BOSTON COLLEGE

2012–2013

EVER TO EXCEL

Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

Boston College Bulletin 2012–2013

Lynch School of Education, Graduate Programs

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

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

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity: Boston College Office for Institutional Diversity (OID), 140 Commonwealth Avenue, Chestnut Hill, MA 02467, Phone: 617-552-2323, Email: diversity@bc.edu.

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

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

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INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,088 full-time undergraduates and 4,818 graduate students, hailing from all 50 states and more than 80 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.7 million books, periodicals, and government documents, and more than 4 million microform units.

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

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

The Mission of Boston College

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

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

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

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

Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863, and is one of 28 Jesuit colleges and universities in the United States. With three teachers and 22 students, the school opened its doors on September 5, 1864. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion, of course, had its place in the classroom as well as in the nonacademic life of the College.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the upper campus in 1941, and the lower campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the main campus. With 15 buildings standing on 40 acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College in 1929; the Graduate School of Social Work in 1936; and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively, and are now known as the Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of

Education. The Weston Observatory, founded in 1928, was accepted as a Department of Boston College in 1947, offering courses in geophysics and geology. In 2002, the Evening College was renamed the Woods College of Advancing Studies, offering the master's as well as the bachelor's degree.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by 12 Arts and Sciences departments. The Schools of Education and Nursing, the Carroll School of Management, Graduate Programs, and the Graduate School of Social Work also offer doctoral programs.

In 1927, Boston College conferred one earned bachelor's degree and fifteen master's degrees to women through the Extension Division, the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970, all undergraduate programs had become coeducational. Today, female students comprise more than half of the University's enrollment.

In July 1996, the University's longest presidency, 24 years, came to an end when Rev. J. Donald Monan, S.J., became chancellor and was succeeded in the presidency by Rev. William P. Leahy, S.J. During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the upper campus and Newton campus, and the construction of a new office building for faculty and administration on lower campus. These projects provided on-campus housing for more than 80% of the University's undergraduates.

Since 1996, the University's endowment has grown from $590 million to approximately $1.5 billion, with the "Ever to Excel" campaign raising more than $440 million in gifts from approximately 90,000 donors.

In September 2002, Rev. William P. Leahy, S.J., initiated "The Church in the 21st Century" to examine critical issues confronting the Catholic Church. A milestone in the history of the University took place on June 29, 2004, when Boston College acquired 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston. The following November, the University also purchased 78.5 acres of land in Dover from the Dominican Fathers to serve as a retreat and conference center. In August 2007, the University purchased an additional 18 acres of Brighton land from the Archdiocese, including several administrative and academic buildings. On December 5, 2007, Boston College unveiled its 10-year, $1.6 billion expansion plan, including a recreation complex, residences for undergraduates, a fine arts district, and new athletic facilities.

In the fall of 2008, BC's new School of Theology and Ministry opened its doors on the Brighton campus. In 1939 Weston College had been designated as a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008 it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry. In June 2009, after a series of public hearings, the City of Boston gave its approval to BC's expansion plan for the Lower and Brighton campuses. In late August 2011, after 15 months of extensive renovations, Gasson Hall, the University's first building on the Heights, reopened for classes. Work on nearby Stokes Hall, the 186,000 square foot academic building on Middle Campus, is scheduled to finish in the fall of 2012, with classes beginning in spring of 2013.

Accreditation of the University

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

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

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

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

The Campus

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

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

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

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

ACADEMIC RESOURCES

Art and Performance

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

Campus Technology Resource Center (CTRC)

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

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email (help.center@bc.edu), and internet (www.bc.edu/help) to the BC community 24 hours a day, seven days a week.

The Hardware Repair Center

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

Language Laboratory

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

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

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

The Libraries

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.1 million volumes and over 37,000 print and electronic serials. In addition to O'Neill, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Law School Library, the O'Connor Library (at the Weston Observatory), the Social Work Library, and the Theology and Ministry Library. Available in the Libraries are workstations with productivity software, scanners, networked printers, as well as group study rooms.

Digital Library Services

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

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

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

The Boston College Libraries website is at http://bc.edu/libraries.

Digital Institutional Repository

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

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

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

United States Government Publications

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

Questions about the availability of government publications should be directed to the Government Documents librarian or the Reference staff at O'Neill Library.

Media Center

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

Interlibrary Loan

An Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Books, journal articles, microfilm, and theses and government documents may be borrowed from other libraries across the nation. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the *Find It* option that appears in many online databases.

Boston Library Consortium

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

Association of Research Libraries (ARL)

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

The Libraries of Boston College include:

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

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 250,000 volumes, some 16 million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, please see www.bc.edu/burns. Burns sponsors an active exhibit and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at: www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

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

The **Educational Resource Center,** a state-of-the-art-center, serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and nonfiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These

materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit www.bc.edu/erc.

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

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

The **Thomas P. O'Neill, Jr., Library** is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. Collections include approximately 2.1 million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit, www.bc.edu/libraries/collections/oneill.html.

The **Connors Family Learning Center (CFLC),** located on the second floor of O'Neill Library in the Eileen M. and John M. Connors, Jr., Learning Center, 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 offers free peer tutoring as well as sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning.

The **Social Work Library,** located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Graduate School of Social Work. The collection also serves the departments of Psychology, Political Science, Sociology, Nursing, and related disciplines. Services are provided on-site by two librarians and two staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit www.bc.edu/libraries/collections/socialwork.html.

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

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

Media Technology Services

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

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

Divisions within MTS include:

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

University Research Institutes and Centers

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

Boisi Center for Religion and American Public Life

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

Center for Christian-Jewish Learning

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

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

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

Center for Corporate Citizenship

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

Center for East Europe, Russia, and Asia

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages and Literatures, and Theology departments, and offer over 80 academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

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

Center for Human Rights and International Justice

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

Center for Ignatian Spirituality

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

Center for International Higher Education

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

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

For more information on the Center for International Higher Education, visit www.bc.edu/cihe.

Center for Optimized Student Support

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

Center for Retirement Research

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

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

Center for Student Formation

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

Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education and is especially known for its work with large-scale assessment surveys such as the National Assessment of Educational Progress and in the analyses of policies related to test-based educator accountability.

Further information on CSTEEP is available on its website at www.bc.edu/research/csteep.

Center on Wealth and Philanthropy

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

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

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

Center for Work & Family

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

The Center's values are:

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

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

- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships: the Work and Family Roundtable, established in 1990, the New England Work and Family Association (NEWFA), established in 1992, and the Global Workforce Roundtable, established in 2006.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force 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 customized educational programs that can be presented within organizations. The publications produced by the Center are available as educational resources, including an Executive Briefing Series, which addresses strategic issues relevant to the current business climate.

  For more information, visit www.bc.edu/cwf or follow @BCCWF.

Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships through the Philosophy and Theology Departments; sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

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

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

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

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

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

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

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

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

The ISPRC solicits, designs, and disseminates effective interventions with a proactive, pragmatic focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. An annual Summer Workshop focuses on teaching applied skills to mental health professionals, educators, and students in related fields. For more information, visit www.bc.edu/isprc.

Irish Institute

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

Since its founding in 1997, more than 1,000 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Irish Institute's 2012–2013 programming will address, among other issues, the relationship between the arts and business, cost-cutting policy making, disabilities and equal access, the marine economy, political leadership, social enterprise and unemployment, executive leadership, and global management strategy.

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

Jesuit Institute

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

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986,

the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS & PIRLS International Study Center

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

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

Weston Observatory of the Department of Earth and Environmental Sciences

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research division of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Observatory's Boston College Educational Seismology Project uses seismology as a medium for inviting students into the world of science research by inquiry-based learning through investigations of earthquakes recorded by seismographs located in dozens of K–12 classrooms. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school interns and BC students working on a variety of geophysical research projects to help the senior scientists for a unique educational opportunity. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the media, first responders, the general public, and other stakeholders.

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

STUDENT LIFE RESOURCES

Athletics Department

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

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

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

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, graduate students may obtain advice and guidance regarding career goals, internships, and job search techniques. Students may also network with BC alumni through LinkedIn accounts. Professional assistance and advice on navigating a comprehensive, educational Career Center website is available.

Graduate career services for business students are available through the Career Strategies Office of the Carroll School of Management, Graduate Programs. Law students also have their own career services office on the Newton Campus.

Office of Campus Ministry

Boston College is built on the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Campus ministers strive to serve the Boston College Catholic community, as well as support men and women of other faith traditions in their desire to deepen their relationship to God.

The Office of Campus Ministry provides regular opportunities for the celebration of the Eucharist, the Sacrament of Reconciliation, Confirmation and other sacraments on campus. It fosters involvement in these celebrations through the liturgical arts program, music ministry groups, and the training of lectors and Eucharistic ministers. Reconciliation services are scheduled during Advent and Lent, while individual confessions are available before Masses or by appointment Campus Ministry also supports Ecumenical and Multi-faith services throughout the year, such as the Interfaith Thanksgiving Service, the Martin Luther King Memorial Service, and the Service of Remembrance.

The Office of Campus Ministry offers opportunities for students and others to participate in experiences designed to promote justice and charity. Service projects include the Appalachia Volunteer Program (Spring and Summer), Urban Immersion, 4Boston, Loyola Volunteers, and the Arrupe International Service/Immersion trips to Belize, Nicaragua, El Salvador, Guatemala, Jamaica (Winter and Summer) and

Cuernavaca, Puebla, Chiapas, Morelos in Mexico. Campus Ministry also connects graduating seniors with the Jesuit Volunteer Corps and other postgraduate volunteer programs.

The Office of Campus Ministry provides pastoral counseling for anyone tested or confused by life's twists and turns and its ups and downs. It also offers spiritual guidance for students and others seeking to deepen their relationship to God through the Spiritual Exercises of St. Ignatius of Loyola. Further, Campus Ministry provides students with prayer group experiences (CURA) and religious retreats throughout the year, like Kairos, the Busy Student Retreat, and Manresa (the Silent Retreat)—all faithful to the Ignatian tradition.

Office of Campus Ministry is located in McElroy 233, 617-552-3475. For more information visit 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. Want to save money? Opening an optional Dining Bucks account saves you 10% on every purchase you make in a dining hall or outlet such as the Bean Counter or Hillside. Dining Bucks are also accepted in vending machines although with no discount. These accounts, which are fully refundable if you don't use them, may be opened online any time of the year through the Agora Portal.

Disability Services Office

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

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

Graduate Student Association

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

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

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

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

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

University Health Services

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

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 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 an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

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

Immunization

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

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

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster (received within the past 10 years)
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing
- In addition, the Connell Graduate School of Nursing also requires the positive blood titers showing proof of immunity for measles, mumps, rubella, and varicella

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

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

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

University Counseling Services (UCS)

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

Volunteer and Service Learning Center (VSLC)

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

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
- Community partnerships in the Greater Boston area
- Annual volunteer fairs
- An English Language Learners program for BC employees who practice their language skills with BC student tutors
- Post-graduate volunteer programming, including an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
- Advisement for domestic service projects
- Partnership with Big Brothers Big Sisters of Massachusetts Bay
- Support and training for University departments and student groups on volunteer projects
- Annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, Hoops for Hope, Jemez Pueblo Service Program, Nicaragua Faculty/Staff Immersion Trip

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. In general, and absent an exception under FERPA, the student is

to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

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

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

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

  If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

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

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

Disclosures to Parents of Students

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

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

CONSUMER NOTICES AND DISCLOSURES (HEOA)

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

- **Institutional and Student Information,** including information regarding the University's academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information,** including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, standards for maintaining aid, disbursements and repayment), student employment information and exit counseling information, and how to reach Office of Financial Aid;
- **Student Outcomes,** including information regarding retention rates, graduation rates, and placement and education of graduates;
- **Vaccination Policy,** including the University's policies with respect to immunizations required under Massachusetts law;
- **Annual Campus Security and Fire Safety Report,** including statistics for the previous three years concerning reported crimes

that occurred on campus and on public property immediately adjacent to and accessible from the campus and fires that occurred in on-campus housing facilities, and descriptions of the campus safety programs and policies, including information regarding safety notification and emergency response procedures, missing student notification procedures, campus law enforcement, sexual assault programs, and fire safety programs;

- **Drug-Free Campus and Workplace Program,** including Boston College's standards of conduct and legal sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, including sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free; and
- **Athletic Program Information,** describing how to request a report about the University's athletic programs that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs from the Office of the Financial Vice President and Treasurer.

FINANCIAL AID

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

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

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

General Information

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

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

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

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

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

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

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

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

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.

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

NOTICE OF NON-DISCRIMINATION

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

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

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

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

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

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

OFF-CAMPUS HOUSING

The University operates an Off-Campus Housing office located in Maloney Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available on the Residential Life website.

TUITION AND FEES

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

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

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

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

Graduate Tuition

Graduate School of Arts and Sciences**
Tuition per credit hour: 1,292
Auditor's fee***—per credit hour:.....646

Lynch School of Education, Graduate Programs**
Tuition per credit hour: 1,166
Auditor's fee***—per credit hour:.....583

Carroll School of Management, Graduate Programs**
Tuition per credit hour: 1,372
Auditor's fee***—per credit hour:.....686

Connell School of Nursing, Graduate Programs**
Tuition per credit hour: 1,120
Auditor's fee***—per credit hour:.....560

Graduate School of Social Work**
Tuition per credit hour: 992
Auditor's fee***—per credit hour:.....496

Law School**
Tuition per semester: 21,585
Tuition per credit hour (AY):.....1,881
Tuition per credit hour (Summer): 1,660

School of Theology and Ministry**
Tuition per credit hour: 882
Auditor's fee***—per credit hour:.....441

Summer tuition per credit hour: 694
Summer auditor's fee***—per credit hour: 347

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

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

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

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

Graduate General Fees*

Acceptance Deposit
Lynch School of Education, Graduate Programs:.....275
Connell School of Nursing, Graduate Programs: 400
Carroll School of Management,
Graduate Programs—part-time: 200
Carroll School of Management,
Graduate Programs—full-time: 1,500
Law School—J.D. Program***:.....500
Law School—LL.M. Program: 500
Graduate School of Social Work.....200

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

Activity Fee—Per Semester***
(GSAS; LSOE, Graduate Programs; CSON, Graduate Programs; GSSW; STM)
7 credits or more per semester:.....45
Fewer than 7 credits per semester:.....30

Activity Fee—Per Semester***
(CSOM, Graduate Programs)
7 credits or more per semester:.....55
Fewer than 7 credits per semester:.....30

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

Application Fee (Non-Refundable)
Graduate School of Arts and Sciences: 70
Lynch School of Education, Graduate Programs:.....65
Carroll School of Management, Graduate Programs: 100
Connell School of Nursing, Graduate Programs: 50
Graduate School of Social Work: 40
Law School: 75
School of Theology and Ministry:.....70

Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)
Graduate School of Arts and Sciences: 1,242
Lynch School of Education, Graduate Programs:.....1,122
Carroll School of Management, Graduate Programs: 1,320
Connell School of Nursing, Graduate Programs: 1,092
Graduate School of Social Work: 972

Interim Study:.....30
Laboratory Fee (Per Semester): ..... up to 930
Late Payment Fee:.....150
Massachusetts Medical Insurance (Per Year): 2,108
(966 fall semester; 1,142 spring semester)

Microfilm and Binding
Doctoral Dissertation:.....125
Master's Thesis:.....90
Copyright Fee (Optional): 45

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

*All fees are proposed and subject to change.

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

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

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

Massachusetts Medical Insurance

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

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

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

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at www.bc.edu/medinsurance.

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at portal.bc.edu. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 14, 2012, for the fall semester and by January 25, 2013, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

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

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

Graduate Refund Schedule (Excluding Law)

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

First Semester

- by Sept. 12, 2012: 100% of tuition charged is cancelled
- by Sept. 14, 2012: 80% of tuition charged is cancelled
- by Sept. 21, 2012: 60% of tuition charged is cancelled
- by Sept. 28, 2012: 40% of tuition charged is cancelled
- by Oct. 5, 2012: 20% of tuition charged is cancelled

Second Semester

- by Jan. 23, 2013: 100% of tuition charged is cancelled
- by Jan. 25, 2013: 80% of tuition charged is cancelled
- by Feb. 1, 2013: 60% of tuition charged is cancelled
- by Feb. 8, 2013: 40% of tuition charged is cancelled
- by Feb. 15, 2013: 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, 2012: 100% of tuition charged is cancelled
- by Sept. 7, 2012: 80% of tuition charged is cancelled
- by Sept. 14, 2012: 60% of tuition charged is cancelled
- by Sept. 21, 2012: 40% of tuition charged is cancelled
- by Sept. 28, 2012: 20% of tuition charged is cancelled

Second Semester

- by Jan. 4, 2013: 100% of tuition charged is cancelled
- by Jan. 18, 2013: 80% of tuition charged is cancelled
- by Jan. 25, 2013: 60% of tuition charged is cancelled
- by Feb. 1, 2013: 40% of tuition charged is cancelled
- by Feb. 8, 2013: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

By the second day of class, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second day of class.

Federal Regulations Governing Refunds

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

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

National Student Clearinghouse

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

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

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

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at www.studentclearinghouse.org.

Boston College Graduate Degree Programs

Graduate School of Arts and Sciences

Biology: M.S.T., Ph.D.
Chemistry:* M.S., M.S.T., Ph.D.
Classics: M.A.
Economics: M.A., Ph.D.
English: M.A., M.A.T., Ph.D.
French: M.A., M.A.T.
Geology: M.S., M.S.T.
Geophysics: M.S., M.S.T.
Greek: M.A.
Hispanic Studies: M.A.
History: M.A., M.A.T., Ph.D.
Irish Literature and Culture: English, M.A.
Italian: M.A., M.A.T.
Latin: M.A.
Latin and Classical Humanities: M.A.T.
Linguistics: M.A., M.A.T.
Mathematics: M.A., M.S.T., Ph.D.
Philosophy: M.A., Ph.D.
Physics:* M.S., M.S.T., Ph.D.
Political Science: M.A., Ph.D.
Psychology: M.A., Ph.D.
Russian: M.A., M.A.T.
Slavic Studies: M.A., M.A.T.
Sociology: M.A., Ph.D.
Spanish: M.A.T.
Theology: Ph.D.
*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Fifth Year Programs—Graduate School of Arts and Sciences

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

Sociology: B.A./M.A.
Sociology/Social Work: B.A./M.S.W.
Theology: B.A./M.A.
Theology/Pastoral Ministry: B.A./M.A.
Theology/Religious Education: B.A./M.Ed.

Dual Degree Programs—Graduate School of Arts and Sciences
Biology/Management: M.S./M.B.A.
French/Management: M.A./M.B.A.
Geology/Management: M.S./M.B.A.
Geophysics/Management: M.S./M.B.A.
Hispanic Studies/Management: M.A./M.B.A.
Italian/Management: M.A./M.B.A.
Linguistics/Management: M.A./M.B.A.
Mathematics/Management: M.A./M.B.A.
Philosophy: M.A./J.D., Ph.D./J.D.
Political Science/Management: M.A./M.B.A.
Russian/Management: M.A./M.B.A.
Slavic and Eastern Languages and Literatures: M.A./J.D.
Slavic Studies/Management: M.B.A./M.A.
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

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

Fifth Year Programs—School of Theology and Ministry
Theology: B.A./M.T.S.
Theology and Ministry: B.A./M.A.

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

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

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

Fifth Year Programs—Lynch School of Education, Graduate Programs
Applied Developmental and Educational Psychology: B.A./M.A.
Curriculum and Instruction: B.A./M.Ed.
Early Childhood Education: B.A./M.Ed.
Educational Research, Measurement and Evaluation: B.A./M.Ed.
Elementary Education: B.A./M.Ed.
Higher Education: B.A./M.Ed.
Moderate Special Needs: B.A./M.Ed.
Secondary Education: B.A./M.Ed.
Severe Special Needs: B.A./M.Ed.

Dual Degree Programs—Lynch School of Education, Graduate Programs
Counseling/Pastoral Ministry: M.A./M.A.
Curriculum and Instruction/Law: M.Ed./J.D.
Higher Education/Law: M.A./J.D.
Higher Education/Management: M.A./M.B.A.

Early Admit Programs—Lynch School of Education, Graduate Programs
Mental Health Counseling: B.A./M.A.
School Counseling: B.A./M.A.

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

Dual Degree Programs—Law School
Law/Education: J.D./M.Ed., J.D./M.A.
Law/Management: J.D./M.B.A.
Law/Philosophy: J.D./M.A., J.D./Ph.D.
Law/Social Work: J.D./M.S.W.

Carroll School of Management, Graduate Programs
Accounting: M.S.
Business Administration: M.B.A.
Finance: M.S., Ph.D.
Management and Organization: Ph.D.

Dual Degree Programs—Carroll School of Management, Graduate Programs
Accounting: M.B.A./M.S.
Finance: M.B.A./M.S.
Management/French: M.B.A./M.A.
Management/Geology and Geophysics: M.B.A./M.S.

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

Connell School of Nursing, Graduate Programs
Nursing: B.S./M.S., M.S., Ph.D.

Dual Degree Programs—Connell School of Nursing, Graduate Programs
Nursing/Management: M.S./M.B.A.
Nursing/Pastoral Ministry: M.S./M.A.

Graduate School of Social Work
Social Work: M.S.W., Ph.D., M.S.W./Ph.D.

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

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

Woods Graduate College of Advancing Studies
Administrative Studies: M.S.

ACADEMIC INTEGRITY

Policy and Procedures

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

Standards

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

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

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

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

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

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

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

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

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

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

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

Faculty Roles in Fostering Academic Integrity

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

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

Faculty should promote academic integrity in the following specific ways:

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

academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate.
- Instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus or other documents prepared for the academic experience 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

The academic deans have overall responsibility for academic integrity within their schools which includes 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 the Lynch School Grievance Policy for the process that is used in adjudicating alleged violations of academic integrity (http://www.bc.edu/content/bc/schools/lsoe/resources/policies/grievance.html). Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and/or the student's previous record of violations. Appeal of decision may be made to the Lynch School Dean whose decision will be final.

ACADEMIC REGULATIONS

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

To learn about the Lynch School academic regulations, please refer to the following sites:

Master's Policies: www.bc.edu/content/bc/schools/lsoe/academics/Graduate/masters_policies.html

Ph.D. Policies: www.bc.edu/content/bc/schools/lsoe/academics/Graduate/phd_policies.html

Academic Regulations are effective from September of the current academic year (2012–2013) except where a different date is explicitly stated. If there have been changes in the Academic Regulations since a readmitted student was last enrolled, the Academic Regulations in effect at the time of the student's readmission will apply unless the dean or designee decide differently.

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 and/or the Associate Dean of Students to discuss the situation and to obtain information about relevant grievance policies and procedures. Please refer to the Lynch School Grievance Policy for specific policies and procedures: http://www.bc.edu/content/bc/schools/lsoe/resources/policies/grievance.html.

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

Lynch School of Education students must consult the Office of Graduate Admission, Financial Aid and Student Services before they can audit a course. An audited course cannot count toward the degree requirements. After the drop/add period, graduate students who wish to change a course from credit to audit or audit to credit must go to the Office of Graduate Admission, Financial Aid and Student Services.

Comprehensive Examination or Qualifying Papers: Doctoral Students

Registration for the Comprehensive Examination

Students not taking another Boston College course for credit in the semester in which they will be taking the comprehensive exam must also register for ED/PY 998 Doctoral Comprehensives for that semester. Students who are registered for a Boston College course for credit in the semester in which they are taking the exam still must complete this form but need not register for ED/PY 998 Doctoral Comprehensives. Specific requirements for the exam are set by the program faculty, and students should make inquiries regarding format, length, and scheduling of the exam to the appropriate program faculty.

Grades assigned to Comprehensive examinations are: Pass with Distinction (PWD), Pass (P), and Fail (F). A student who fails the Ph.D. Comprehensive examination may take it once again, no sooner than the following semester, and at a time designated by the Department. Students should confirm with their Department Chair about the timing of a second administration of the Comprehensive Examination. In the case of a second failure, no further attempt is allowed.

Following oral and/or written components of the exam, the Chair of the comprehensive committee submits an official ballot, graded and signed by each member, to the Department Chair. Students are then officially notified of the results by the Department Office. Once the student has passed the comprehensive exams, the Department Office will send a letter officially recognizing his or her admission to candidacy.

Comprehensive Examination: Master's Students

Registration for the Comprehensive Examination

Students who have completed most of their coursework or are in the final semester of coursework should sit for the master's comprehensive examination. All students must have completed any "Incompletes" and have filed an approved copy of their Program of Study before registering for the comprehensive exam. Specific requirements for the exam are set by the program faculty, and students should make inquiries regarding format, length, and scheduling of the exam to the appropriate program faculty. Registration for comprehensive examinations will take place directly with the Office of Graduate Admission, Financial Aid and Student Services. Questions on the nature and the exact date of examinations should be directed to the department office.

The following grading scale is used: Pass with Distinction (PWD), Pass (P), and Fail (F). A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students must register for ED/PY 888 in order to take the Master's Comprehensive Examination, but no credit is granted for the Comprehensive Examination and the student's account is not charged.

Continuation: Doctoral Candidacy

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

Cross Registration

Boston Theological Institute

The Boston Theological Institute (BTI), a consortium of theology faculty primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions.

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

Lynch School graduate students should contact BTI to determine their eligibility for cross-registration.

The Consortium

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University.

Graduate Students (Master's and Doctoral)

Graduate students in the Lynch School may cross register for one elective course each semester at Boston University, Brandeis University, Hebrew College, Pine Manor College, or Tufts University if a similar course is not available at Boston College. Students should contact their Program Directors to review the department's special rules and regulations.

Cross registration materials are available in Lyons Hall.

NB: Courses taken within the Boston-area Consortium during fall or spring semester are not considered transfer courses, since students register for these courses through Boston College. However, **all summer** courses taken outside of Boston College (including **summer** courses taken within the Consortium) are considered transfer credits and count towards the limit of 6 transfer credits per degree. Students must complete a Graduate Transfer Request Form in order to receive transfer credit.

Graduate Consortium in Women's Studies

The Graduate Consortium in Women's Studies (GCWS) at MIT (formerly housed at the Radcliffe Institute for Advanced Study at Harvard University) is an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study.

Eligible graduate and professional students enrolled in degree programs during the academic year may apply to participate in the Graduate Consortium in Women's Studies, an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from nine member schools: Boston College, Boston University, Brandeis

University, Harvard University, MIT, Northeastern, Simmons, Tufts, and UMass Boston. The Consortium offers graduate courses for credit that are open to all students at participating institutions.

Eligible students need to obtain permission from their Department Chair or Associate Dean. Registration forms will be mailed from the Consortium to accepted students.

Master's and Doctoral Students

Fall/spring only; not available in summer

Graduate students enrolled in degree programs at Boston College may with the permission of their department apply to MIT to participate in this program. Course registration forms will be mailed to accepted students.

Please consult the Graduate Consortium in Women's Studies website for courses and procedures for registering and credit. Students should also complete the cross registration form available in Lyons Hall in order to receive course credit from Boston College. Courses taken within the Graduate Consortium in Women's Studies during fall or spring semester are not considered transfer courses, since students register for these courses through Boston College.

NB: All summer courses taken outside of Boston College (including summer courses taken within the Consortium) are considered transfer credits and count towards the limit of 6 transfer credits per degree. Students must complete a Graduate Transfer Request Form in order to receive transfer credit.

Enrollment Status

Full-Time Enrollment Status

Graduate Students (Master's and Doctoral)

In the Lynch School of Education, all students enrolled in 9 or more credits per semester (6 or more credits in summer) are considered full-time. Students completing degree requirements in their final semester may be given exceptions to the school minimum credit standard for full-time status by their academic dean. During the academic year, all students are considered half-time with six credits. However, Graduate students registered for less than a full-time course load may be considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are also considered full-time if they are enrolled in a full-time Student Teaching Practicum or Internship. Graduate students registered for Interim Study or Dissertation Direction are considered full-time. Graduate students in the Lynch School of Education are full-time if they are enrolled in of the following courses: ED 420, ED 610, ED 620, ED 622, ED 623, ED 652, ED 830, ED 885, ED 888, ED 936, ED 941, ED 950, ED 951, ED 975, ED 977, ED 988, ED 998, ED 999, PY 643, PY 644, PY 646, PY 649, PY 650, PY 746, PY 846, PY 849, PY 885, PY 888, PY 941, PY 988, PY 998, PY 999.

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

Final Examinations

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

Foreign Language Requirement

The Lynch School has no foreign language requirement for graduate students.

Grading

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

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

Grading Scale

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

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

Note: Lynch School Graduate students must earn a C or better to pass a course.

Grade Changes

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

All I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer.

Pass/Fail Electives

This option is not available to Lynch School graduate students. Only courses that have been designated as Pass/Fail in the Catalog can be taken as such.

Good Standing

Grades, satisfactory performance in internships and practica, and timely completion of degree requirements determine a student's good standing in his or her program. Students should be informed in a timely manner if their good standing is in jeopardy and the conditions needed to maintain or establish good standing. For details of the Academic Good Standing Policy in the Lynch School see websites:

Masters' Policies: http://www.bc.edu/content/bc/schools/lsoe/academics/Graduate/masters_policies.html

Ph.D. Policies: http://www.bc.edu/content/bc/schools/lsoe/academics/Graduate/phd_policies.html

Graduation

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

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

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

Leave of Absence

Voluntary Leave of Absence

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

Students may obtain a personal or medical leave of absence form at the following website: http://www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html

Students should submit the completed form to the Lynch School Associate Dean's office for approval.

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

Medical Leave of Absence

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to Counseling Services or Health Services as applicable, who will review it in confidence and make a recommendation to the student's Associate Dean, who then approves the leave. The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. At the time of requesting a medical leave, please consult the Lynch School Associate Dean of Students with regard to school policy concerning funding upon return.

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

Involuntary Leave of Absence

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

Readmission from Leave

Students seeking to return from leave are encouraged to contact the Associate Dean of Students as soon as possible prior to seeking readmission, but in no event later than eight (8) weeks prior to the desired admission date. Students seeking to return to a practicum, clinical, or field education placement must contact the Associate Dean expressing the intent to seek readmission at least a full semester before the desired return.

Lynch School graduate students can request readmission by submitting the Request for Readmission Form: http://www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html.

In instances where a sustained period of time has elapsed since a student was last enrolled, the Lynch School Policy on Readmission of Graduate Student applies:

Doctoral and Master's students who were discontinued due to time-to-degree limits, or otherwise fail to maintain continuous matriculation and allow their matriculation to lapse may apply for reinstatement if they wish to re-enroll. Readmission to the Lynch School, and to candidacy, requires the submission of the Lynch School Readmission Request Form. The Request Form is approved by the Associate Dean of Graduate Studies, in consultation with the appropriate Department Chair. If absence from the program is beyond the eight-year (Doctoral) or five-year (Master's) time limit allowed by the University for completing the graduate degree, the student will be required to demonstrate currency in the field by taking a qualifying examination and/or additional course work, at the discretion of the graduate program. Approval of Requests for Readmission is extremely rare, and by exception.

In all readmission cases, the decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

Summer Courses

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

Time-to-Degree

Master's Students

All requirements for the master's degree must be completed within five consecutive years from the commencement of master's studies. Master's studies commence with the first term in which a student is officially registered for a course at Boston College following admission to the program. Leave time is considered a portion of the total time limit for the degree unless an exception has been approved by the Program Director/Coordinator, the Department Chair, and the Associate Dean of Students at the time the form is submitted.

Doctoral Students

All requirements for the doctoral degree must be completed within eight consecutive years from the commencement of doctoral studies. Doctoral studies commence with the first term in which the student is officially registered for a course at Boston College following admission to the doctoral program. Leave time is considered a portion of the total time limit for the degree unless an exception has been approved by the Program Director/Coordinator, the Department Chair, and the Associate Dean of Students at the time the form is submitted.

Transcripts

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

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

Transcript/Diploma Holds

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

Transfer of Credit

Master's Students

Students who wish to have credits transferred from another university to their master's program at the Lynch School must comply with the following regulations:

- All graduate students may request transfer of not more than six graduate credits
- Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted
- If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record
- Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

N.B.: Courses taken within the Boston-area Consortium during fall or spring semester are **not** considered transfer courses, since the student registers for these through Boston College. However, **all summer** courses taken outside of Boston College (**including** summer courses taken within the Consortium) are considered transfer credits and count towards the 6 credit limit for transfer credits

A 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.

Doctoral Students

Students who wish to have credits transferred from another university to their doctoral program at the Lynch School must comply with the following regulations:

- completion of at least six credits at Boston College in a doctoral program
- maximum of six graduate credits transferred from other accredited colleges or universities
- courses used to satisfy the requirements for another degree cannot be transferred into a doctoral program
- a grade of "B" or better at the graduate level
- course(s) being transferred must have been completed within the past 10 years
- official transcript must be sent directly to the office of the department in which they are completing their degree program

A Transfer of Credit 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.

University Communication Policies and Student Responsibilities

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

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

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

Students may forward their email messages from their University email accounts to non-university email systems. In such cases, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to

deliver or retain official University communications. Students should send test messages to and from their University email account on a regular basis, to confirm that their email service is functioning reliably.

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

Withdrawal from a Course

Graduate and professional students who withdraw from a course after the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course all students must obtain a Lynch School Course Withdrawal from the website (http://www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html) and submit the form (with appropriate signatures) to the Office of Graduate Admission, Financial Aid and Student Services. Students will not be permitted to withdraw from courses after the published deadline except in unusual circumstances. Students still registered after the close of the drop/add period 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 Office of Graduate Admission, Financial Aid and Student Services. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

LYNCH SCHOOL AWARDS AND HONORS

Doctoral Students

Dissertation Fellowship: This academic year-long Fellowship is intended to support the students' completion of their dissertation. Priority will be given to those nominees who, in the opinion of the Faculty Awards Committee, will have a high probability of completing the dissertation during the academic year of the award. Any faculty member may submit a nomination of Chair of the Nominees' Dissertation Committee. The application materials, with the exception of the official transcript, must be electronically submitted to the Associate Dean of Students. The official copy of nominee's academic transcript should be submitted to the Graduate Office in a sealed envelope. The transcript will be scanned and included with the other application materials. The deadline for submission is April 8 (if this falls on a weekend, the deadline is 4 p.m. the following Monday). There are two Dissertation Awards per academic year. Additional information on the application process for the Dissertation Fellowship can be found here: http://www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms/Dissertation_guidelines/Fellowships.html.

Summer Dissertation Development Grants: The Summer Dissertation Development Grant provides financial support for doctoral students who are working on their dissertations over the summer months. Students may nominate themselves or they may be nominated by faculty. Additional information on the application process for the Summer Dissertation Development Grants can be found here: http://www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms/Dissertation_guidelines/Development_Grants.htm.

The application materials, with the exception of the official transcript, must be electronically submitted to the Associate Dean of Students. The official copy of nominee's academic transcript should be submitted to the Graduate Office in a sealed envelope. The transcript will be scanned and included with the other application materials. The deadline for submission is April 8 (if this falls on a weekend, the deadline is 4 p.m. the following Monday). There are up to 6 Summer Dissertation Development Grants.

The Donald J. White Teaching Excellence Awards: Each year the University makes awards for Teaching Excellence to underscore and reinforce the importance of teaching excellence at Boston College. There are two types of awards: Teaching Fellow Awards and Laboratory/Teaching Assistant Awards. Each academic year the Lynch School of Education receives a number of awards and Department Chairs publicize these awards among eligible students and faculty. Faculty nominate students, including a letter of support explicating why they think the student's teaching warrants this recognition. The Chairs of the Departments of Curriculum and Instruction and Counseling and Developmental Psychology seek nominations from the Assistant Director of Practicum Experiences and the Assistant Director of Counseling Practicum Experiences, respectively, as students supervising practica are eligible for these Teaching Assistant awards. These recommendations are forwarded to the Associate Dean of Students by a date in March determined by the Dean of the Graduate School of Arts and Sciences.

Diversity Fellowship: Boston College has resources that support two fellowships that are offered to especially promising Ph.D. students from groups that are underrepresented in their professions of choice. These fellowships are renewable for three to five years assuming continued academic excellence, and carry full tuition scholarships and stipends of approximately $18,500. Completion of the Lynch School application for one of our Ph.D. programs enables faculty to consider a student for this fellowship. Thus, there is no formal application. Rather, students must be nominated by their program coordinator or department chair at the time of admission. Department Chairs will receive requests to nominate students for these awards from the Associate Dean of Students. Departmental nominations and letters of support from faculty should be forwarded electronically to the Office of the Associate Dean of Students by the deadline specified in early March. The Faculty Awards Committee reviews all nominations and forwards the names of Awardees to the Associate Dean. Students who receive the Diversity Fellowship are expected to be engaged in full-time study, and may not hold additional employment or additional fellowships during the academic years in which they hold the fellowship.

Master's Students

Awards at Graduation: Each spring, the Associate Dean of Students will solicit faculty for the names of graduate students who have excelled in academic and outreach activities during their tenure as students in the Lynch School. These awards will be presented during the Lynch School Awards and Robing Ceremony that takes place during commencement weekend.

Lynch School of Education

The Lynch School offers graduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

Graduate Programs

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

Admission

Information about admission is available on the Lynch School website at www.bc.edu/lynchschool. You may also write to the Office of Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

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

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

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of $250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

Application Deadlines

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

Deferral of Admission

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

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

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application on the Lynch School website at www.bc.edu/lynchschool. Prospective students may also write to the Office for Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu. All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (www.ets.org). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test, and 79 on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ.

Non-Degree Status

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

A formal Non-Degree Student application is available online on the Lynch School admissions web page and is required for enrollment

in courses. A Non-Degree Student application is comprised of the online application form, application fee, and original copies of either the undergraduate or graduate transcript with the degree posted. This is to assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek career and course advice from the Office of Graduate Admission, Financial Aid, and Student Services. Additionally, non-degree students are not eligible for University sponsored sources of financial aid or any financial aid that requires matriculation in a degree program.

Financial Aid

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

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Direct Stafford loans, Perkins loans, and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with low income children, youth, and families in urban communities.

Alumni Award

The Alumni Award, established through the generosity of Lynch School alumni, is an assistantship comprised of a stipend and a significant tuition scholarship for a student who shows promise of leadership in the fields of education and applied psychology. *By nomination of the faculty at the time of admission.*

Bank of America Leaders in Urban Education Fellowship

The Bank of America Charitable Foundation has given the Lynch School a generous grant to provide financial support to highly talented graduate students who have demonstrated commitment to urban education. The scholarship is comprised of a $20,000 stipend. One-half of the stipend is an outright grant. The remaining $10,000 is a forgivable loan: Graduates will be required to teach in an urban school that serves economically disadvantaged children. Loan forgiveness will be "earned" by graduation and by teaching service rendered in an urban school for the three years following graduation. *By nomination of the faculty at the time of admission.*

Barry Fellowship

Steven M. and Tammy J. Barry established this fund to support graduate students with financial need. The award provides tuition remission scholarships, with a preference to students focusing on learning among multi-disabled children. *This award is determined at the time of admission.*

Bradley Fellowship

The Bradley Endowed Fellowship is a tuition scholarship that supports students in our Fifth Year Program pursuing a specialization in moderate special needs. The award gives preference to students seeking experience in urban schools. *An updated personal statement and resume are required from interested applicants during their senior undergraduate year. The award is determined by special committee.*

Catholic Educator Award

The Lynch School Catholic Educator Award provides partial tuition assistance to students who are currently working in Catholic schools. *The Catholic Educator Award requires an additional application.*

Donovan Urban Teaching Scholarship

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

Dean's Scholarship

For incoming students: Tuition remission scholarships are awarded to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity. *These awards are determined at the time of admission.*

For continuing students: In an effort to support Master's students whose programs continue beyond one year, the Lynch School has reserved a limited number of merit-based tuition scholarships for students who qualify both academically and financially. *There is an application for these scholarships.*

Dreyer Scholarship

The Herman J. Dreyer Fund provides tuition scholarship assistance to graduate students enrolled in the Lynch School. The Dreyer Scholarship recognizes students who have displayed previous academic excellence and who have demonstrated financial need. *This award is determined at the time of admission.*

Duvnjak Fellowship

The Barbara Benz Duvnjak and Karlo Duvnjak Fund supports students with tuition remission scholarships who have displayed previous academic excellence and who have demonstrated financial need. *This award is determined at the time of admission.*

Flaherty and Masella Fellowship

The Mary Jane Flaherty and William Masella Fellowship Fund supports Lynch School graduate students with demonstrated financial need by providing tuition remission scholarships. This award is presented to students from New York or New Jersey. *This award is determined at the time of admission.*

Fruscione Fellowship

The Immaculate A. Fruscione Fellowship is a tuition scholarship that supports students in the school counseling program who have a commitment to working in urban schools upon completion of their degree. *This award is determined at the time of admission.*

Hearst Fellowship

The William Randolph Hearst Endowed Fund supports master's degree students in our teacher education programs. *This award is determined at the time of admission.*

Kaneb Fellowship

The Kaneb Catholic Leadership Fellowship Fund supports students in Catholic leadership in our master's programs. The fellowship offers tuition scholarships to students. *This award is determined at the time of admission.*

Keough Memorial Fellowship

The William F. Keough Memorial Fellowship Fund provides scholarship assistance for both undergraduate and graduate students pursuing studies in international education. *This award is determined at the time of admission.*

Lam Family Fellowship

In accord with the intent of the donors, William and Mary Lam, this award is presented to a Chinese student who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and a tuition scholarship. *By nomination of faculty at the time of admission.*

Martin Memorial Fellowship

The Christine Martin Memorial Scholarship Fund supports a Lynch School undergraduate student continuing in one of our graduate programs. The award is a tuition scholarship. A preference is given to students engaged in volunteer service, especially serving children with disabilities. *Determined by special committee.*

Science Educators for Urban Schools (S.E.U.S.!) Scholarship

Supported by the Robert F. Noyce Scholarship Fund of the National Science Foundation, the S.E.U.S.! Scholars Program supports talented students interested in careers in teaching science in urban secondary schools. The scholarship is comprised of a significant tuition scholarship in exchange for a commitment of two years of teaching service in an urban public school upon completion of the degree program. *There are specific requirements to qualify.*

Urban Catholic Teacher Corps (UCTC)

Each year, six students are admitted to UCTC, a two-year program that offers new teachers an opportunity to gain experience in inner city Catholic schools. The program offers full tuition coverage, in addition to a stipend and other benefits. *There are a separate application and additional requirements for UCTC. Please note that the application deadline is also earlier than the normal deadline for teacher education programs.*

Sharp Urban Teaching Scholarship

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial support to 10 highly talented graduate students per year who are from underrepresented groups committed to teaching in urban schools. The scholarship is comprised of a $10,000 stipend. One-half of the stipend is an outright grant and the remaining $5,000 is a forgivable loan. One-quarter of the loan amount will be forgiven upon completion of the master's degree and the remaining three-quarters is forgiven, up to the full amount, for each year spent teaching in an urban school. *By nomination of the faculty at the time of admission.*

Students with Disabilities

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure for any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in the Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, (Campion 103, 617-552-4206) can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. The teacher education programs at Boston College are accredited by TEAC (Teacher Education Accreditation Council).

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually

hope to obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full-practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state student teaching opportunities are available in Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Campion 103, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804 or 617-552-4206.

Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., Ph.D., and Ed.D. degrees. The Lynch School also offers programs leading to a Certificate of Advanced Educational Specialization (C.A.E.S.). Graduate programs serve a dual purpose—research preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and practice, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean for Graduate Studies. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum and Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office for Graduate Admission, Financial Aid, and Student Services. Programs of Study for all programs are available on the Lynch School's website at www.bc.edu/lynchschool.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at www.bc.edu/schools/lsoe/academics/Graduate/phd.html.

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

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Leadership and Curriculum and Instruction, contact the Office for Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College at 617-552-4214 or lsadmissions@bc.edu.

Master's Degree Programs

Candidates for the master's degree must be graduates of an accredited college or university. The Office of Graduate Admission, Financial Aid and Student Services, Campion 135 provides academic and financial aid services for master's students throughout their studies in the Lynch School.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching
- Secondary Teaching
- Special Education Teaching*
- Reading/Literacy Teaching
- Curriculum and Instruction
- Educational Leadership
- Educational Research, Measurement, and Evaluation

*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K–8 and Grades 5–12, Students with Severe Special Needs pre K–12.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

M.A.T. and M.S.T. for Initial Licensure

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, English, romance languages (French and Spanish), and Latin and classical humanities.

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

M.A.T. and M.S.T. for Professional Licensure

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure. Candidates can only apply to the state for Professional Licensure after teaching for three years, but may begin course work during the first year of teaching.

The Professional License is available in the following academic disciplines: English, history, French, Spanish, earth science, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

Master of Arts Degree (M.A.)

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

- Early Childhood Specialist
- Higher Education
- Counseling
- Developmental and Educational Psychology

These programs are described in each departmental section.

Course Credit

A minimum of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean of Graduate Studies, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean of Graduate Studies.

Programs of Study

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are available on the Lynch School website at www.bc.edu/schools/lsoe/academics/pos.html. These forms must be approved and filed with the Associate Dean of Graduate Studies.

Fifth Year/Early Admit Programs

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in an accelerated amount of time. Please contact the Office of Graduate Admission, Financial Aid, and Student Services for further information about the Fifth Year/Early Admit Programs.

Research Centers

The Lynch School houses several Research Centers. For more information refer to the About Boston College section of this catalog.

Department of Teacher Education/Special Education and Curriculum and Instruction

The Department of Teacher Education/Special Education and Curriculum and Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum and Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum and Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Master's candidates can include the Teaching English Language Learners (TELL) Certificate in their program of studies. This program prepares mainstream educators to be "highly qualified" to teach English language learners in their classrooms. Those interested in this program should let their advisors know when planning the program of studies.

Licensure

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

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

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

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

Practicum Experiences

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

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

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

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

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

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

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classroom experience.

Professional Licensure Programs

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure and the 12 Credit Program Leading to Professional Licensure.

The 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure is available in Elementary Education (1–6), Reading (all levels), Biology (8–12), and Spanish (5–12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

The 12 Credit Program Leading to Professional Licensure is an option available to candidates who received Initial Licensure in a master's degree licensing program. This program is available in Elementary Education (1–6), Reading (all levels), Biology (8–12), Earth Science (8–12), English (8–12), French (8–12), History (8–12), Mathematics (8–12), and Spanish (5–12). Each program requires two approved graduate courses (6 credit hours) in the Arts and Sciences academic discipline and two approved pedagogical courses (6 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial License in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

Programs in Teacher Education/Special Education and Curriculum and Instruction

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

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K–2. Students can enter the program without teaching licensure. Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the Director of Graduate Admissions.

Master of Education (M.Ed.) in Elementary Teaching

The Elementary Teaching program is designed for students who wish to teach in grades 1–6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

For the applicants seeking a Master's in Elementary Education, undergraduate transcripts will be audited for mathematics courses. It is expected that applicants have completed a two 3-credit mathematics course equivalent in Arts and Sciences. If applicants do not fulfill this requirement, they will be advised to take the needed courses.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9–12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and classical humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admissions, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the

master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

Master of Education (M.Ed.) in Curriculum and Instruction

The master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum and Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K–9 and Grades 5–12

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally disabled. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. Applicants who have completed a regular education preparation program can enter directly into the program. Applicants with no previous regular education preparation program must apply for both regular and special education programs. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

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

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Teaching English Language Learners (TELL/ELS) Certificate

The Lynch School of Education offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, moderate special needs, and others). This program is designed to prepare mainstream teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners (which can be fulfilled through the pre-practicum requirement). Courses include ED 346 Teaching Bilingual Students (elementary or secondary education section), and ED 621 Bilingualism, Second Language and Literacy Development. Also needed is ED 429 Pre-Practicum Experience (or equivalent) with bilingual learners, preferably taken the same semester as ED 346 or ED 621. For more information please contact Dr. Brisk, brisk@bc.edu or Dr. Paez, paezma@bc.edu.

Donovan Urban Teaching Scholars Program

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

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

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

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

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

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science,

history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

Department of Educational Leadership and Higher Education

The Department of Educational Leadership and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

Programs in Educational Leadership

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

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

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

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

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

Doctoral Program (Ed.D.) in Educational Leadership

The Lynch School offers a three-year accelerated doctoral program for practicing school administrators—the Professional School Administrators Program (PSAP). This program, in conjunction with completion of the requirements for the certification as district superintendent through the Massachusetts Association of School Superintendents and the Leadership Licensure Program (LLP), leads to the Ed.D. degree. The PSAP is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools. Admission to this program is offered in alternate years and the next cohort will be admitted in 2013.

Applicants must be currently practicing in their administrative area. More information is available from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Programs in Higher Education

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

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

- Student Affairs
- Higher Education Administration
- Catholic University Leadership

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

Doctoral Degree (Ph.D.) in Higher Education

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School's higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Department of Counseling, Developmental, and Educational Psychology

During their first year, all matriculated students should work with the Director of Student Services in the Office of Graduate Admissions, Financial Aid, and Student Services and/or their academic advisors to complete a program of studies. Master's and doctoral students must file their program of studies with Office of Graduate Admissions, Financial Aid, and Student Services.

Programs in Counseling and Counseling Psychology

Programs in Counseling and Counseling Psychology have as a mission the preparation of mental health counselors and school counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. Persons selecting the Mental Health Counselor sequence are expected to take one required course during the Summer Session. They may also take additional elective courses during the Summer Session if they wish to reduce their course load during the second year in the program.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K–9) or the middle/high school track (grades 5–12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website under Programs of Study.

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

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

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

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program.

Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

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

The Ph.D. in Counseling Psychology requires five years of full-time academic study, doctoral comprehensives, and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is development and learning in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the master's degree in Developmental and Educational Psychology and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/ Special Education and Curriculum and Instruction descriptions for the licensure in Early Childhood Teacher Education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a baccalaureate or master's degree in psychology or a related field. Most applicants have some research experience as well as practice/education experience in the field.

Master's Programs (M.A.) in Applied Developmental and Educational Psychology

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. The M.A. degree does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally-oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs and involves the choice of one of the following six focus areas:

- Education Focus for those who plan to work with children or adolescents in an educational setting.
- Research Focus for those who want advanced preparation for doctoral study in developmental or educational psychology or to move directly into a research position.
- Prevention and Promotion Focus for those who wish to work at the individual or program level in human or social service programs, advocacy, or policy institutions.
- Community and Social Justice Focus for those who wish to work in social service or social change programs in and with local, national, and international community contexts. Students with particular interests in Human Rights and International Justice are encouraged to consider the Certificate offered by the Boston College Center for Human Rights and International Justice which can be completed concurrently with this focus.
- Early Childhood Specialist Focus for those who seek to develop a strong conceptual and empirical understanding of child development and family systems with relevance to application during the early childhood years.
- Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas.

Students work closely with a faculty advisor and/or the Director of Student Services to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135.

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

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. Through research and practice, the faculty seeks to employ developmental theory and research to inform policy and improve practice in educational, community, and policy settings. The primary focus of the program is development and learning in sociocultural context, with attention to diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological, environmental, and social structural factors. Educational, human service and social justice applications are emphasized, and work with diverse populations in a range of settings is a major focus.

The faculty brings five areas of specialization to these central themes: a focus on individual differences in development, including social competencies, behavior problems, and core language, math, and critical thinking skills; a focus on interpersonal processes such as parenting and peer relations; assessment of proximal contexts such as families, schools, and communities; attention to cultural and social structural forces including racism, ethnic discrimination, poverty, and abuses of political power; and finally, translation of research into practice and social policy.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The program guidelines promote active engagement in research with faculty mentors for all students throughout their doctoral program. In addition to this mentored training, the curriculum requires that students take core courses in (1) social, affective, and cognitive development and the contexts of development; (2) qualitative and quantitative research methods and statistics; (3) professional development and teaching preparation; and, (4) application to practice and policy. In addition, students develop expertise in targeted areas of psychology through selected elective courses and through their research

and practice experiences. Finally, students with a particular interest in human rights and social justice can obtain a Certificate through the BC-based Center for Human Rights and International Justice.

Department of Educational Research, Measurement, and Evaluation

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

Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester-hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

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

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

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

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of specialized computer software for statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Dual Degree Programs

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the Institute for Religious Education and Pastoral Ministry in the School of Theology and Ministry (STM).

Dual Degree Programs—Law and Education

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

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

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

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

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

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

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

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

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

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

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

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

Dual Degree Program—Pastoral Ministry and Educational Leadership (M.A./M.Ed.)

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Leadership allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in Educational Leadership and the School of Theology and Ministry.

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

Interdisciplinary Certificate in Human Rights and International Justice

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

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.
Curriculum and Instruction: M.Ed., Ph.D.
Professional Licensure (M.A.T./M.S.T.) in English, history, earth science biology, mathematics, elementary education, and reading.
Special Education (Moderate Special Needs, Grades Pre-K–8 and Grades 5–12): M.Ed.
Special Education (Students with Severe Special Needs, Grades Pre-K–12): M.Ed.

Department of Educational Leadership and Higher Education
Educational Leadership: M.Ed., Ed.D.
Higher Education: M.A., Ph.D.

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

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

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

Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Marilyn Cochran-Smith, *John E. Cawthorne Professor;* B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

Rebekah Levine Coley, *Professor;* B.A., Brandeis University; Ph.D., University of Michigan

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

Anderson J. Franklin, *Honorable David S. Nelson Professional Chair;* B.A., Virginia Union University; M.S., Howard University; Ph.D., University of Oregon

Lisa Goodman, *Professor;* B.A., Wesleyan; M.A., Ph.D., Boston University

Andrew Hargreaves, *Thomas More Brennan Professor;* B.A., University of Sheffield; Ph.D., University of Leeds

Penny Hauser-Cram, *Professor;* B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Janet Helms, *Augustus Long Professor;* B.A., Ed.M., University of Missouri; Ph.D., Iowa State University

Maureen E. Kenny, *Professor and Interim Dean;* B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania

Jacqueline Lerner, *Professor;* B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University

Larry Ludlow, *Professor and Chairperson;* B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Professor and Chairperson;* B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College

James R. Mahalik, *Professor;* B.S., M.A., Ph.D., University of Maryland

Michael Martin, *Research Professor;* B.A, University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin

Ina Mullis, *Professor;* B.A., Ph.D., University of Colorado

Joseph M. O'Keefe, S.J., *Professor;* B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Diana C. Pullin, *Professor;* B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa

Dennis Shirley, *Professor;* B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University

Robert Starratt, *Professor;* B.A., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois

Mary E. Walsh, *Daniel E. Kearns Professor;* B.A., Catholic University; M.A., Ph.D., Clark University

Lillie Albert, *Associate Professor;* B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana–Champaign

Karen Arnold, *Associate Professor;* B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

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

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

Eric Dearing, *Associate Professor;* B.A., University of Colorado; M.A., Ph.D., University of New Hampshire

Audrey Friedman, *Associate Professor and Assistant Dean, Undergraduate;* B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

Richard M. Jackson, *Associate Professor;* A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Lauri Johnson, *Associate Professor;* B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington

Belle Liang, *Associate Professor;* B.S., Indiana University; Ph.D., Michigan State University

Ana M. Martínez Alemán, *Associate Professor and Chairperson;* B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

Katherine McNeill, *Associate Professor;* B.A., Brown University; M.S., Ph.D., University of Michigan

Patrick McQuillan, *Associate Professor;* A.B., A.M., Wesleyan University; Ph.D., Brown University

Laura M. O'Dwyer, *Associate Professor;* B.S, M.S., National University of Ireland, Galway; Ph.D., Boston College

Mariela Paez, *Associate Professor;* B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

Alec F. Peck, *Associate Professor and Chairperson;* B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, *Associate Professor;* B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
C. Patrick Proctor, *Associate Professor;* B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University
David Scanlon, *Associate Professor;* B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona
Elizabeth Sparks, *Associate Professor and Associate Dean of Graduate Studies;* B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College
Lisa Patel Stevens, *Associate Professor;* B.J., University of Nebraska–Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
Marina Vasilyeva, *Associate Professor;* B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago
Ted I.K. Youn, *Associate Professor;* B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
Vincent Cho, *Assistant Professor;* B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin
Elida V. Laski, *Assistant Professor;* B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University
Zhushan Li, *Assistant Professor;* B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana–Champaign
Rebecca J. Lowenhaupt, *Assistant Professor;* A.B., Harvard University; Ed.M., Harvard University; Ph.D., University of Wisconsin–Madison
Julie Pacquette MacEvoy, *Assistant Professor;* B.A., Reed College; M.A., Ph.D., Duke University
Rebecca Mitchell, *Assistant Professor;* B.S., M.S., Florida State University; Ed.D., Harvard University
Paul Poteat, *Assistant Professor;* B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana–Champaign
Heather Rowan-Kenyon, *Assistant Professor;* B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland–College Park
Lauren P. Saenz, *Assistant Professor;* A.B., Princeton University; Ph.D., University of Colorado
Pratyusha Tummala-Narra, *Assistant Professor;* B.A., University of Michigan–Ann Arbor; M.A., Ph.D., Michigan State University
Patricia Weitzel-O'Neill, *Executive Director, Barbara and Patrick Roche Center for Catholic Education and Senior Lecturer;* B.A., Wheeling Jesuit University; M.A., Ph.D., St. Louis University
Nettie Greenstein, *Lecturer;* B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology
Margaret (Penny) Haney, *Lecturer;* B.A., Loyola Marymount University; M.A., Ph.D., Loyola University
Anne Homza, *Lecturer;* B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University
Julia Whitcavitch-Devoy, *Lecturer;* B.A., St. Lawrence University; M.T.S., Harvard University Divinity School; Ph.D., Boston College

Undergraduate and Graduate Course Offerings

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

ED 300 Secondary and Middle School Science Methods (Fall: 3)

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

G. Michael Barnett

ED 301 Secondary and Middle School History Methods (Fall: 3)

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

Patrick McQuillan

ED 302 Secondary and Middle School English Methods (Fall: 3)

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

Audrey Friedman

ED 303 Secondary and Middle School Foreign Language Methods (Fall: 3)
Cross listed with RL 597
Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

The Department

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie Albert

ED 307 Teachers and Educational Reform (Spring: 3)
Graduate students by permission only

This seminar course will provide an introduction to the literature on assessment, including considerations related to the design, interpretation and validation of educational tests. The focus will be on the high-stakes uses of these tests, for such purposes as promotion, tracking, high school graduation and college admissions. There will be a particular emphasis on issues related to the use of student performance

on these tests for purposes of teacher and school accountability. There will be three interim assignments and a final project. Students will have an opportunity to present a short report based on their project.

The Department

ED 308 Bilingualism in Schools and Communities (Fall: 3)

Successful completion of the courses ED 308 and ED 346 entitles students to receive a certificate indicating that you have completed the Categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

Mariela Paez

ED 316 Teaching Process and Content in Early Education (Spring: 3)

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains (language/literacy, mathematics, science and technology, social studies, health, and the arts) while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized, and strategies will be shared to help teacher candidates document student learning.

Mariela Paez

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

Audrey Friedman

ED 346 Teaching Bilingual Students (Fall/Spring/Summer: 3)

Summer course: Section .01 for Elementary Education majors; Section .02 for Secondary Education majors

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

Anne Homza

Patrick Proctor

PY 348 Culture, Community and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.

A.J. Franklin

ED 349 Sociology of Education (Fall: 3)

Cross listed with SC 468

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

Ted Youn

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences of children's literature, the appeal of children's literature, and the impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

The Department

ED 367 Restructuring the Classroom with Technology (Fall: 3)

Prerequisite: ED 128, ED 628, or equivalent knowledge of instructional software.

Offered periodically

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated. Students will design curriculum materials that fully integrate appropriate software and technology tools. Students will develop a curriculum website and use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

The Department

ED 373 Classroom Management (Spring: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom

management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

The Department

ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

Focuses discussion, reading and research on the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

Alec Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)

Pre-practicum required (25 hours)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

Susan Bruce

ED 386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

Edward Mulligan

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)

Pre-practicum required (25 hours)

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

Susan Bruce

ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

The Department

ED 398 Working with Families and Human Service Agencies (Fall: 3)

Pre-practicum required (25 hours)

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

Alec Peck

Graduate Course Offerings

ED 401 Supervision in Action (Spring: 3)

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating the BC Teacher Education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

Amy Ryan

PY 418 Applied Child Development (Fall/Spring/Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Students will focus on the acquisition of strategies that enable them to assess and understand how they and the children they work with are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

The Department

ED 420 Initial License Practicum (Fall/Spring: 6)

Corequisite: ED 432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, and Intense Special Needs. Placements are made in selected area, international, out-of-state, or non-school sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

ED 421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

Lillie Albert

ED 429 Graduate Pre-Practicum (Fall/Spring: 1)

Corequisite: ED 431

Graded as pass/fail

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the

placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

Fran Loftus
Melita Malley

ED 431 Graduate Inquiry Seminar: One (Fall: 1)
Corequisite: ED 429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (ED 420).

The Department

ED 432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)
Corequisite: ED 420
Donovan Urban Scholars must enroll in ED432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfies the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.

The Department

ED 433 Counseling Techniques in Higher Education (Fall/Summer: 3)
Not appropriate for Mental Health or School Counseling students

Provides an introduction to theoretically-based counseling skills for professionals in higher education and other education and community settings. The areas of communications skills involving the use of role-playing, observation, and practice components are emphasized. Postsecondary case studies cover a range of counseling issues and are applicable to a wide range of settings involving late adolescents and adults.

The Department

ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

The Department

ED 436 Curriculum Theories and Practice (Fall/Spring: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

The Department

ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to 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

PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)
Summer course is intended for non-counseling majors only.

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

The Department

PY 444 Theories of Counseling and Personality I (Fall: 3)

First part of a year-long sequence examining personality and counseling theories. To introduce students to major theories of personality in the field of psychology and how theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized in person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

James Mahalik

PY 445 Child Psychopathology (Fall: 3)
Preference in enrollment will be given to students in the School Counseling program.

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

Julie MacEvoy

PY 446 Theories of Counseling and Personality II (Spring: 3)
Prerequisite: PY 444

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

The Department

ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

The Department

PY 447 Applied Adolescent Development (Fall/Spring/Summer: 3)

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

Jacqueline Lerner
Rebekah Levine Coley
Belle Liang

PY 448 Career Development (Fall/Spring: 3)

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

David Blustein

ED 451 Human Resources Administration (Spring: 3)
Offered biennially

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

The Department

ED/PY 460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)

Mental Health counseling students must take PY460.12. Other sections do not meet licensing requirement for mental health students.

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

Larry Ludlow
Lauren Saenz

ED/PY 461 Human Rights Interdisciplinary Seminar (Spring: 3)

Prerequisite: Admission by instructor permission only

Cross listed with LL 461, TH 461, UN 461

Satisfies ABA Writing Requirement for Law Students

An interdisciplinary understanding of and responses to the compelling human rights challenges. Focus this year on how human rights are affected by refugee movement and migration, especially in the context of humanitarian crisis, war, and grave forms of economic injustice. Interdisciplinary attention to ethical, religious, political, legal, and psychosocial issues involved. Applications invited from students enrolled in graduate or professional degree in any of Boston College's divisions. See full description on Center s website at: http://www.bc.edu/centers/humanrights. Apply by submitting brief statement explaining the students interest (250 words maximum) to CHRIJ (humanrights@bc.edu before Monday, December 3, 2012.

David Hollenbach, S.J.

ED/PY 462 Assessment and Test Construction (Fall: 3)

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

The Department

PY 464 Intellectual Assessment (Fall: 3)
Offered biennially
For Ph.D. students in Counseling Psychology, all others by permission only

Critically analyses measures of intellectual functioning, with a focus on the Wechsler scales. Develops proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, addresses critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues of bias and fairness in the assessment of culturally diverse and bilingual individuals.

Julie MacEvoy

PY 465 Psychological Testing (Fall/Spring: 3)

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

Janet Helms
Julie MacEvoy

ED 466 Program Evaluation I (Fall: 3)
ED 466 is a prerequisite for ED 467 Program Evaluation II.

This course addresses the theoretical and philosophical foundations of program evaluation, with emphasis on the roles of social and political theory, methodology, epistemology, and philosophy of science in various models of evaluation in education. Each evaluation model will be examined in terms of the purpose, knowledge construction, the

role of the evaluator, relationship to objectives, relationship to policy and decision-making, criteria, and design. The course also includes a focus on issues of value-neutrality and value judgment.

Lauren Saenz

ED 467 Program Evaluation II (Spring: 3)

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, addressing limitations related to various issues, analysis of data, interpretation and reporting of data, and budgeting. Standards, competencies, and ethical considerations for program evaluation will also be covered.

Lauren Saenz

ED/PY 468 Introductory Statistics (Fall: 3)

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

Zhushan Mandy Li

Laura O'Dwyer

ED/PY 469 Intermediate Statistics (Fall/Spring: 3)

Prerequisite: ED/PY 468 or its equivalent, and computing skills

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.

The Department

PY 470 Advanced Practicum: Human Development (Fall/Spring: 3)
Cross listed with PY 245

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to psychological theories, research, and applications. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class, and diversities of language, ability, sexuality, etc. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options.

The Department

ED 493 Language Acquisition Module (Fall: 1)

Corequisite: ED 593

See course description for ED 593.

The Department

ED 495 Human Development and Disabilities (Fall/Summer: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

Susan Bruce

PY 518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

The Department

ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall/Spring: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

Rebecca Mitchell

PY 528 Multicultural Issues (Fall/Summer: 3)

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

The Department

ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

PY 540 Issues in School Counseling (Fall: 3)
Restricted to students in the School Counseling program

This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, culture, and community. Professional issues related to the practice of school counseling are examined, and recent innovations in the field are reviewed.

Mary Walsh

ED 542 Teaching Reading (Fall/Summer: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical, and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

The Department

ED 543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

Curt Dudley-Marling
Maria Estela Brisk

ED 546 Teaching About the Natural World (Fall/Spring: 3)

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

G. Michael Barnett

PY 549 Psychopathology (Fall: 3)

Prerequisite: PY 444 or equivalent

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

ED/PY 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)

Prerequisite: ED/PY 462 and ED/PY 468 are recommended

Examines large scale assessment procedures internationally (TIMSS and PIRLS) and nationally (NAEP and NCLB). Considers technical, operational, and reporting procedures in view of requirements for reliability and validity as well as resource constraints and political issues. Uses examples from the TIMSS and PIRLS international assessments in mathematics, science, and reading to illustrate procedures for instrument development, sampling, data collection, analysis, IRT scaling, and reporting results.

Ina Mullis

ED 579 Educational Assessment of Learning Problems (Fall: 3)

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

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

The Department

ED 587 Teaching and Learning Strategies (Spring: 3)

Prerequisite: ED 579

Not open to non-degree students.

ED 587.01 is intended for general educators and ED 587.02 is required for special educators.

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilized an IEP to guide instruction, develop accommodations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

David Scanlon

ED 589 The Linguistic Structure of English (Fall: 3)

Cross listed with SL 323, EN 121

Offered biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meaning of words, and properties of discourse.

Claire Foley

ED 592 Foundations of Language and Literacy Development (Spring: 3)

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

Curt Dudley-Marling

ED 593 Introduction to Speech and Language Disorders (Fall: 3)

Corequisite: ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)

Prerequisite: ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

The Department

ED 601 Introduction to Mathematical Statistics (Spring: 3)

Offered biennially

Quantitative methods in educational and psychological research have become increasingly complex over time, employing more sophisticated models and estimation strategies. This course helps students

to develop a deeper understanding of the strengths and limitations of different approaches to inference and to appreciate some of the ongoing arguments among the adherents of the different philosophies regarding statistical inference.

Henry Braun

ED 610 Clinical Experience (Fall/Spring: 6)

Prerequisite: Approval by the Practicum Office, good academic standing, and successful completion of all undergraduate practicum regular education teacher certification requirements

Corequisite: ED 432

Candidates who intend to complete the specialist practicum in their own classroom or in a paid internship must meet with the Director as soon as possible to ensure that the responsibilities of the position are aligned with the license the candidate is seeking.

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

Practicum Director

PY 611 Learning and Development among Early Learners (Fall: 3)

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

PY 615 Social and Affective Processes (Fall: 3)

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

Jacqueline Lerner

PY 617 Learning and Cognition (Spring: 3)

Discusses theories of learning and cognitive development, explores roles of biology and environment, and examines different interpretations of 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 how transfer of learning to new contexts is achieved. Practical applications of theory and research are discussed.

Elida Laski

ED 619 Ethics and Equity in Education (Fall: 3)

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

Robert Starratt

ED 620 Practicum in Supervision (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 621 Bilingualism, Second Language, and Literacy Development (Fall/Spring/Summer: 3)

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

Maria Estela Brisk

Mariela Paez

Patrick Proctor

ED 622 Practicum in School Principalship (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 623 Practicum in Superintendency (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 626 Seminar in Educational Administration (Spring: 3)
Corequisite: ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration along with day-to-day school management issues.

Irwin Blumer

PY 633 Impact of Psychosocial Issues on Learning (Spring: 3)
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

PY 638 Issues in Short Term Counseling (Spring: 3)

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

PY 640 Seminar in Group Counseling and Group Theory (Spring: 3)
Sections .01 and .02 will focus across the lifespan with an emphasis on working with adults. Section .04 will focus on working with children and youth.
Limited to 25 students

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

The Department

PY 643 Practicum in School Counseling Pre-K-8 (Fall: 3)
Prerequisite: Permission of Practicum Director, Dr. Sandra Morse
Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days per week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

PY 644 Practicum in School Counseling 5-12 (Fall: 3)
Prerequisite: Permission of Practicum Director, Dr. Sandra Morse
Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

PY 645 Advanced Psychological Assessment (Fall: 1)
Offered biennially
Restricted to Ph.D. students in Counseling Psychology. Others by instructor's permission.
This is a year-long course: 1 credit in the fall, 2 credits in the spring.

Provides an introduction to a variety of assessment tools commonly used to diagnose psychological disorders and inform treatment planning for children, adolescents, and adults. Assessment tools covered in this course include projective and personality tests, intelligence tests, tests of achievement, neuropsychological tests, and symptom checklists. Focus will be upon the theory, administration, scoring, and interpretation of these tools. Critical issues in the use of these measures, including ethical, psychometric, social, and legal concerns will be addressed. Students will complete and present integrated test batteries.

Julie MacEvoy

PY 646 Internship—Counseling I (Fall: 3)
Prerequisite: Permission of Internship Coordinator, Dr. Sandra Morse

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

The Department

PY 648 Pre-practicum: Diversity and School Culture (Fall/Spring: 3)
Open only to School Counseling students

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

Sandra Morse

PY 649 Practicum in School Counseling Pre-K-8 (Spring: 3)
Prerequisite: Consent of Practicum Director, Dr. Sandra Morse
Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8

Continuation of PY 643.

The Department

PY 650 Practicum in School Counseling 5-12 (Spring: 3)
Prerequisite: Consent of Practicum Director, Dr. Sandra Morse
Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12

Continuation of PY 644.

The Department

ED 652 Practicum in Special Education Administration (Fall/Spring: 3)
Corequisite: ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.

Elizabeth Twomey

ED 664 Design of Experiments (Fall: 3)
Prerequisite: ED/PY 667
Offered biennially

This course will introduce experimental design as a paradigm for thinking about the conduct of educational research and evaluation. The goals of this course are to introduce students to the design and statistical principles of the experimental approach to educational research with particular emphasis on the correct analysis of data arising from designed experiments. We will discuss a variety of experimental designs, their advantages and disadvantages, estimation of treatment effects, and significance testing. The topics covered will include the underlying logic of experimental and quasi-experimental designs, regression discontinuity and factorial designs as well as cluster randomized and multi-site trials.
Laura O'Dwyer

PY 665 Developmental Disabilities: Evaluation, Assessment, Families and Systems (Fall: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.
David Helm

ED/PY 667 General Linear Models (Fall/Spring: 3)
Prerequisite: ED/PY 469
Ph.D. students only; all others by instructor permission

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; linear-model diagnostics, sources of multicollinearity; diagnostic residual analysis techniques; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; and an introduction to structural equation modeling.
Larry Ludlow
Zhushan Mandy Li

ED/PY 668 Multivariate Statistical Analysis (Spring: 3)
Prerequisite: ED/PY 667
Offered biennially

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.
Zhushan Mandy Li

ED/PY 671 Psychometric Theory II (Fall: 3)
Prerequisite: ED/PY 669
Offered biennially

This course will present an advanced study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. Topics include item response theory, methods for estimating latent trait and item parameters, models for polytomously scored items, explanatory item response models, and multidimensional item response models. Some practical applications of IRT: DIF assessment, computerized adaptive testing, test equating, linking, scaling.
Zhushan Mandy Li

ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Spring: 3)
Offered biennially

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.
Lillie R. Albert

ED 675 Consultation and Collaboration in Special Education (Spring: 3)

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.
Alec Peck

ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.
David Helm

ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.
Susan Bruce

ED 705 Education Law and Public Policy (Fall/Spring: 3)
Cross listed with LL 703
Registration by department permission only. Please e-mail Theresa Lungu (theresa.lungu@bc.edu) your full name, program, and year to be put on the waiting list.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the

promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

Phil Catanzano
Michael Joyce
Diana Pullin
Norah Wylie

ED 708 Contemporary Issues in Higher Education (Fall: 3)

The purpose of this course is to develop an understanding on the issues in higher education from the perspective of institutional leadership. Contemporary issues such as internal governance, town gown relationships, dynamics of leadership, resource allocation, cross divisional collaboration, applying theory to practice, professional ethics, personal foundations, and alignment of practice to mission will be considered. Students will critically analyze these issues and develop their professional approach after considering the competencies necessary in each area.

The Department

ED 709 Research on Teaching (Fall: 3)

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

Marilyn Cochran-Smith

ED 711 Historical and Political Contexts of Curriculum (Spring: 3)
Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

Dennis Shirley

PY 714 Advanced Research Methods in Counseling, Developmental, and Educational Psychology (Fall: 3)
Restricted to doctoral students in Applied Developmental and Educational Psychology and M.A. students in the research focus
Permission of instructor required

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.

The Department

ED 729 Controversies in Curriculum and Instruction (Spring: 3)
Offered biennially

Explores contemporary curriculum controversies in American education as well as the ways these are shaped by differing conceptions of teaching, learning, and the purposes of schooling and by the larger social, historical, political, and cultural contexts in which schooling occurs. The course assumes a broad and encompassing definition of curriculum and the aspects of instruction, assessment, and teacher preparation that have major implications for curriculum. Although the focus of the course is on curricular controversies in K-12 education, controversies related to the curriculum of early childhood education, adult learning, and higher education are also relevant.

The Department

ED 737 Contemporary Issues in Curriculum & Instruction (Fall/Spring: 1/2)
This is a year-long course with 1 credit in the Fall and 2 credits in the Spring.

This two-semester course is part of the BC sesquicentennial event, "Public Education and the Future of Our Democracy," which includes an all-day symposium (fall 2012), a public lecture series (fall 2012, spring 2013), and a 3-credit course for graduate students. The public events will be the core of the course, which will consider topics such as the nature of knowledge to be passed to the next generation, the purpose of schools in democratic societies, the role of disagreement and deliberation, local control, how future citizens learn to engage in these activities, and the meaning and value of democratic education.

Marilyn Cochran-Smith
Dennis Shirley

PY 740 Topics in the Psychology of Women (Spring: 3)

Explores current theory and research on the psychology of women and implications of this work for psychologists and educators. The first half of course examines and critiques major themes that have emerged in the field over the last three decades and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

The Department

PY 743 Counseling Families (Spring: 3)
School Counseling students should take section .01 and Mental Health students should take section .03.

The purpose of this course is to provide students with an introduction to family and couple counseling theory, and perspectives of family therapy along with issues of diversity. This course will focus on theory and practice, viewing the couple/family as a unitary psychosocial system. Major topics will include history, theory, and practice models, healthy family functioning, family dysfunction, and intervention techniques. This course will also address issues relative to diversity in families and couples along with perspectives of family therapy.

The Department

PY 746 Internship—Counseling II (Spring: 3)

Prerequisite: PY 646 and permission of the Internship Coordinator

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

The Department

PY 748 Practicum in Counseling II (Spring: 3)
Continuation of PY 648
Open only to Counseling Psychology students

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

The Department

ED 757 Assessment in Student Affairs (Spring: 3)

The purpose of this course is to introduce students to aspects of student affairs assessment including: (1) understanding different approaches to assessment, (2) choosing appropriate research designs and methods, and (3) following professional standards and guidelines. At the end of this course students will be able to read, interpret, and critique research and assessment in student affairs and higher education, and design appropriate assessments in the field of student affairs.

Heather Rowan-Kenyon

ED 770 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

Ana M. Martínez Alemán
Katya Salkever

ED 771 Organization and Administration of Higher Education (Spring: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

Ted I.K. Youn

ED 772 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

Heather Rowan-Kenyon

ED/PY 778 College Student Development (Spring: 3)
Not open to non-degree students; this policy will be strictly enforced

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

Karen Arnold

ED 803 History of Education (Fall: 3)

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.

Dennis Shirley

ED 805 Institute for Administrators/Catholic Higher Ed (Summer: 1)

Each July, the Institute for Administrators in Catholic Higher Education hosts a five-day seminar providing a singular opportunity for administrators and leaders at Catholic colleges and universities around the globe to interact with some of the nation's most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. The seminar is designed to serve administrative leaders such as presidents, provosts, vice-presidents, deans, mission officers, major program directors, and others in positions responsible for institutional mission and identity. For more information, please visit the website: http://www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html

Michael James

ED 828 Doctoral Proseminar in K-16 Administration (Fall: 3)
Ph.D. students in Educational Administration or Higher Education only

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

Karen Arnold
Ana Martínez

PY 841 Quantitative Research Design in Counseling & Developmental Psychology (Fall/Spring: 1/2)
Doctoral students in Counseling and Developmental Psychology only. Others by instructor's permission.
This is a year-long course: 1 credit in the fall, 2 credits in the spring.

In this year-long seminar, students examine quantitative research designs and application employed in the Counseling and Developmental Psychology literatures, including randomized, nonrandomized, cross-sectional, and longitudinal designs. Students present and critique published research exemplifying specific designs, propose empirical studies that could advance counseling and developmental psychology, and present findings from their own empirical work.

Eric Dearing
Paul Poteat

PY 842 Seminar in Counseling Theory (Fall: 3)
Offered biennially
Doctoral students in Counseling Psychology only

Deepens students' understanding of psychological theory, and facilitates a life-long journey of integrating theory with practice. Provides knowledge and understanding of traditional and contemporary theories of psychotherapy, and helps students develop a critical perspective that will enable them to evaluate the usefulness of these theories for their clinical work with clients. Class discussions cast a critical eye on the development of the discipline, including its philosophical and contextual roots, and analyze the values inherent in mainstream psychological practice. Considers strengths and limitations of each school, and uses case examples to gain expertise in applying theory to practice.

A.J. Franklin

PY 844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall/Spring: 1/2)
For doctoral students in Counseling Psychology, and others by permission only.
This is a year-long course: 1 credit in the fall, 2 credits in the spring.

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso- (community, organizations) and macro (government, policy, social norms) levels, in addition to the more traditional micro (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

Lisa Goodman

PY 846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 1/2)

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

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.

Belle Liang
Elizabeth Sparks

PY 849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)

Prerequisites: Permission of Director of Training, minimum of 400 clock hours of counseling practicum (e.g., PY 646, PY 746, PY 846)

Doctoral candidates in Counseling Psychology only
By arrangement only

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) or two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

David Blustein

ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

Robert Starratt

ED 854 Catholic Higher Education (Spring: 3)
Cross listed with TM 854

This course offers an historical and philosophical overview of Catholic higher education, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education—particularly in the U.S.—and its relationship with the Church, contemporary academic culture, and the broader society. This course also engages students in an analysis of contemporary issues facing Catholic higher education particularly, faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

Michael James

ED 859 Readings and Research In Curriculum and Instruction (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

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

Alec Peck

ED/PY 864 Advanced Qualitative Research (Fall: 3)
Offered biennially

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

The Department

ED 868 Religion and Higher Education (Fall: 3)
Cross listed with TM 868

Faith, religion and spirituality have become topics of increasing interest for scholars and practitioners in higher education administration and student personnel development. This course explores the historical, sociological and cultural dynamics between religion and higher education. Topics include secularism, modernity, and challenges to the integration of faith and intellectual life. Additional topics include: religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; academic freedom; constitutional matters; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning in a modern, democratic, pluralistic society.

Michael James

ED 876 Financial Management in Higher Education (Spring: 3)

This course strives to provide a comprehensive introduction to modern day financial management theories and techniques in higher education. A specific focus will be placed on real life context

and practical application across a broad range of specialized topics including: endowment management, fundraising, budgeting, long range planning, debt management, financial statement analysis, cash management, resource allocation and risk management. These topics will be examined through the lens of the recent economic downturn, which has structurally changed the financial and economic landscape of higher education. The tradeoff between risk and return will serve as a common framework for class discussions.

John Zona

ED 878 Seminar on Law and Higher Education (Spring: 3)

Prerequisite: ED 705 or Law student

Cross listed with LL 706

Offered biennially

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

The Department

ED 879 Gender and Higher Education (Spring/Summer: 3)

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 interrelation 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

Ana M. Martínez Alemán

ED 881 C&I Doctoral Comprehensive Exam: Publishable Paper (Fall/Spring/Summer: 1)

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

Elizabeth Sparks

ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)

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

Elizabeth Sparks

PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Permission of a faculty member

By arrangement

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

The Department

ED/PY 912 Participatory Action Research: Gender, Race and Power (Fall: 3)

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

M. Brinton Lykes

PY 915 Critical Perspectives on the Psychology of Race, Class, and Gender (Spring: 3)

Offered biennially

Using social and critical psychological frameworks, introduces multiple strategies for thinking culturally about select psychological constructs and processes (for example, the self, family and community relations, and socio-political oppression). Also pays particular attention to race and class as sociocultural constructs important for the critical analysis of the relationships of culture and psychology. Explores the implications of these constructs for intercultural collaboration, advocacty, and action.

Janet Helms

M. Brinton Lykes

PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)

Ph.D. students only. All others must get instructor approval.

This course discusses theories of human development and examines empirical research on cognitive and affective processes underlying behavior. In addressing the cognitive bases of behavior, it explores key mental processes (e.g., attention, memory, problem solving) and constructs (e.g., schemas, heuristics) that have been instrumental in understanding everyday functioning. The socio-affective bases of behavior addressed in the course include emotions, temperament, and self-concept. The students in this course explore fundamental theoretical questions, such as the role of biology and environment in development, and consider practical applications of current theoretical and empirical knowledge concerning the bases of human behavior.

Marina Vasilyeva

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 0, 3)

Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor

Limited to 10 participants

Meeting every other week throughout the year, this seminar is required of all first and second year doctoral students in Theology and Education. The curriculum has a threefold emphasis: (1) in-depth reading of scholarly literature germane to the correlation of theology and education; (2) substantive conversation and active participation; and (3) the preparation of a potentially publishable essay.

Thomas Groome

PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 1, 2)

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

This is a year-long course: 1 credit in the fall, 2 credits in the spring.

This course is designed to assist students in the preparation of a formal doctoral dissertation intent. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation intent is required for completion of the course.

The Department

ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic.

Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

Curt Dudley-Marling

ED 953 Instructional Supervision (Spring: 3)

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

ED 973 Seminar in Research in Higher Education (Fall: 3)

Prerequisite: ED/PY 771 and Doctoral Standing

Open to advanced doctoral students

Prior consultation with the faculty member regarding research interest is encouraged.

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

Karen Arnold

ED/PY 988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ED/PY 998 Doctoral Comprehensives (Fall/Spring/Summer: 1)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Elizabeth Sparks

ED/PY 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

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Helen S. Wechsler, B.A.
Director of Dining Services
Richard M. Young, B.S.
Director of Human Resources Service Center
John J. Zona, Ph.D.
Chief Investment Officer and Associate Treasurer

FALL SEMESTER 2012

August 1	Wednesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for August 2012 graduation
August 27	Monday	Classes begin for all Law students
August 27	Monday	Classes begin for first-year, full-time M.B.A. students only
September 3	Monday	Labor Day—No classes
September 4	Tuesday	Classes begin
September 12	Wednesday	Last date for graduate students to drop/add online
September 12	Wednesday	Last date for all students who plan to graduate in December 2012 to verify their diploma names online
September 15	Saturday	Mass at Fenway Park for the Sesquicentennial Year celebration. (This will substitute for the Mass of the Holy Spirit originally scheduled for September 13.)
October 8	Monday	Columbus Day—No classes
November 8	Thursday	Graduate/CASU registration period for spring 2013 begins
November 21 to November 23	Wednesday to Friday	Thanksgiving Holidays
November 26	Monday	Last date for official withdrawal from a course or from the University
December 3	Monday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2012 graduation
December 13 to December 20	Thursday to Thursday	Term Examinations—Posted grades (non-Law) available online

SPRING SEMESTER 2013

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day —No classes
January 23	Wednesday	Last date for graduate students to drop/add online
January 23	Wednesday	Last date for all students who plan to graduate in May 2013 to verify their diploma names online
March 4 to March 8	Monday to Friday	Spring Vacation
March 28 to April 1	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.
April 2	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2013 graduation
April 10	Wednesday	Graduate/CASU registration period for fall and summer 2013 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Wednesday	Last date for all students who plan to graduate in August 2013 to verify their diploma names online
May 7 to May 14	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 20	Monday	Commencement
May 24	Friday	Law School Commencement

Academic Advising Center
Akua Sarr, Director ..... Bourneuf House, 84 College Road
Accounting
Billy Soo, Chairperson ..... Fulton 520
Admission
Undergraduate: John L. Mahoney, Jr., Director .... Devlin 208
Graduate School of Arts and Sciences ..... Gasson 108
Carroll School of Management,
Graduate Programs ..... Fulton 315
Connell School of Nursing,
Graduate Programs ..... Cushing 202
Graduate School of Social Work ..... McGuinn 221
Law School ..... Stuart M302
Lynch School of Education,
Graduate Programs ..... Campion 135
School of Theology and Ministry ..... 9 Lake Street
Woods College of Advancing Studies
—Undergraduate and Graduate ..... McGuinn 100
Advancing Studies
Rev. James P. Burns, Interim Dean ..... McGuinn 100
African and African Diaspora Studies
Cynthia Young, Director ..... Lyons 301
AHANA
Ines Maturana Sendoya, Director ..... 72 College Road
American Studies
Carlo Rotella ..... Carney 451
Arts and Sciences
David Quigley, Dean ..... Gasson 103
William Petri, Associate Dean—Seniors ..... Gasson 109
Michael Martin,
Acting Associate Dean—Juniors ..... Gasson 109
Clare Dunsford, Associate Dean—Sophomores ... Gasson 109
Akua Sarr, Associate Dean—Freshmen ..... Gasson 109
Candace Hetzner, Associate Dean
—Graduate Arts and Sciences ..... Gasson 108
Biology
Thomas Chiles, Chairperson ..... Higgins 355
Business Law
Christine O'Brien, Chairperson ..... Fulton 420
Campus Ministry
Fr. Tony Penna, Director ..... McElroy 233
Career Center
Theresa Harrigan, Director ..... Southwell Hall,
38 Commonwealth Avenue
Chemistry
Amir Hoveyda, Chairperson ..... Merkert 125
Classical Studies
Charles F. Ahern, Jr., Chairperson ..... Carney 123
Communication
Lisa M. Cuklanz, Chairperson ..... Maloney, Fifth Floor
Computer Science
Edward Sciore, Chairperson ..... Maloney 559
Connors Family Learning Center
Suzanne Barrett, Director ..... O'Neill 200
Counseling Services
Thomas P. McGuinness,
Associate Vice President ..... Gasson 001
Earth and Environmental Sciences
Gail Kineke, Chairperson ..... Devlin 322A
Economics
Donald Cox, Chairperson ..... Maloney 489
Education, Lynch School of
Maureen Kenny, Interim Dean ..... Campion 101
Audrey Friedman, Assistant Dean,
Undergraduate Students ..... Campion 118
Mary Ellen Fulton, Associate Dean for Finance,
Research, and Administration ..... Campion 101
Elizabeth Sparks, Associate Dean,
Graduate Admission and Financial Aid ..... Campion 135
Office of Undergraduate Student Services ..... Campion 104
Office of Graduate Student Services ..... Campion 135
ERME (Educational Research, Measurement, and Evaluation)
Larry Ludlow, Chairperson ..... Campion 336C
CDEP (Counseling, Developmental, & Educational Psychology)
Brinton Lykes, Chairperson ..... Campion 308
ELHE (Educational Leadership and Higher Education)
Ana Martinez-Aleman, Chairperson ..... Campion 222
TESECI (Teacher Education, Special Education, and Curriculum & Instruction)
Alec Peck, Chairperson ..... Campion 101
English
Suzanne Matson, Chairperson ..... Carney 450
Finance
Hassan Tehranian, Chairperson ..... Fulton 324C
Fine Arts
Jeffery W. Howe, Chairperson ..... Devlin 430
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Rev. Joseph P. Marchese,
Director ..... Brock House, 78 College Road
German Studies
Michael Resler, Chairperson ..... Lyons 201
History
Robin Fleming, Chairperson ..... Maloney 445
Information Systems
Robert G. Fichman, Chairperson ..... Fulton 410A
International Programs
Richard Keeley, Interim Director ..... Hovey House 106,
258 Hammond Street
International Studies
Robert G. Murphy, Director ..... Gasson 109
Islamic Civilization and Societies
Kathleen Bailey, Associate Director ..... McGuinn 528
Law School
Vincent D. Rougeau, Dean ..... Stuart M307
Learning Resources for Student Athletes
Dard Miller, Director ..... Yawkey Athletic Center 409
Management, Carroll School of
Andrew Boynton, Dean ..... Fulton 510
Richard Keeley, Undergraduate Associate Dean .. Fulton 360A
Jeffrey Ringuest, Graduate Associate Dean ..... Fulton 320B
Management and Organization
Judith Gordon, Chairperson ..... Fulton 430

Marketing
Katherine Lemon, Chairperson ..... Fulton 444
Mathematics
Solomon Friedberg, Chairperson..... Carney 317
Music
Michael Noone, Chairperson ..... Lyons 416
Nursing, Connell School of
Susan Gennaro, Dean ..... Cushing 203
M. Katherine Hutchinson,
Associate Dean, Graduate Programs..... Cushing 202
Catherine Read,
Associate Dean, Undergraduate Programs..... Cushing 202
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Samuel Graves, Chairperson..... Fulton 354
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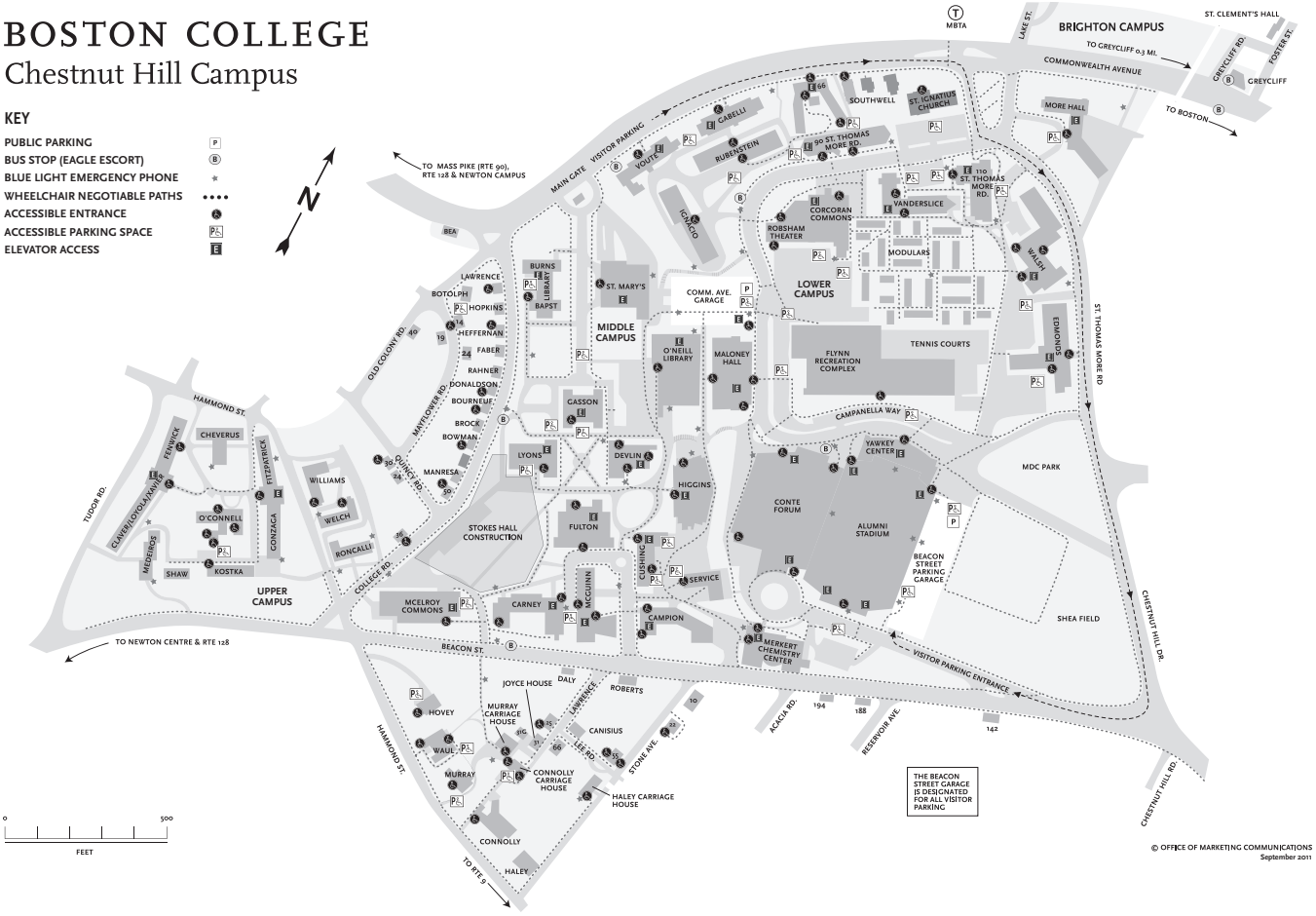
Arthur Madigan,
Chairperson ..... Maloney, Third Floor
Physics
Michael Naughton, Chairperson..... Higgins 335
Political Science
Susan Shell, Chairperson..... McGuinn 231
Psychology
Ellen Winner, Chairperson ..... McGuinn 343
Residential Life
George Arey, Director..... Maloney, Second Floor
Romance Languages and Literatures
Ourida Mostefai, Chairperson..... Lyons 302C
School of Theology and Ministry
Mark Massa, S.J., Dean..... 9 Lake Street
Jennifer Bader, Associate Dean,
Academic Affairs ..... 9 Lake Street
Slavic and Eastern Languages and Literatures
Michael J. Connolly, Chairperson..... Lyons 210
Social Work, Graduate School
Alberto Godenzi, Dean ..... McGuinn 132
Sociology Department
Sarah Babb, Chairperson..... McGuinn 426
Student Development
Paul Chebator, Dean..... Maloney 212
Student Programs
Jean Yoder,
Associate Dean/Director..... Maloney, Second Floor
Student Services
Louise Lonabocker, Executive Director..... Lyons 101
Summer Session
Rev. James P. Burns, Interim Dean..... McGuinn 100
Theatre
Scott Cummings, Chairperson..... Robsham Theater
Theology
Catherine Cornille,
Chairperson ..... Maloney, Third Floor
University Librarian
Thomas Wall ..... O'Neill Library 410
Volunteer and Service Learning Center
Daniel Ponsetto, Director .....McElroy Commons 114

BOSTON COLLEGE
Chestnut Hill Campus



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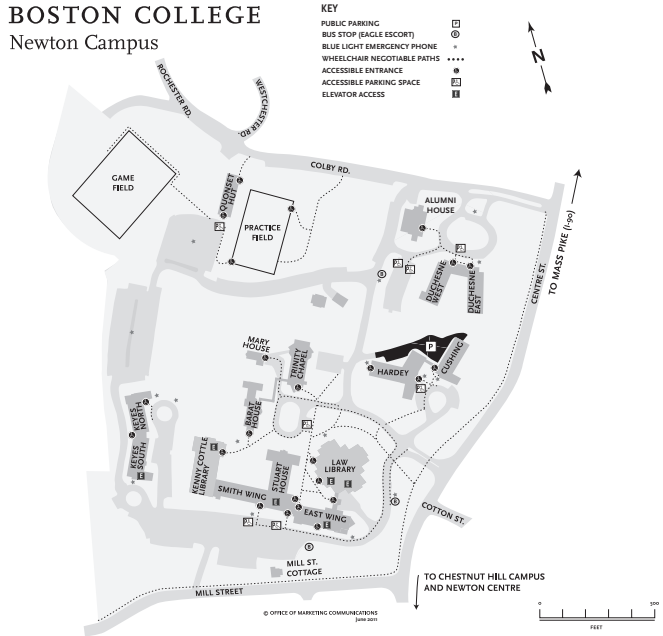
BOSTON COLLEGE
Newton Campus



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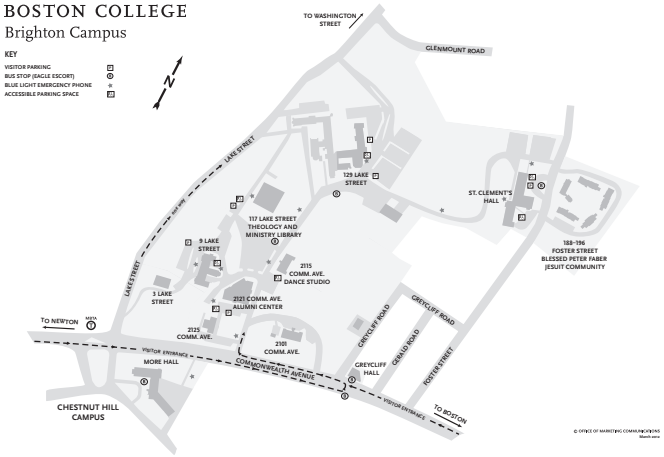
BOSTON COLLEGE
Brighton Campus



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