique and synthesize nursing and interdisciplinary knowledge within a substantive area of inquiry relevant to nursing practice.
- (2) Design, conduct and disseminate innovative, rigorous, and ethically sound research that draws upon multiple methods to advance nursing science.
- (3) Assume leadership and collaborate with other disciplines to address contemporary health care concerns affecting health and well-being.
- (4) Use scholarly inquiry to generate and disseminate knowledge that facilitates humanization, advances the discipline, informs practice and reshapes policy.
- (5) Articulate the perspective of nursing in interdisciplinary dialogue for the common good of a diverse and global society.

The Ph.D. program includes two phases: coursework and dissertation. After finishing the required coursework, the student completes a comprehensive examination. The purpose of the Ph.D. Comprehensive Examination is to demonstrate mastery of the program objectives through written and oral responses to questions related to knowledge development, research methods, substantive knowledge, ethical judgment, and nursing/health care issues and health policy. After successful completion of the Ph.D. Comprehensive Examination, the student moves to the dissertation phase, in which she/he develops and conducts original dissertation research. The Ph.D. program and defense of the final dissertation must 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, and NINR). The full-time plan of study allows students to complete required coursework in two years; some students may take longer to complete required coursework or may need to take additional coursework. Most full-time students complete the entire Ph.D. program in two years.

a variety of learning opportunities through course work, CSON forums, interdisciplinary colloquia, and collaborations through the Harvard Catalyst, independent study, and research practica. An individualized plan of study is developed according to the student's educational background, research interests, and stage of development in scholarly activities.

A combined M.S./Ph.D. option is available for well-qualified individuals with B.S.N. degrees who wish to obtain preparation as advanced practice nurses (e.g., nurse practitioners) and also complete the Ph.D. degree in nursing research and knowledge development.

Students who are interested in the M.S./Ph.D. option should contact the Associate Dean for Graduate Programs.

Career Opportunities

Graduates of the Ph.D. program often seek positions in academic settings or in health care, industry, government, or other settings where research is conducted. Some Ph.D. graduates continue on to complete post-doctoral fellowships at research centers located at universities or government or health care agencies.

Program of Study

A minimum of forty-six (46) credits beyond the M.S. degree are required to complete the Ph.D. degree. Additional credits and 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 seminars, research practica and experiences, and dissertation development and advisement.

The Ph.D. program of study includes:

- NURS9701—Epistemology: Historical and Contemporary Influences on Knowledge Development in Nursing—3 credits
 - NURS9712 Integrative Review for Nursing Science—3 credits
 - PHIL5593 Philosophy of Science—3 credits
 - NURS9716 Health Policy and Social Justice—3 credits
 - Cognates in Substantive Area of Study—6 credits
 - Intermediate and Advanced Statistics—6 credits
 - NURS9808 Research Design & Methods I—3 credits
 - NURS9809 Research Design & Methods II—3 credits
 - NURS9810 Responsible Conduct of Research—0–1 credits
 - NURS9812 Research Seminar: Developing the Purpose, Aims and Questions—2 credits
 - NURS9813 Research Seminar: Refining the Research Plan—2 credits
 - NURS9751 Advanced Qualitative Research Methods—3 credits
 - Advanced Research Methods Elective—3 credits
 - NURS9901 Doctoral Comprehensive Examination—1 credit
 - NURS9902 Dissertation Advisement—3 credits
 - NURS9903 Dissertation Advisement—3 credits
 - NURS9911 Doctoral Continuation—1 credit per semester until other financial aid is exhausted
- Total: * 46 credits

Admission Requirements

- Bachelor's or Master's degree from a nationally accredited nursing program
- Master's degree in nursing or related field
- Official transcripts from all colleges and universities attended
- Current R.N. license
- Current curriculum vitae

such as staff development, consultation, health care management, and participation in research to improve the quality of patient outcomes.

Graduates of the Master's degree program are prepared to:

- (1) Implement a philosophy of nursing congruent with Judeo-Christian values that supports the intrinsic worth of each human being.
- (2) Synthesize theory, research, and values within a conceptual framework to guide advanced practice nursing in a specialized area.
- (3) Integrate knowledge from science and the humanities to generate diagnostic, therapeutic, and ethical nursing and health care.
- (4) Develop organizational and systems leadership skills to promote critical decision making in support of high quality patient care.
- (5) Apply methods, instruments, and performance measures and standards for quality improvement within an organization.
- (6) Use evidence-based research findings to inform clinical practice, promote change and disseminate new knowledge.
- (7) Utilize technology to deliver, enhance, communicate, integrate, and coordinate care.
- (8) Intervene at the system level through policy development and advocacy strategies to influence health and health care.
- (9) Collaborate, consult and coordinate continuity of care with clients and other health professionals regarding prevention and strategies that improve the health of individuals, families, and populations in a diverse and global society.

With the exception of Nurse Anesthesia, most of the specialty programs can be completed on either a full-time or a part-time basis. The Nurse Anesthesia Program only allows for full-time study. All master's degree programs must be completed within five (5) years from the time of initial enrollment.

Cooperating Health Agencies

The M.S. Program utilizes numerous and diverse practice settings in the city of Boston, the greater metropolitan area and eastern New England. Sites are selected to offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurse practitioners in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, prisons and Boston Veterans Administration (VA) health services. Selected major teaching hospitals used include: Massachusetts General Hospital, Beth Israel Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Boston Children's Hospital.

Career Options

Graduates of the Connell School of Nursing's M.S. program function in traditional and non-traditional advanced practice nursing roles as Nurse Practitioners and/or Nurse Anesthetists as well as 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

Adult-Gerontology Primary Care Nurse Practitioner

As an advanced practice nurse, a graduate of this program is able to manage the health care of adolescents, adults, and older adults providing interventions to promote optimal health across a wide range of settings. Graduates serve as advanced practice nurses in a variety

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organizations, hospices, home care, and community-based practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult-Gerontology Primary Care Nurse Practitioner.

Family Nurse Practitioner

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as Family Nurse Practitioners (FNPs) in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless and migrant camps. Graduates can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Primary Care Nurse Practitioner

A graduate of this specialty program is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can serve as a Pediatric Nurse Practitioner in a variety of health care agencies and community settings. Graduates can pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a Pediatric Primary Care Nurse Practitioner.

Psychiatric-Mental Health Nurse Practitioner

A graduate of the Family Psychiatric Mental Health Nurse Practitioner Program is able to conduct psychotherapy with individuals across the life span, 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, 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 or Psychiatric-Mental Health Nurse Practitioner, and can apply for prescriptive authority in many states (including Massachusetts).

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 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.

The Master's Programs in Nursing received full re-accreditation from the Commission on Collegiate Nursing Education (CCNE) in 2008 for 10 years (2008–2018).

Nurse Anesthetist

The Nurse Anesthesia Program is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the varied

clinical theory clinical practicum. Clinical practica take place at the varied facilities where Anesthesia Associates of Massachusetts provide services. This gives students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs; graduates are eligible to sit for the National Certification Examination of the Council on Certification. The Nurse Anesthesia Program was re-accredited in 2015 by the Council on Accreditation (COA) for Nurse Anesthesia Programs.

Elective Coursework in Sub-Specialty Areas

Elective courses are offered in the sub-specialty areas of Forensic Nursing, and Interdisciplinary palliative care. The Interdisciplinary palliative care health coursework addresses core content in pain management, death and dying, and common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders HIV/AIDS, and chronic respiratory conditions. Students who plan to seek certification as advanced practice hospice/palliative care nurse (through organizations such as the National Board for Certification of Hospice and Palliative Care Nurses) must document clinical experience in the advanced practice role in hospice and palliative care settings.

Master's Program Entry Options

Traditional Option (for Students with B.S. Degree in Nursing)

A number of M.S. programs are available for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program. These include the traditional M.S. Program in all specialty areas, the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The traditional master's program is comprised of 45 credits (for most clinical specialties other than Nurse Anesthesia) and can usually be completed in 1 1/2–2 years of full-time study, depending on the availability of clinical placements in the specialty. Part-time study is also allowed in every clinical specialty programs, with the exception of Nurse Anesthesia. Most programs can be completed in two to four years of part-time study. Students take electives and core courses prior to or concurrently with specialty courses. In contrast, the Nurse Anesthesia program requires 70 credits of full-time coursework over 27 months.

On admission, all M.S. students are provided with a scheduled clinical year and individualized programs of study are developed with the graduate office. Students are also assigned a faculty advisor within their specialty.

Direct Master's Entry Option (for Students with Nursing Bachelor's Degree)

This accelerated 24-month program is designed for individuals who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in one of the following specialty areas: Adult-Gerontology (Primary Care Nurse Practitioner), Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Women's Health Nurse Practitioner. The Direct Master's Entry program is comprised of 70 credits. Prerequisites for enrollment in the program include:

- One semester of social science elective (3 credits total)
- Two semesters of anatomy and physiology with laboratory (8 credits total)
- One semester of pathophysiology (3 credits)*
- One semester of chemistry with laboratory (4 credits)
- One semester of microbiology with laboratory (4 credits)

M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to complete preparation in advanced nursing practice and in research methods and knowledge development.

Non-Degree Options

Non-degree graduate program options offered at the Connell School of Nursing include:

- **Post-Master's 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.

NURSING

- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL). (Refer to the website for more information.)
- Students must be licensed as R.N.s in Massachusetts prior to master's level clinical courses.
- Students in dual degree programs must also apply to the other program (M.B.A., M.A. in Pastoral Ministry).

Admission Requirements for Special Student (Non-Degree)

- Special Student application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B (3.0) or better

Program of Study

Master of Science with a Major in Nursing

- Electives: 3 to 6 credits (depending on specialty)
 - NURS7415 Conceptual Basis for Advanced Practice Nursing—3 credits
 - NURS7416 Ethical Issues in Advanced Practice Nursing—3 credits
 - NURS7417 Role of Advanced Practice Nurses—3 credits
 - NURS7420 Advanced Pharmacology Across the Life Span—3 credits
 - NURS7426 Advanced Psychopharmacology Across the Life Span (required for PMH Specialty)—3 credits
 - NURS7430 Advanced Health Assessment Across the Life Span—3 credits
 - NURS7520 Research Methods for Advanced Practice Nursing—3 credits
 - NURS7672 Advanced Pathophysiology Across the Life Span—3 credits
 - NURSXXX two Specialty Practice courses—12 credits
 - NURSXXX two Specialty Theory courses—6 credits
- Total: 45 credits (Nurse Anesthesia Total: 70 credits)

Elective course options within the Connell School of Nursing include: NURS7524 Master's Research Practicum; NURS7525 Integrative Review of Nursing Research; and graduate level independent study. Additional elective courses are offered in forensic nursing, global health, sexual health, and interdisciplinary approaches to palliative care. Other relevant graduate level elective courses are available in other schools or departments at Boston College. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum. Other electives are available through the consortium.

General Information

Accreditation

The Master of Science degree program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE).

The NCLEX-RN® first-time pass-rate for MSE Program students consistently far exceeds state and national averages year after year. The overall first-time pass rate for graduates of the Boston College MSE Program for the past 8 years (2008–2017) was 98.9%. State and national averages ranged from 81%–90% for the same time period. NCLEX pass rates for nursing programs in Massachusetts are available by year and by school at www.mass.gov/eohhs/researcher/physical-health/nursing/nclex/.

Graduates of the master's program are eligible to apply to take the certification examination in their clinical specialty from the appropriate national certification organization. Most graduates from Adult-Gerontology, Family NP, and Psychiatric-Mental Health NP programs sit for certification examinations through the American Nurses Credentialing Center (ANCC). Information is available at: www.nursecredentialing.org/certification.aspx. Women's Health NP graduates are certified through the Nurses Certification Corporation (NCC) www.nccwebsite.org/. Pediatric Primary Care NP graduates usually take the certification examination offered through ANCC or through the Pediatric Nursing Certification Board (PNCB) www.pncb.org/ptistore/control/index. First-time passage rates for Connell School of Nursing Graduates on the Nurse Practitioner and Nurse Anesthesia CRNA certification examinations are consistently excellent and exceed national averages. The average 2016 graduate first time pass rates on certification examinations were: Adult-Gerontology Primary Care NP (93.8%); Family NP (94.1%); Nurse Anesthesia—CRNA (100%); Pediatric Primary Care NP (100%); Psychiatric-Mental Health NP (91.7%); and Women's Health NP (100%). Data from 2017 are not yet available.

Financial Aid

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at www.bc.edu/nursing. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Precepted clinical practica are held in a wide variety of hospitals, clinics, and health-related agencies and are a vital part of the graduate nursing program. Most of the clinical facilities are located in the greater Metropolitan Boston area, although some are located in the suburbs, eastern Massachusetts, southern New Hampshire, and Rhode Island. Students are responsible for providing their own transportation to and from the clinical facilities.

Graduate Academic Policies in the Connell School of Nursing

Academic Integrity

Students are expected to have high standards of integrity in both the academic and clinical settings. CSON adheres to the Boston College policies surrounding academic integrity. This policy may be accessed online at www.bc.edu/offices/stserv/academic/univcat/grad_catalog/grad_policies_procedures.html.

Expected ethical behavior in clinical situations is based on the American Nurses' Association Code of Ethics for Nurses (ANA, 2001, 2010). Students are expected to protect patients' confidentiality at all times, and to be honest in any documentation regarding the patient's condition and their own assessments and interventions. Students are

may include, but are not limited to: (a) completing an individualized remediation plan developed in collaboration with the course faculty and the student's advisor in order to achieve mastery of the course objectives; (b) repeating courses in which a grade of less than B- (80) was earned; and/or (c) reducing course loads until the GPA is > 3.0. Graduate students are not allowed to repeat a course more than once.

Unsafe clinical practice and/or unprofessional conduct are

and any other individual involved provide the Associate Dean with a written evaluation of the merit of the appeal and a summary of the attempts to resolve the grievance.

The Associate Dean will then convene an ad hoc committee composed of three members of the elected Grievance Committee. The ad hoc committee will conduct an independent review of the grievance, which will include discussing the grievance with the student, the Chairperson and other individuals involved. Within thirty (30) days of receiving the formal appeal, the ad hoc committee will provide a statement of the committee's resolution of the matter to the student, the Chairperson involved in the earlier level of the process, the person(s) against whom the grievance was brought, and the Associate Dean.

If the student is dissatisfied with the conclusions of the ad hoc committee, the student may submit a written appeal to the Dean. The appeal must be submitted as soon as possible but no later than thirty (30) days after the student has received the conclusions of the ad hoc committee. A formal appeal to the Dean consists of a written explanation of the appeal which should include the reasons the student believes the faculty member's or preceptor's evaluation was arbitrary, unethical, or based on extrinsic error, and the reasons why previous discussions were not satisfactory. Copies of decisions made by the Chairperson and the ad hoc committee will be forwarded to the Dean for the Dean's consideration in this review of the student's appeal. Within thirty (30) days of receipt of the student's appeal, the Dean will render a decision. The decision of the Dean is final, and will be communicated to the student in writing, with copies to the person(s) against whom the grievance was brought, and the relevant CSON Chairperson and Associate Dean.

If a student's grievance relates to the student's legal rights under any law or regulation, the grievance will be addressed in accordance with the applicable legal requirements. In such cases, the faculty member or administrator responding to the grievance should consult with the Associate Dean of Finance and Administration who will facilitate communication with the Office of the General Counsel.

Transfer of Credits

Alyssa Harris, PH.D., RN, WHNP-BC
Women's Health NP Program
Office: Maloney 359
Telephone: 617-552-0550

Sherri St. Pierre, M.S., APRN, PNP-BC
Pediatric Primary Care NP Program
Office: Maloney 356A
Telephone: 617-552-8008

Carol Marchetti, Ph.D., RN, PMHNP-BC
Family Psychiatric-Mental Health NP Program
Office: Maloney 373A
Telephone: 617-552-2328

Faculty

Mary E. Duffy, Professor Emerita; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University
Laurel A. Eisenhaud, 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; B.S., Boston College;

Susan A. DeSanto-Madey, Clinical Associate Professor; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University
 Susan Emery, Clinical Associate Professor; Director of Nurse Anesthesia Program; B.S.N., Salem State University; 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
 Patricia Reid Ponte, Clinical Associate Professor; B.S.N., University of Massachusetts at Amherst; M.S.N., Boston University; Ph.D., Boston University
 M. Colleen Simonelli, Clinical Associate Professor; Department Assistant Chair; B.S., Marquette University; M.S., Boston College; Ph.D., University of Massachusetts Lowell
 Donna L. Cullinan, Clinical Assistant Professor; B.S.N., Saint Anselm College; M.S., Boston College
 Nanci Haze, Clinical Assistant Professor; B.S., Western Connecticut State University; M.S., Northeastern University
 Luanne Nugent, Clinical Assistant Professor; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College
 Amy Smith, Clinical Assistant Professor; Director, Clinical Learning and Simulation Centers; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions
 Sherri B. St. Pierre, Clinical Assistant Professor; B.S., Simmons College; M.S., University of Massachusetts Lowell
 Denise B. Testa, Clinical Assistant Professor; Assistant Director of Nurse Anesthesia Program; B.S., Boston University; M.S.N., Rush University; Ph.D., Boston College
 Laura White, Clinical Assistant Professor; B.S., Boston College; M.S., Columbia University; Ph.D., Boston College
 Elisabeth M. Bailey, Clinical Instructor; A.B., Brown University; M.S., Boston College
 Rosemary Frances Byrne, Clinical Instructor; B.S., M.S., Boston College
 Maureen Connolly, Clinical Instructor; A.D., Labouré College; B.A., Worcester College; M.S., Simmons College
 Julie P. Dunne, Clinical Instructor; B.S.N., Nazareth College; M.S.N., Boston College
 Dorean Behney Hurley, Clinical Instructor; B.S.N., University of

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NURS7494 Physiologic Variables for Nurse Anesthesia II—Card
(Summer: 3)

Offered Annually

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures, will be described using clinical examples. Alteration in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

The Department

NURS7562 Primary Care of Adults and Older Adults Theory II
(Spring: 3)

Prerequisite: NURS7462.

Corequisites:

studied in greater depth. Seminar and simulation experiences are sequenced to complement the theoretical content presented in

NURS9809 Research Design and Methods II (Spring: 3)
 Prerequisite: Enrollment in Nursing Ph.D. Program or Permission of Teacher of Record (TOR); NURS9701; NURS9808; NURS9810.
 Offered Annually

This course examines specific methods utilized in the conduct of research. Areas of focus include recruitment and retention, sampling, data collection, measurement, instrumentation, fidelity, and data coding, management, and analyses. Methods are discussed in terms of quantitative, qualitative, and mixed methods research approaches. Topics also address components of building a research trajectory including research proposals for institutional approval, grant funding, and the dissemination of research findings.

The Department

NURS9812 Research Seminar: Developing the Research Purpose, Aims and Questions (Fall: 2)

Prerequisite: Enrollment in Nursing Ph.D. program or permission of the Teacher of Record (TOR); NURS9701; NURS9712; NURS9808; NURS9809; NURS9810.

Offered Annually

This seminar offers the student further research and scholarly development in the area of research concentration through group seminar sessions.

The Department

NURS9901 Doctoral Comprehensives (Fall/Spring: 1)

Prerequisite: Permission of Graduate Program Office.

Offered Annually

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

The Department

NURS9902 Dissertation Advisement (Fall/Spring: 3)

Prerequisite: Successful completion of Doctoral Comprehensives; permission of instructor.

Offered Annually

This course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NURS9903 Dissertation Advisement (Spring: 3)

Prerequisite: NURS9902; permission of instructor.

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 NURS9809; NURS9810.

Palliative Care

Course Offerings

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

HLTH7700 Serious Ill, Death, and Dying (Summer: 3)

Prerequisite: Open to graduate nursing students. Non-nursing graduate students or upper division undergraduate students with permission of the Teacher of Record (TOR).

Offered Annually

This course provides an opportunity for examination of personal, professional, and societal beliefs and perspectives on serious illness, death, and dying across the life span. Students become aware of and sensitized to personal assumptions, biases, attitudes and reactions to serious illness, death, and dying. Philosophies, principles, and models of palliative and end-of-life care are discussed. Students develop an appreciation for individual and family coping processes throughout serious illness, death, dying, and bereavement. Students explore communication and bio-psycho-social-spiritual strategies that can be used to partner with individuals and families to maximize quality of life throughout serious illness, death, and dying.

The Department

HLTH7702 Responding to Suffering in Serious Illness, Death and Dying (Fall: 3)

Prerequisite: Open to graduate nursing students. Non-nursing graduate students and upper division undergraduate students with permission of the Teacher of Record (TOR).

Offered Annually

This course focuses on improving the quality of life and care for individuals and families living with serious illness and at end of life. Emphasis is placed on recognizing and responding to suffering from an interdisciplinary perspective. Barriers and facilitators of effective care during serious illness, death and dying, such as social determinants of health, family dynamics, spiritual and cultural variations, are explored. Evidence-based interventions and strategies to address, manage, and alleviate physical, psychosocial, spiritual, and existential suffering across the life span are discussed. Established palliative care standards are utilized to evaluate outcomes within the context of interdisciplinary care.

The Department

HLTH7704 Interdisciplinary Leadership in Palliative Care (Spring: 3)

Prerequisite: Open to graduate nursing students. Non-nursing graduate students and upper division undergraduate students with permission of the Teacher of Record (TOR).

Offered Annually

This course emphasizes the role of interdisciplinary palliative care leaders in promoting teamwork and collaboration in coordinating care for individuals and families throughout serious illness, death, and dying. The impact of serious illness, death, and dying on the individual, family, community, and healthcare system are analyzed to inform and promote quality palliative care. Resource availability and barriers to care across different settings are examined. Interdisciplinary leadership is explicated with an emphasis on communication, advocacy, ethics, policy development, quality, and safety. Standards of practice, policies, protocols, evidence-based practice and research are applied and evaluated to catalyze palliative care growth and development.

The Department

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

- SCWK8872 Advanced Clinical Practice with Children, Youth and Families
- SCWK8805 Policy Issues in Family and Children's Services

Macro Social Work

- SCWK8885 Management of Organizations Serving Children, Youth and Families
- SCWK8805 Policy Issues in Family and Children's Services

Global Practice

The Global Practice Field-of-Practice 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

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 craft-

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 nations 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:

- SCWK9951 Survey of Research Methods in Social and Behavioral Science
- SCWK9952 Tools for Scholarship in Social and Behavioral Science
- SCWK9980 History and Philosophy of Social Welfare in the United States
- SCWK9954 Models for Social Welfare Intervention Research
- SCWK9959 Doctoral Publishable Writing Project
- SCWK9960 Statistical Analysis for Social and Behavioral Research
- SCWK9961 Introduction to Structural Equation Modeling
- SCWK9992 Theories and Methods of Teaching in Professional Education
- SCWK9994 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 coursework.

COMBINED M.S.W./PH.D.

The School provides an option whereby those doctoral students without a Master of Social Work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral coursework before fully completing all of the requirements for the M.S.W. program.

FINANCIAL AID

There are five major sources of funding available for students in the Doctoral Program in social work at Boston College:

- The Boston College Doctoral Fellowship in Social Work is 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.
- Two Fellowships are awarded each year on a competitive basis to full-time doctoral students to provide additional financial support to help encourage them to successfully complete their studies.
- Research Assistant positions are provided through faculty research and training grants.

Teaching Assistant positions are available for some doctoral and M.S.W. courses. Additional grants and scholarship opportunities are available on an individual basis. In addition to the financial assistance directly available from Boston College, SSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

INFORMATION

For a more detailed description of course offerings, the applicant should consult the Boston College School of Social Work Bulletin, which may be obtained by e-mailing swadmit@bc.edu or by writing to the Associate Dean of Enrollment Management, Boston College School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

Faculty

- **John Gary Hopp**, 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
- **Kevin J. Mahoney**, Professor Emeritus; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison
- **Flaine Pinderhughes**, Professor Emerita; A.B., Howard University; M.S.W., Columbia University
- **Theresa Betancou**, Salem Professor of Global Practice; B.A., Linfield College; M.A., University of Louisville; Sc.D., Harvard School of Public Health
- **Betty Blythe**, Professor; B.A., Seattle University; M.S.W., Ph.D., University of Washington
- **Alberto Godenzi**, Professor; M.A., Ph.D., University of Zurich; M.B.A., Open University
- **Ruth G. McRoy**, Donahue and DiFelice Endowed Professor; B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin
- **Shanta Pande**, Professor; B.Sc. Diploma in Botany, Tribhuvan University, Nepal; M.S.W., Delhi School of Social Work; Ph.D., Case Western Reserve University
- **Marcie Pitt-Catsouphes**, Professor; Associate Dean of Faculty and Academic Affairs; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University
- **David Takuechi**, Professor; Associate Dean for Research and Book Scholar; B.A., M.A., Ph.D., University of Hawaii
- **Thark Van Tran**, Professor; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas
- **Gautam N. Yadama**, Professor; Dean; B.S., Wilkes University; M.S.S.A., Ph.D., Case Western Reserve University
- **Tiziana Dearing**, Professor of Macro Practice; B.A., University of Michigan; M.P.P., Harvard University
- **Paul Kline**, Professor of Clinical Practice; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College
- **Thomas Walsh**, Professor of Clinical Practice; Associate Dean and M.S.W. Program Director; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College
- **Jessica Black**, Associate Professor; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University
- **Rocio Calvo**, Associate Professor; B.A., University of Salamanca; M.A., Deusto University; Ph.D., Boston College

SOCIAL WORK

Thomas M. Crean Associate Professor; Assistant Dean of Global Programs; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill
 Scott D. Easton Associate Professor; A.B., Harvard University; M.S.W., Ph.D., University of Iowa
 Summer Sherburne Hawkins Associate Professor; B.A., Vassar College; M.S., Drexel University; Ph.D., University of London
 Margaret Lombeck Associate Professor; B.A., Daystar University; M.S.W., Ph.D., Washington University
 Thomas O'Hare Associate Professor; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University
 Ce Shen Associate Professor; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College
 Wesley T. H. (DeWald) Sheridan University of Tennessee
 T. J. (Tom) Johnson Assistant Professor; B.A., M.S.W., University of Wisconsin-La Crosse; Ph.D., University of Wisconsin-La Crosse

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
 SCWK6601 Innovations in Global Practice: Solar Entrepreneurship in Rural India (Fall: 3)
 Prerequisite: With permission of the instructor.
 Offered Annually

The purpose of this independent study is to provide students an opportunity to learn more about energy and entrepreneurship and gain hands-on experience working on supplying solar products for the rural poor in India. In collaboration with the BC School of Social Work and the Shea Center for Entrepreneurship, students will study solar entrepreneurship as part of the Sustainable Technology Localization of Sustainability (SoULS) initiative at the Indian Institute of Technology Bombay. SoULS provides clean energy access to the poor in rural India by developing a sustainable, localized solar ecosystem. Previously SoULS employed rural community members, primarily tribal women, to assemble and distribute one million solar lamps to local students. Now SoULS is in the process of scaling up to reach 7 million students, in part by establishing a decentralized entrepreneurship model to move beyond solar lamps to offer a suite of solar technology. Students will learn about the significance of energy access for the poor, unique challenges presented by rural poverty, and opportunities for entrepreneurship development in such communities. Students will identify potential solar customers and their energy needs, develop trainings to empower local entrepreneurs and develop business models to sustain local solar technology.

The Department
 SCWK7701 The Social Welfare System (Spring: 3)
 Offered Annually
 Prerequisite for all other Policy courses. Required of all M.S.W. students.

The course explores current social welfare issues in the context of history and underlying political rationale and societal values. The course is designed to provide students with an understanding of the relationship between contemporary social welfare policy and social work practice. The course focuses on the historical, political, economic and other social conditions that influence policy development in the United States. Models of social welfare are presented and critiqued. Policy issues and programs that impact specific populations are explored with an emphasis on social and economic justice. The course content will be framed through the lens of distributive equity and social justice. Understanding how policy influences practice and how social workers can influence social welfare policy are examined.

The Department
 SCWK7719 Independent Study: International Policy (Fall/Spring/Summer: 3)
 Prerequisite: SCWK7701.
 Offered Annually

An opportunity to pursue in more depth a comparative policy analysis that examines the social, political, ideological, and economic context of social welfare policies and programs, or examines alternatives in evaluating, formulating, and implementing social welfare policies and programs.

The Department

SCWK7725 Families Impacted by Military Service (Summer: 3)

Prerequisite: SCWK7721.

Offered Annually

Elective

This course explores how families are impacted by military service (FIMS) emphasizing the effects of military culture within which military families function. Stressors such as deployment, and the protective factors associated with military communities will be discussed. Attachment theory will be explored as it pertains to the loss and separation involved in long-term and sometimes repetitive deployment cycles. Substance use

SCWK7777 Services to Migrants: A Border Perspective (Spring: 3)
Prerequisite: SCWK7701.

SCWK8831 Dying, Grief, and Bereavement (Fall/Spring: 3)

Prerequisite: SCWK7721.

Offered Annually

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.

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

SCWK8851 Policy Analysis Research for Social Reform

(Summer: 3)

Prerequisite: SCWK7701.

Offered Annually

Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

The Department

SCWK8855 Clinical Practice with Children and Families:

Assessment, Intervention, and Evidence-Based Practice

(Spring/Summer: 3)

Prerequisite: SCWK7762.

Corequisite: SCWK9932.

Offered Annually

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

SOCIAL WORK

SCWK8857 Group Therapy for Children and Adolescents (Summer: 3)
Prerequisite: SCWK7721.
Offered Annually

This course will prepare students to design and facilitate experiential skills-based groups with both children and adolescents. Building on first-year foundational content this course prepares students to learn how to facilitate skills-based group therapy with youth. Several guiding theories, including (Cognitive Behavior Therapy, Dialectical Behavior Therapy, Solution Focused Therapy, Narrative Therapy and Motivational Interviewing), will be integrated with multiple experiential activities and vehicles for the engagement in the interventions. Each guiding theory dominates a minimum of two weeks in the syllabus to ensure depth of learning and exploration of possibilities for theory into practice. The experiential activities will include music, adventure, bibliotherapy, art therapy and technology to assist in the engagement of clients in the learning process and will be utilized throughout the course. Assignments challenge students to develop two innovative original experiential group sessions.

SCWK8860 Couples Therapy (Summer: 3)
Prerequisite: SCWK7762.
Offered Annually
Elective

An advanced course examining and analyzing theories, research and interventions with couples. The use of cognitive, behavioral, emotion-focused, brief treatment, and skills-training approaches are critically evaluated. Research on their empirical bases is examined. Emphasis include working with couples from diverse cultural backgrounds, practice with same-sex couples, and special issues such as living with chronic illness, poverty and economic stress, facing divorce, infidelity, interparental violence, and sexual dysfunctions. The course will describe how to adapt couple-based assessments and interventions to various settings as acute medical, psychiatric, and child-focused settings.

SCWK8862 Cognitive-Behavioral Therapy (Summer/Fall/Spring: 3)
Prerequisite: SCWK7762.
Offered Annually
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.

SCWK8864 Group Therapy (Fall/Summer: 3)
Prerequisite: SCWK7721.
Offered Annually
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 role-play exercises, students will develop an appreciation of the unique ways in which group treatment can promote individual psychosocial competence. Students will develop skills in the practice of social work treatment.

The Department
SCWK8865 Family Therapy (Fall: 3)
Prerequisite: SCWK7762.
Corequisite: SCWK9933 or permission.

Offered Annually
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

SCWK8872 Advanced Clinical Interventions with Children, Youth, and Families (Fall: 3)

Prerequisite: SCWK7762.

Corequisite: SCWK9933 or permission.

Offered Annually

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

SCWK8873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite: SCWK7762.

Corequisite: SCWK9933 or permission.

Offered Annually

Required of Clinical Social Work students in the Health Field-of-Practice Concentration; elective for others.

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SCWK8874 Adult Psychological Trauma: Assessment and Treatment (Fall/Spring/Summer: 3)

Prerequisite: SCWK7762.

Offered Annually

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence,

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initiative. Students work in teams gathering essential information, formulating strategy, develop analytic tools, and create financial documents that provide a road map for a new revenue-oriented program or service.

The Department

SCWK8884 Strategic Planning for Public and Nonprofit Organizations (Fall: 3)

Prerequisite: SCWK8800.

Offered Annually

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

SCWK8885 Management of Organizations Serving Children, Youth, and Families (Fall: 3)

Prerequisite: SCWK8800.

Corequisite: SCWK9943 or permission.

Offered Annually

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, an effective application of the diversity model for the inclusive workplace.

The Department

SCWK8886 Financial Management and Resource Development (Spring: 3)

Prerequisite: SCWK8800.

Corequisite: SCWK9942 or permission.

Offered Annually

Required of Macro Social Work students.

This required macro practice course prepares students to develop and manage appropriate resources for creating, supporting, and sustaining effective human service organizations. Managers must understand an organization's financials to execute its mission. Managers must understand the supervisory and management process to ensure the most effective and efficient service organizations. This course concentrates in the

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The Department and human resources management and development

SCWK88867W Global Child Welfare Practice (Fall/Summer: 3)

Prerequisite: SCWK8800.

Offered Annually

This course introduces the system in which children,

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<p>emergencies including famine, conflict and displacement. The social work and allied professions in such settings is explored with emphasis on the principle of “do no harm.” The International child protection policies of Governments, United Nations agencies and International Government agencies will be presented and analyzed. Strategies for ing these policies into best practice will include identifying child protection concerns and developing rigorous international child protection programs. The Department</p> <p>SCWK8888 Community Organizing and Political Strategies (Summer: 3) Prerequisite: SCWK8800. Offered Annually Elective</p>	<p>SCWK8897 Planning for Health and Mental Health Services (Fall: 3) Prerequisite: SCWK8800. Corequisite: SCWK9943 or permission. Offered Annually Required of Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others.</p> <p>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 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.</p> <p>The Department</p>
<p>An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies for community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of resources and points of intervention in bureaucratic rule making. The Department</p> <p>SCWK8889 Social Innovation (Spring: 3) Prerequisite: SCWK8800. Corequisite: SCWK9942 or permission. Offered Annually Required of Macro Social Work students.</p>	<p>SCWK8899 Macro Independent Study (Fall/Spring: 3) Prerequisite: SCWK8800. Offered Annually Elective</p> <p>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.</p> <p>The Department</p>
<p>Designed to prepare students with the skills to develop transnational 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. Study examples of social entrepreneurship, learn how to assess social responses to social problems and put these ideas into action. The Department</p>	<p>SCWK9911 Doctoral Continuation (Fall/Spring/Summer: 1) Prerequisite: SCWK9995, SCWK9996 Offered Annually</p> <p>All students who have been admitted to candidacy for the Ph.D. degree and completed six (6) credit hours of dissertation-related coursework, i.e., SCWK9995 and SCWK9996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.</p> <p>The Department</p>
<p>SCWK9919 Field Education: Early Start (Fall/Summer: 0) Offered Annually The Department</p> <p>SCWK9921 Field Education I (Fall/Summer: 3) Corequisite: SCWK7762 and SCWK8800 (academic year). Offered Annually Required of all students.</p> <p>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.</p> <p>The Department</p> <p>SCWK9929 Field Continuation (Fall/Spring/Summer: 0) Prerequisite: Department permission. Offered Annually The Department</p>	<p>SCWK9995 and SCWK9996</p> <p>SCWK9999</p>

SOCIAL WORK

SCWK9932 Field Education II—CSW (Spring/Summer: 3)
 Prerequisites: SCWK9921, SCWK7762, SCWK8800 (academic year)
 Corequisites: SCWK8855 and SCWK8856 (academic year).
 Offered Annually
 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

SCWK9933 Field Education III—CSW (Fall/Spring: 4)
 Prerequisites: SCWK9932 and Advanced Practice Field of Practice Concentration course for Global Practice Concentrators.
 Corequisites: Advanced Practice Field of Practice Concentration course.
 Offered Annually

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 interest. Three days per week in the third semester.

The Department

SCWK9934 Field Education IV—CSW (Spring: 4)
 Prerequisites: SCWK9933 and Advanced Policy Field of Practice Concentration course for Global Practice Concentrators.
 Corequisites: Advanced Policy Field of Practice Concentration course.
 Offered Annually

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 interest. Three days per week in the fourth semester.

The Department

SCWK9939 Field Continuation—CSW (Fall/Spring/Summer: 0)
 Prerequisites: Department permission.
 Offered Annually
 The Department

SCWK9942 Field Education II—Macro (Spring/Summer: 3)
 Prerequisites: SCWK9921.
 Corequisites: SCWK8886 and SCWK8889 (academic year).
 Offered Annually

Required of Macro students.

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SCWK9943 Field Education III—Macro (Fall/Spring: 4)
 Prerequisites: SCWK9942 and Advanced Practice Field-of-Practice Concentration course for Global Concentrators.
 Corequisites: Advanced Practice Field-of-Practice Concentration course.
 Offered Annually

Required of Macro students.

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SCWK9944 Field Education IV—Macro (Spring: 4)
 Prerequisites: SCWK9943 and Advanced Policy Field-of-Practice Concentration course for Global Practice Concentrators.
 Corequisites: Advanced Policy Field-of-Practice Concentration course.
 Offered Annually

Required of Macro students.

Advanced learning and practice that emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SCWK9949 Field Continuation—Macro (Fall/Spring: 0)
 Prerequisites: Department permission.
 Offered Annually

The Department

SCWK9950 Professional Development Seminar (Fall: 1)
 Offered Annually

Required for all Doctoral Students

This required doctoral course focuses on the historical evolution and philosophy of social welfare policies and services in the United States. It is designed to challenge students to become critical thinkers about social problems and policies and the factors that lead to social change. Social values, beliefs, philosophies, and ideologies are analyzed for a better understanding of American social welfare in terms of the past, current, and future. Emphasis will be placed on programs and policies in the following areas: poverty, mental and physical health, aging, immigration, and child welfare. Students are encouraged to understand the formulation and implementation of welfare policies and services, and to analyze the differential impact by race/ethnicity, gender, class, sexual orientation, and immigration status.

The Department

SCWK9951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)
 Offered Annually
 Required for all Doctoral Students

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

The Department

SCWK9956 The Dialectics of Social and Behavioral Theory (Spring: 3)
 Offered Annually
 Required for all Doctoral Students

In this course, students will read selected original publications of classical and contemporary theorists in psychology, sociology, political science, urban planning and community development, and economics. They will consider how theories which are foundational to different disciplines in the social and behavioral sciences can inform their studies and predict empirical findings. The theories selected for examination

SOCIAL WORK

SCWK9990 Doctoral Independent Study (Fall/Spring: 1)

Offered Annually

Elective for doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

The Department

SCWK9991 Doctoral Teaching Practicum (Fall/Spring: 1)

Prerequisite: SCWK9992.

Offered Annually

Required 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 Boston College School of Social Work who will assist the student with skill development in teaching and the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9992 Theories and Methods of Teaching in Professional

Education (Spring: 3)

Offered Annually

Required for all Doctoral Students

SCWK9995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SCWK9994.

Offered Annually

Required for all doctoral students. First of two tutorials in the 6-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SCWK9995.

Offered Annually

Required of all doctoral students.

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

Woods College of Advancing Studies

The James A. Woods, S.J., College of Advancing Studies (WCAS) offers both full and part-time study to undergraduate and graduate students who want to make a difference with their degree. The WCAS actively engages students in maximizing previous work and academic experiences. Our faculty and advisors help direct previous learning toward degree completion and career advancement.

As one of the eight schools that make up Boston College, the WCAS fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them 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 applied scholarship that enriches the culture and addresses important societal needs.

CURA PERSONALIS

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 advising staff are ever ready to help students determine a realistic course schedule. They take into account work, family, and other commitments that many of our students face so that they can succeed.

Admission Requirements

- Online Application
- Bachelor's degree from an accredited college/university (minimum 3.0 GPA)
- Official Transcript
- GRE (reporting code 7534) or GMAT (reporting code 44X-HX-74)—Not required, but recommended for students with lower undergraduate GPA
- TOEFL (reporting code 3276) or IELTS scores (if applicable) from within the past two years
- Personal statement
- Two letters of recommendation
- Resume
- At least two years of previous experience in a health care management or supervisory role.

Degree Requirements

Twelve courses are required to complete the Master of Health Administration. There are no electives.

Required Courses

- Introduction to Health Care Systems and Organizations
- Health Policy
- Health Care Quality Management
 - Health Care Innovation-Based Strategy: Managing Change
 - Management Theory and Organizational Behavior
 - Leadership in Health Care
 - Health Care Human Resources Management
 - Health Care Information Technology
 - Health Care Law and Ethics
 - Health Analytics for Decision Making and Critiquing and Assessing Evidence
 - Health Care Finance
 - Health Care Strategic Planning and Marketing
- Tuition for WCAS MHA is \$1144 per credit or \$4576 for a 4-credit course.

Master of Science in Applied Economics

Program Description

The Master of Science in Applied Economics offers a practical and comprehensive curriculum to students interested in acquiring skills related to the analysis and interpretation of data across a variety of fields. Graduates will be equipped to understand the context of data they are analyzing, analyze the data, interpret and present results to decision makers, and make recommendations bolstered by the results of the data analysis. The program provides individuals with extensive training in the tools and methods necessary for understanding complex policy issues, industry trends, and analytic strategies within specialized fields of economics including health care, finance, marketing, and environmental policy. These skills are developed within a curricular framework that emphasizes reflective, people-centered, ethical decision making that reflects the Jesuit, Ignatian tradition. The program is intended for individuals seeking to begin or advance careers in industry, policy and government, or the financial sector.

The Master of Science in Applied Economics is a ten-course degree program. The program can be completed in a 16-month period, but is designed to be flexible in meeting the needs of our students. As a working professional, you may wish to attend full- or part-time.

- Economics of Innovation and Entrepreneurship
- Software Tools for Data Analysis
- Market Research and Analysis
- Fundamentals of Private Equity
- Environmental Economics
- Directed Practicum

Scheduling and Cost

Graduate courses are scheduled ordinarily from 6:30–9:00 p.m.

- Those with less than 3 years of professional experience must have completed recent coursework in computer science or computer engineering, or coursework in an approved information technology course, with a grade of B or higher.**

*Waiver of GRE/GMAT may be granted based upon relevant professional work experience and GPA from accredited college.

**Students who do not meet this requirement may be considered for admission with the following condition: the completion of an approved computer science or computer engineering course at the Woods College with a grade of B or higher.

Program Requirements

Ten courses are required to complete the Master of Science in Cybersecurity Policy and Governance. See Admission Requirements for prerequisites, if applicable.

Core Requirements (6 Courses)

- ADCY6000 Cyber Ecosystem and Cybersecurity
- ADCY6050 Cybersecurity Policy: Privacy and Legal Requirements
- ADCY6300 Network and Infrastructure Security
- ADCY6350 Incident Response and Management
- ADCY6500 Organizational Effectiveness: Governance, Risk Management, and Compliancy
- Ethical Issues in Cybersecurity and the Ignatian Paradigm

Sample Electives (4 Courses)

- International Cybersecurity
- Investigations and Forensics
- Establishing the Business Case and Resource Allocation
- Security in the Cloud
- Establishing the Business Case and Resource Allocation
- ADCY6650 Role of Intelligence: Enabling Proactive Security
- Applied Research Project

Scheduling and Cost

Graduate courses are scheduled ordinarily from 6:30–9:00 p.m. Tuition in the Cybersecurity Policy and Governance program is \$3,378 per course after the registration fee; the registration fee is \$45. This fee may be waived for veterans.

Master of Science in Leadership and Administration

This program is designed to help you acquire high level management skills and competencies necessary for effective leadership. With a foundation in applied research and data analysis, finance, project management, and Ignatian-based, applied ethics, you will graduate from this program a grounded and confident leader. With four specializations to choose from, this degree is designed to equip you with the skills and knowledge to lead in a variety of professions.

The following courses make up the core of the M.S. in Leadership and Administration Program: the first two courses to be taken are normally Research Methods and Data Analysis (ADGR7703) and Project Management (ADGR7708). These two courses are followed by Accounting and Financial Analysis (ADGR7704), Evolution of Successful Marketing Strategies in the Digital Era (ADGR7777), and Leadership and Decision Making: Ignatian-Based Applied Ethics (ADGR7785). In addition, a final capstone course is required. Students then select one of the following four degree specializations by petitioning the Associate Director: Corporate Communications and Marketing; Executive Leadership and Organizational Development; Human Resources Management; or Project Management. Each specialization may also be obtained as a stand-alone certificate. Specific courses are listed below.

Courses are normally scheduled between 4:30 and 9:45 p.m. during the fall, spring and summer semesters, along with select weekend offerings.

Graduate Admission Standards

The M.S. in Leadership and Administration program is open to graduates of regionally accredited liberal arts colleges regardless of undergraduate major. A minimum B average in an undergraduate major is ordinarily required for admission. If a student is admitted with a GPA below 3.0, he or she must take Research Methods and Data Analysis (ADGR7703) and Project Management (ADGR7708) and earn a B or better to remain in the program. These two courses must be completed in the first semester of study.

NB: Only the course numbered ADGR7703 is acceptable for the Research Methods and Data Analysis requirement. If you have any questions please check with an advisor before registering.

Documentation of proficiency in the areas of computer applications and statistics is also required for acceptance. Evidence of proficiency must be provided in one of two ways:

1. Documentation of proficiency
 - a. Passing with a C- or better in previous coursework in these areas (e.g., statistics or computer based course) OR
 - b. Professional experience that is detailed and documented in a letter of recommendation from the student's workplace (from within the last five years of employment)
2. A personal essay and two letters of recommendation must also be submitted.
3. The Graduate Record Exam (GRE) is optional (as are the GMAT or MAT). However, these optional test scores can serve to strengthen an application for admission.
4. TOEFL /S5tion musn3/ntahP222 Td [(Project Management (ADGR7708)

the Document two letters o9225recommendation must also

ADVANCING STUDIES

- ADGR8055 Human Resource Development
- ADGR8090 Workforce Planning
Project Management Specialization
- ADGR TBA Applied Techniques, Software and Reporting
- ADGR TBA Risk Management, Quality Management
- ADGR TBA Stakeholder Management and Procurement
- ADGR TBA Agile Methodologies
- Sports Analytics
- Coaching for Performance and Student-Athlete Development
- History of Sports

Scheduling and Cost

Graduate courses are scheduled ordinarily from 4:30–9:00 p.m. Tuition for the Leadership and Administration program is \$2,508 per course after the registration fee; the registration fee is \$45. This fee may be waived for veterans.

Master of Science in Sports Administration

The Master of Science in Sports Administration (MSSA) at Boston College addresses the challenges and opportunities of an industry in rapid growth. Designed to propose new thinking and broaden leadership competencies for those in sports management as well as administrators and coaches, this degree focuses on balancing the needs of the many stakeholders within an athletic system. The Sports Administration master's degree program focuses on development and cultivation of the individual, team, and organization through the establishment of an intentional culture of trust and commitment which adheres to the broader core values of the institution.

Students will learn how to guide team members into alignment and learn how to embrace and overcome setbacks through a positive focus on teamwork and collaboration. Using the Jesuit principles as the foundation for leadership and decision-making, graduates will learn how to authentically lead and bring out the best in others by espousing core values as guiding principles.

Graduate Admission Standards

Online application form

- Application fee \$45 (to be paid as part of the online application)
- Bachelor's degree from accredited college with GPA of 3.0 or higher*
- Transcripts from each college or university in which you were enrolled (see transcript requirements for international students).
- GRE (reporting code 7534) or GMAT (reporting code 44X-HX-15) scores**
- Personal Statement
- Two letters of recommendation. (Letters must be sent directly from recommender either through online application portal or directly to Woods College. We will not accept letters that are not in a sealed envelope mailed directly from recommender or emailed directly from recommender).
- Resume
- Brief interview (in person or via Skype)

*Applicants with GPA lower than 3.0 will be reviewed on a case by case basis.

**Waiver may be granted based upon relevant professional work experience and GPA from accredited college.

Course Offerings

- Introduction to Sports Administration
- Sports Law and Compliance
- Sports Communication and Marketing
- Sports Finance
- Sports Leadership and Ignatian-Based Ethics
- Sports Management for College and Professional Athletics

study examples of public relations campaigns and design their own. Focuses on non-profit public relations, corporate problems and the relationship between management strategies and promotional objectives.

The Department

ADGR8030 Talent Management (Spring: 3)

Offered Periodically

Companies often describe the people they employ as their most important asset. The best companies view talent as competitive differentiator and one where the acquisition, engagement, development, and retention of talent is a strategic priority. This course exposes you to methods and practices to acquire, engage, and develop talent, focuses on the development of leaders within an organization, and examines how executive succession is managed. Through readings, cases studies, on-line and in class discussions student will develop their definition of talent management and perspectives on the most effective practices. The course will culminate with a research project and in class presentation that allows learnings throughout the semester to be shared and reflected with the full cohort group.

The Department

ADGR8045 Public Relations/Crisis Communication (Summer: 3)

Offered Periodically

The Department

ADGR8046 Organization Theory and Design (Fall: 3)

Offered Annually

A hybrid course utilizing required classroom attendance on specific dates. The other weeks will require monitoring and posting to the virtual classroom on Canvas two to three days each of those online weeks to submit work and engage in on-line discussion.

Designed to identify and explore current strategies and measures

ADGR9902 Applied Research Project (Fall/Spring/Summer: 3)

Prerequisite: ADGR7703.

Offered Annually

Course is taken in final semester only.

The Applied Research Project for Leadership and Administration is designed to give students the opportunity to apply the knowledge they have acquired throughout their graduate program to real-world situations. The culmination of such knowledge will be directed at a final presentation and major paper. Also, the learning objectives of their particular M.S. specialization will be encapsulated through their in-depth, individualized research. An applied research project is meant to be a cumulative experience. As such, this course provides opportunities for students to integrate knowledge from their core and concentration courses, to gain insight into the meaning of professionalism and professional practice, and to produce a research project that can be utilized in their current work setting to showcase their skills and talents. Alternatively it can also be used to highlight their background to prospective employers or in fields in which they have an interest but may not be currently employed.

The Department

Applied Economics

Course Offerings

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

ADEC7200 Applied Macroeconomic Theory (Spring: 3)

Offered Annually

This course covers the theory and practice of macroeconomics. The course focuses on the underlying determinants of economic growth, unemployment and inflation by developing and assessing a variety of simple models. The course will also teach the skills needed for interpreting and using macroeconomic data to formulate macroeconomic policy. A central feature of the course includes understanding the ability and limitations of policy for stabilizing the business cycle and promoting long-term growth.

The Department

ADEC7201 Applied Microeconomic Theory (Spring: 3)

Offered Annually

This course examines the basic models economists use to study the choices made by consumers, investors, firms, and government officials and how these choices affect markets. The course focuses on both policy applications and business strategies. Topics include optimization, consumer choice, firm behavior, market structures, risk and uncertainty, and welfare economics.

The Department

ADEC7310 Data Analysis (Summer: 3)

Cross listed with ADEC5310

Offered Periodically

This course is designed to introduce students to the concepts and individualized research.

Offered Annually

ADEC7390 Empirical Money and Banking (Summer: 3)
 Prerequisite: Applied Microeconomic Theory, Applied Macroeconomic Theory, Data Analysis, and Econometrics, or approval of Program Director.

Offered Periodically

This course focuses on a study of money, banking and financial markets with a clear emphasis on central banking and conduct of monetary policy. An in-depth analysis of fixed income markets in addition to equities and other financial instruments in this course provides students with the opportunity to master intricacies of financial markets and investing in them. Additionally, the connection between movements in the financial markets and monetary policy is examined on a daily basis. An extended use of Bloomberg Professional LP in this course makes this very applied class particularly valuable to anyone interested in bridging the gap between the economic theory and practice.

The Department

ADEC7410 Operations Research in Applied Economics (Fall: 3)
 Prerequisite: ADEC7201 Applied Microeconomic Theory or approval of the instructor.

Offered Periodically

This course provides an introduction to the use of operations research methods in economics. For this purpose, the course starts with brief review of the basics from microeconomic theory, calculus and linear algebra, which is followed by the conceptual foundations of economic modeling and the applications of optimization techniques on various economic problems. The course provides a very sound perspective on how to use operations research techniques in any kind of economic and managerial decision making, which has becoming an increasingly sought after skill. We will work on various problems, including portfolio management, resource management, environment and energy related regulations, etc.

The Department

ADEC7420 Development Economics (Spring: 3)
 Prerequisite: Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, Data Analysis, and Econometrics.

Offered Periodically

Students can be concurrently enrolled in the Econometrics course.

This course examines global differences in the standard of living and economic growth. It also explores policies and programs that help in the alleviation of poverty, with emphasis on policies related to education, health, and foreign aid, etc. The focus of the course is on empirical examination of topics, evaluation of research designs, and interpretation of statistical/econometric evidence.

The Department

ADEC7430 Big Data Econometrics (Fall: 3)
 Prerequisite: Must have successfully completed ADEC731001 Data Analysis or obtain department approval (can be taken concurrently).

Offered Periodically

This course demonstrates how to merge economic data analysis and applied econometric tools with the most common machine learning techniques, as the rapid advancement of computational methods provides unprecedented opportunities for understanding big data. This course will provide a hands-on experience with the terminology, technology and

various models and methods for planning, branding, and positioning of healthcare services. It also emphasizes the importance of creating a strategic planning process.

The Department

Leadership Studies

Course Offerings

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

ADLS7152 Human and Organizational Behavior (Fall: 3)

Offered Periodically

In order to thrive in a constantly transforming organization, it is important to understand the factors which influence performance and satisfaction, and the dynamics critical to interacting with and managing others effectively. This course reviews the major theories of management and considers how personality, motivation, communication, persuasion, group dynamics, leadership style, and organizational culture affect productivity and personal and professional success. Using an interdisciplinary approach from the fields of psychology, sociology, management, law, and others, students will learn the ethical components of leadership and how to behave in a functional way, understanding the concepts of moral-emotional intelligence, as applied to Catholic pastoral mission.

The Department

ADLS7703 Research Methods (Fall: 3)

Offered Annually

This course introduces students to basic social science research methods. The primary objective is for students to learn to read, evaluate research as well as create contributions to their chosen profession or field of research. By the end of the course, students will be more knowledgeable of basic research design and statistical methods. Additionally, students will better understand how to use research findings to improve and enhance their professional roles.

The Department

ADLS7704 Accounting and Financial Analysis (Summer: 3)

Offered Periodically

The Department

ADLS7708 Project Management (Summer: 3)

Offered Annually

Restricted to students in the MSLAS program.

This course introduces students to the basic tenets and components involved in project management. The primary objective is to provide frameworks that make it possible to track and measure performance, overcome challenges, and adapt to changes in a variety of professional environments. Specific topics covered in the course include project scope, time, cost, quality, human resources, communications, risk, stakeholder and procurement management, and a variety of other operational issues that merge during project initiation, planning, execution, monitoring, and closing.

The Department

Sports Administration

Course Offerings

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

ADSA7501 Introduction to Sports Management (Fall: 3)

Offered Annually

This introduction to the professional area of sport management discusses basic philosophy and principles of sport at all levels. Students will explore issues facing sport managers through in-depth discussions and analyses of case studies from different sport industries and apply Jesuit principles to problem-solving strategies. The development of effective communication skills and career development skills will be stressed through class presentations, projects, and assignments.

The Department

ADSA7502 Sports Marketing and Communication (Fall: 3)

Offered Annually

This course is developed to provide an understanding of marketing and communication concepts that apply to sports and sporting events. The core concepts include vision, goals, and objectives of sports marketing, management, communications, branding, product management, sales, sponsorship, promotion, and research associated with the sports industry.

The Department

ADSA7503 Sports Finance (Summer: 3)

Offered Periodically

The Department

ADSA7504 Sports Law and Compliance (Fall/Spring/Summer: 3)

Offered Periodically

This course is designed to provide an overview of the legal concepts and principles that relate to sports as a recreational pursuit and sports as a business. The class and assignments will explore the relationship of law to organized sports, intercollegiate sports, and professional sports. Legal theories will be discussed and their application analyzed through discussion, research, and application to current and ongoing events in sports. We will also develop an understanding of the rules of sports, on field, off field, contract related, and created through the collective bargaining process.

The Department

ADSA7505 Business Writing (Fall: 1)

Offered Annually

Effective writing is a critical skill in the world of administration.

This course will help you learn how to write effective business communications; learn fundamental editing and proofreading skills; and learn how to write for both local and global markets. Whether writing simple communications or twenty-five page business reports, you will learn to analyze, write, and revise multiple forms of business documents.

The Department

ADSA7585 Sports Leadership and Ignatian-based Ethics (Summer: 3)

Prerequisite: With permission of the Department.

Offered Annually

Sports leadership based on Ignatian ethics helps individuals, teams, and organizations realize high achievement with integrity and compassion. In this course coaches, managers in sport, and student athletes study Ignatian values and how they inform leadership tasks: determining mission, values, and goals; communicating for positive impact; developing and motivating teams; identifying individual and organizational strengths; and in times of constant change, adapting to

it and managing organizations through it. Assignments will include a leadership log and a paper and presentation about leaders whom the students identify as role models. Students will also initiate a leadership goal that they will present to the class and then write a paper applying concepts from the course. Students will also practice a range of leadership exercises and discuss current case studies.

The Department

ADSA8010 Coaching for Performance and Student Athlete

Development (Fall: 3)

Offered Annually

The Department

ADSA8011 The History of Sport (Fall/Spring: 3)

Offered Periodically

Sport is one of the largest businesses in the contemporary world. In its various forms, sporting competitions stretch across the globe and in addition to national variants and indigenous sports, also attract a global media and support base in the form of mega events and Olympic Games. The aim of this course is to understand how sport developed around the world. In doing so the course will not only explain how sport has become a global obsession that dominates the media, sponsorship and marketing rights and is the daily obsession of millions, but also assesses how ancient and nineteenth century ideals came to be enshrined in contemporary sport. After all, sport is not without meaning. There is the basic point of who won the game, but as a society we also ask how the game was played. On the one hand we are content to see elite players being paid of millions of dollars for throwing or kicking a ball, but also demand of them that they play the game the right way, that they adhere to a moral code centered on rules and that they are a good role model. Much of this meaning that is given to contemporary sport can therefore appear contradictory. Unless we understand the history of sport then we cannot understand the modern forms that various sports take.

The Department

ADSA8012 Sports Media and Public Affairs

(Fall/Spring/Summer: 3)

Offered Periodically

The Department

ADSA8015 Sports Analytics (Summer: 3)

Offered Annually

The Department

ADSA9001 Sports Administration Internship (Summer: 3)

Prerequisite: With permission of the Department.

Offered Periodically

The Department

ADSA9902 Applied Research Project (Summer: 3)

Prerequisite: With permission of the Department.

Offered Annually

The Department

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses or in special programs not offered by Boston College at any other time of the year.

The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual needs.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs at Boston College should obtain permission from the Dean of their home school. Students from outside Boston College who wish to transfer their course credit to their home institution should seek permission from the Dean of their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in St. Mary's Hall South, Ground Floor.

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SPRING SEMESTER 2019

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day —No classes
January 23	Wednesday	Last date for graduate students to add a course or drop a course online
February 1	Friday	Last date for all students who plan to graduate in May 2019 to verify their diploma names online
March 4 to March 9	Monday to Saturday	Spring Vacation
April 3	Wednesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2019 graduation
April 4	Thursday	Graduate/WCASU registration period for fall and summer 2019 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Last date for official withdrawal from a course or from the University
April 18 to April 22	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
May 1	Wednesday	Last date for all students who plan to graduate in August 2019 to verify their diploma names online
May 7 to May 14	Tuesday to Tuesday	Term examinations
May 20	Monday	Commencement
May 24	Friday	Law School Commencement

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