

# BOSTON COLLEGE

2012–2013



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2012–2013

### Graduate School of Social Work

#### *Volume LXXXV, Number 28, June 2012*

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](mailto:diversity@bc.edu).

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

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

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## INTRODUCTION

### The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,088 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](mailto:oir@bc.edu). The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

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

## **The Campus**

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

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

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

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

## ACADEMIC RESOURCES

### Art and Performance

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

### Campus Technology Resource Center (CTRC)

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

### The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email ([help.center@bc.edu](mailto:help.center@bc.edu)), and internet ([www.bc.edu/help](http://www.bc.edu/help)) to the BC community 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](http://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.

## ***ABOUT BOSTON COLLEGE***

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

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

### **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](http://www.bc.edu/bapst).

**John J. Burns Library of Rare Books and Special Collections:** The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. 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](http://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](http://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 non-fiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These

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

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](http://www.bc.edu/lawlibrary).

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

The **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](http://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](http://www.bc.edu/libraries/collections/socialwork.html).

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

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

### Media Technology Services

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

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

Divisions within MTS include:

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

### UNIVERSITY RESEARCH INSTITUTES AND CENTERS

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

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

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



### Center for Christian-Jewish Learning

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

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

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

### Center for Corporate Citizenship

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

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

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

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

### Center for Human Rights and International Justice

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

### Center for Ignatian Spirituality

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

sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Rahner House, 96 College Road, or call 617-552-1777 or visit [www.bc.edu/centers/cis](http://www.bc.edu/centers/cis).

### Center for International Higher Education

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

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

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

### Center for Optimized Student Support

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

### Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, 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](mailto: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 (CSTEETP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP), 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 CSTEETP is available on its website at [www.bc.edu/research/csteetp](http://www.bc.edu/research/csteetp).

## Center on Wealth and Philanthropy

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

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

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

## Center for Work & Family

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to 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](http://www.bc.edu/cwf) or follow @BCCWF.

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

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute 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](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### **Institute for Scientific Research**

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

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

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

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

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

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

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

The ISPRC was founded in 2000, 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](http://www.bc.edu/isprc).

### **Irish Institute**

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

Since its founding in 1997, more than 1,000 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](http://www.bc.edu/irishinstitute) or contact Director, Dr. Robert Mauro at 617-552-4503.

### **Jesuit Institute**

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

### **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](http://www.bc.edu/lonergan).

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

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

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

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

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research 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](http://www.bc.edu/westonobservatory).

## **STUDENT LIFE RESOURCES**

### **Athletics Department**

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

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

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

### **Career Center**

The 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

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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](http://www.bc.edu/ministry).

### **Dining Services**

Graduate students may open an optional Eagle-One account, which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts that are ideal for graduate and law students. 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](http://www.bc.edu/disability).

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

### **Graduate Student Association**

The Graduate Student Association (GSA) of Boston College is a student-run organization that serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Graduate School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA coordinates the functions and activities of the Graduate African American, Hispanic, Asian, and Native American Student

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

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

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

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

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

### **University Health Services**

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

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 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/Infirmiry 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/Infirmiry fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

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

### Immunization

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

School	Credit Level
Woods 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 students 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](http://www.bc.edu/service).

### ANNUAL NOTIFICATION OF RIGHTS

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

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

### Student Rights Under FERPA

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

These rights are as follows:

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

Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record.

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

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

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

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

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

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

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

### Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information

includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

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

### Disclosures to Parents of Students

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

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

### CONSUMER NOTICES AND DISCLOSURES (HEOA)

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

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

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

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

## FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include 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](http://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](http://www.bc.edu/finaid). Graduate and professional students should consult their school or department for specific policies regarding financial aid.

## General Information

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

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

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

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

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

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

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

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



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- 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](http://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

##### CConnell 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](http://www.bc.edu/medinsurance).

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

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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](http://portal.bc.edu). If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

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

overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

### **National Student Clearinghouse**

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

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

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

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

### **Boston College Graduate Degree Programs**

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

Biology: M.S.T., Ph.D.

Chemistry:\* M.S., M.S.T., Ph.D.

Classics: M.A.

Economics: M.A., Ph.D.

English: M.A., M.A.T., Ph.D.

French: M.A., 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.

## ***ABOUT BOSTON COLLEGE***

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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 Chair of Academic Standards Review Committee or the Associate Dean, Chair, MSW Program. Suspected violations by students reported to members of the faculty or to the Chair of Academic Standards Review Committee 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 and in their supervision of research and clinical placements, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

## ***POLICIES AND PROCEDURES***

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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**

A Committee on Academic Integrity with both faculty and student members is to be constituted annually.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty is to be sent to the GSSW Chair of the Academic Standards Review Committee (ASRC), who will convene the Committee on Academic Integrity and serve as Chair.

On receipt of such a notification the Chair of ASRC/Committee on Academic Integrity will notify the student of the allegation and the grading penalty imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the Committee on Academic Integrity of the student's

school. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

The Chair of ASRC will maintain the Committee on Academic Integrity's record of notifications and relevant materials.

The faculty member bringing the accusation and the student will be notified that the case is under review by the Academic Integrity Committee. The student will be given an opportunity to respond to the faculty member's notification letter in writing. The board at its discretion may interview any individual with knowledge pertinent to the case.

The board will decide a case by simple majority vote, and the Chair of ASRC will convey to the faculty member and the student the committee's findings as to responsibility and recommended sanctions. The Chair of ASRC will compile a complete file of each case, to be kept confidential in the office of the Associate Dean for Academic and Student Services. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a "warning," which will be kept in a confidential file in the office of the Associate Dean for Academic and Student Services until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the board's decision may be made by written request to the Dean of the Graduate School of Social Work not later than ten days following notice of the committee's decision, and the Dean's decision will be final.

## **ACADEMIC REGULATIONS**

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

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

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

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

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

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

*Doctoral Students:* [www.bc.edu/content/bc/schools/lsoe/academics/Graduate/phd\\_policies.html](http://www.bc.edu/content/bc/schools/lsoe/academics/Graduate/phd_policies.html)

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

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

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

[www.bc.edu/content/dam/files/schools/son/pdf2/gradhandbook\\_12-13.pdf](http://www.bc.edu/content/dam/files/schools/son/pdf2/gradhandbook_12-13.pdf)

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

[www.bc.edu/schools/gssw/academics/academic-policies.html](http://www.bc.edu/schools/gssw/academics/academic-policies.html)

**Law School**

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

**School of Theology and Ministry**

[www.bc.edu/content/bc/schools/stm/acadprog/stmserv/acadpol.html](http://www.bc.edu/content/bc/schools/stm/acadprog/stmserv/acadpol.html)

**Woods College of Advancing Studies**

[www.bc.edu/content/bc/schools/advstudies/master/policies.html](http://www.bc.edu/content/bc/schools/advstudies/master/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**

*Academic Standards Review Committee Function and Purpose*

The Academic Standards Review Committee (ASRC) is a committee appointed annually by the Dean and is advisory to the Dean. Its responsibilities include the evaluation of performance, the oversight of program modifications, and review of grievances from faculty and students. The evaluation of student performance is considered an ongoing process at the Graduate School of Social Work.

At least once each semester, the Academic Standards Review Committee shall conduct a formal review of performance. The Committee also may be requested by faculty or students to call a formal review as needed at any time during the academic year. That review focuses on student performance, issues of integrity, requests to modify the usual program of study, or grievances related to the rights and responsibilities of students including, but not limited to, grade grievances.

The review is considered an essential part of the ongoing evaluation process and provides an opportunity for the student involved to participate in the process. Any matter requiring formal Committee review shall be brought to the Committee’s attention as soon after its identification as is practicable. All requests for review shall be submitted in writing to the Committee Chairperson at least two weeks, if possible, before a formal review meeting.

*Procedures for Grievances*

Situations where the student is in disagreement with faculty evaluation and/or program planning or assesses a violation of rights should be approached in the following manner:

1. The student shall arrange to meet with the faculty member involved and attempt to resolve the differences/difficulty;
2. The student shall notify the advisor and instructor of a continuing difference/difficulty;
3. The student’s advisor shall discuss the situations with the student and with the instructor and shall try to assist in resolving the difference/difficulty;
4. The Academic Standards Review Committee shall be notified in writing by the student if additional input into resolving the difference/difficulty is sought or if attempts at resolution are unsatisfactory;

5. Description of the difference/difficulty, attempts to resolve the difference/difficulty and the present state of affairs shall be forwarded to the Committee by the student prior to any formal review;
6. Faculty members involved in the difference/difficulty are free to submit written material to the Committee.

*Timeline for Grievances*

Any student who believes he or she has a grievance should communicate with the faculty member involved as soon as possible after the action being grieved, but no later than the close of the semester immediately following the semester in which the action giving rise to the complaint occurred. A grade grievance beyond a year is rarely, if ever, considered.

During the academic year the faculty member should communicate within two weeks of the student’s request to discuss the grievance. If the matter cannot be resolved, the student should notify the advisor in writing of the grievance specifying the nature of the complaint and the remedy requested. Within two weeks of receiving the complaint, the student’s advisor shall discuss the situation with the student and with the instructor and shall try to assist in resolving the difference/difficulty. If a mutually acceptable solution cannot be reached, the student shall notify the Academic Standards Review Committee in writing if additional input into resolving the difference/difficulty is sought or if attempts at resolution are unsatisfactory.

In matters of student grievance, the Committee shall assume responsibility for notifying all parties involved of the scheduled review. The advisor and the student shall attend the Committee meeting and present a summary of the difficulty or grievance, efforts presently underway or previously undertaken for resolution of the difficulty or grievance, and their recommendations. The Committee, the advisor or the student may request additional information from specific individuals having knowledge relevant to the situation.

The Committee shall meet within two weeks of a written request and shall notify both faculty and student verbally and in writing, if possible, ten days in advance of the meeting.

*Conflict of Interest*

If a member of the Academic Standards Review Committee has a conflict of interest, he or she will recuse themselves from consideration of the matter under review.

*Decisions*

During deliberations, only members of the Academic Standards Review Committee shall be present. The Committee shall determine the seriousness and/or validity of the student’s difficulties and/or grievances. After considering any recommendations made by the advisor, the student and/or relevant others, the Committee must recommend to the Dean a course of action to be followed. Their recommendation may include no action, probation, dismissal, program modification or action as seems warranted regarding a grade grievance. When the difficulty or disagreement appears to be amenable to remedy, a specific time period shall be established for overcoming the issue under deliberation. At the end of this period, the Committee shall again review the situation and recommend appropriate action. The Dean shall notify the student of the final decision in writing.



## ***POLICIES AND PROCEDURES***

### ***Appeal of Academic Standards Review Committee***

#### ***Decision***

The student has the right to request an appeal of the action on a grievance in cases where there has been a procedural violation or a demonstrable mistake of fact. A written petition of appeal must be submitted to the Dean within ten working days of written notification of the action on a grievance. The petition should succinctly state all facts relevant to procedural violations or factual errors.

If a petition for appeal is accepted by the Dean, the Dean shall appoint an Ad Hoc Appeals Committee to review the decision. The Appeals Committee shall be composed of three faculty members (not members of the Academic Standards Review Committee) and the Dean.

The Dean, who shall act as chairperson, shall be a non-voting member. The student has the right to challenge, for cause, any individual member appointed to the Appeals Committee. The final decision on membership rests with the Dean. In presenting to the Appeals Committee, the student shall introduce material of a substantiating nature and may request additional information from specific sources or individuals having knowledge relevant to the issue under appeal.

#### ***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***

Students must consult the professor of record and the Associate Dean of Academic and Student Services before they can audit a course. Only MSW students in the final year of the program are eligible to audit a course, and no more than one audit per semester is allowed. All students who audit a course must pay the one and a half credit fee.

Audits cannot be covered by Doctoral Fellowships.

#### ***Comprehensive Exams***

Doctoral students are required to complete a written comprehensive examination at the end of the first year of study. The content of the examination is based on first year required courses. To be eligible to sit for the comprehensive exam a student must have completed the core seminars by May 20th with minimum cumulative average of 3.0 and cannot have any incomplete courses (see Good Standing). If the student receives any grades below B- in these seminars, it is strongly recommended that the student see the advisor and the Chair of the Doctoral Program regarding the wisdom of taking the exams.

The purpose of the examination is to assess the student's analytical ability to synthesize and integrate the course material and apply it critically to social welfare problems and issues. The exam is a time-limited in-class examination given at the end of the spring semester (usually in early June and extending over a period of 4 hours). The examination is evaluated by at least two faculty members and is graded on a pass/fail basis. Students failing the examination are reviewed by the Doctoral Committee, which makes a decision about whether the student will be allowed to continue in the program and to retake the examination. Students permitted to retake the examination must develop a written remedial work plan with their advisor and have it approved by the Chair of the Doctoral Program. Students are expected to retake the examination before the fall semester begins.

#### ***Cross Registration***

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

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

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

**The Consortium**

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University. Eligible students are allowed to take courses at any of these institutions if the same courses are not offered at Boston College at any time during the academic year. Cross registration materials are available from the Office of Student Services.

With concurrence of the Advisor, a student may cross-register for one Social Work-related elective per semester in other graduate schools of the Consortium (Boston University, Brandeis, and Tufts) or the Graduate Consortium in Women’s Studies (GCWS) (Radcliffe, Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts). Graduate students enrolled in degree programs at Boston College may take GCWS seminars and should follow the cross-registration procedures described below. Note that cross-registration through the Consortium or GCWS is not available during the summer session. To cross-register, follow the procedures below:

- Obtain the Cross Registration form in Lyons 101 or McGuinn 220
- Obtain authorization from the Associate Dean of Academic and Student Services
- Have the form signed by the host institution
- Return the form to McGuinn 220 by September 12 (Fall semester) or January 23 (Spring semester)
- You will not receive credit for the class without returning the signed Cross-Registration Form.

To cross-register for an elective in another school or department within Boston College, see the Associate Dean of Academic & Student Services in McGuinn 220.

**Graduate Consortium in Women’s Studies**

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

**Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the one credit fee for Doctoral Continuation (SW 999) during each semester of their candidacy. Students register for Doctoral Continuation after completing requirements for dissertation-related course work.

**Enrollment Status**

Full-time enrollment is 9 or more credits. All students are considered half-time with 6 credits.

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.

Doctoral students who are registered for Doctoral Publishable Paper Writing Project, Integrative Dissertation Seminar, Dissertation Direction, or Doctoral Continuation are considered full-time.

**Final Examinations**

Final (Semester) Examinations must be scheduled during the period stipulated by the University. The Examination Schedule is set before classes begin. It is available to the public, and students are responsible for consulting it. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness and/or family emergency. No student should make travel arrangements which are at odds with his or her examination schedule.

**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 is clearly 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**

The grading scale for courses in the Graduate School of Social Work is as follows:

Grade	Range	GPA
A	94–100	4.00
A-	90–93	3.67
B+	87–89	3.33
B	84–86	3.00
B-	80–83	2.67
C	70–79	2.00
P	70 or above	0.00
F	Below 70	0.00
I		0.00
J		0.00 (Doctoral Program)
U		0.00 (Doctoral Program)
W		0.00

**Grade Changes**

Grade changes should be made only for exceptional reasons. The grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete. Incompletes may be granted to provide a student time to finish his or her course work after the date set for the course examination or in the course syllabus. Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final

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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.

The grade I (Incomplete) is recorded at the discretion of the instructor when because of extenuating circumstances such as illness, the requirements of the course have not been completed by the end of the semester in which the course was initiated. The grade of Incomplete can be given only upon request by the student to the instructor.

A student who has not completed the research or written work for a course taken in the fall, spring, or summer semester or is absent from the course examination in any semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). A grade of Incomplete must be removed within a period of 30 days from the final date grades are due in the respective semester. However, students who enroll in the summer session must have all Incompletes resolved by the Summer Session Drop/Add deadline. If a grade of Incomplete has not been resolved, the summer courses will be dropped. Students not enrolled in summer courses will have thirty days to resolve the Incomplete.

Following this thirty-day period, all such “I” grades will automatically be changed to a grade of “F.” In extraordinary cases, the student may petition the Academic Standards Review Committee for an exception prior to the deadline. Please note the following deadlines for changing a grade of Incomplete:

**January 23, 2013** (Fall semester 2012)

**May 17, 2013** (Spring semester 2013—if enrolled in summer courses)

**June 13, 2013** (Spring semester, 2013—if not enrolled in summer courses)

**August 16, 2013** (Summer semester 2013)

Students should be aware that a passing grade is required in all courses that are prerequisites for other courses. A grade of F in a prerequisite course will result in the student needing to drop any courses that are affected by the failed prerequisite. Situations where the student is in disagreement with faculty evaluation should follow the procedures outlined in the Grievance policy ([www.bc.edu/schools/gssw/academics/academic-policies.html#grievance](http://www.bc.edu/schools/gssw/academics/academic-policies.html#grievance)).

### **Pass/Fail Electives**

#### ***Pass/Fail Grades—Doctoral Program***

A pass/fail option is available for a limited number of courses, as stipulated by the School.

#### ***Pass/Fail Grades—MSW Program***

In consultation with the Advisor, students may elect to take a maximum of 25% of their courses (i.e., two per academic year for full-time students, one per year for students following the Three-Year or Four-Year curriculum plan) on a Pass/Fail basis. The academic year begins with the fall semester and extends through the following summer semester. A Three-Year student is eligible to take only one course as Pass/Fail in either the fall, spring or summer semester of the first two years of study. Full-time students who take a course P/F in both the fall and spring semesters would not be eligible to take a course P/F in the summer.

Independent Study courses are restricted to Pass/Fail; however, students in Group Independent Study courses receive letter grades unless a student exercises his or her Pass/Fail option. The maximum allowable number of Pass/Fail grades is four.

The following required methods courses (SW 762, SW 800, SW 809, SW 855, SW 856, SW 888) are not eligible for Pass/Fail. No other course may be taken on a Pass/Fail basis during the semester in which an independent study is taken. The Pass/Fail Request form ([www.bc.edu/schools/gssw/academics/msw/student-forms.html](http://www.bc.edu/schools/gssw/academics/msw/student-forms.html)) is available online or outside of McGuinn 221B and must be completed during the Registration Period for the relevant semester. The option cannot be initiated or rescinded later in the semester.

Note: A missing grade is recorded by computer program as an Administrative F. Procedures for removal are the same as those listed above for Incompletes.

The grading system for Field Education is Pass, Fail or Incomplete. A grade of Incomplete is based on less than satisfactory performance or extenuating circumstances, e.g., long absence due to illness. A student receiving an Incomplete grade may be asked to extend his or her field placement. The length of time will be determined by the learning needs of the individual as recommended by of the Academic Standards Review Committee.

### **Good Standing**

In the Graduate School of Social Work, a student is expected to maintain a minimum cumulative average of 3.0 and, when applicable, satisfactory performance in field education. Failure to maintain either of these requirements will result in the student’s being placed on probation or being required to withdraw. A grade of F in a required course is grounds for review by the Academic Standards Review Committee and possible dismissal from the Graduate School of Social Work.

In order to remain in good standing, the student is expected to maintain normal progress toward fulfilling degree requirements. Students who are admitted on academic probation are reviewed by the Academic Standards Review Committee after completing four courses, and notified in writing of achieving a 3.0 GPA or higher or remaining on probation. The Academic Standards Review Committee reviews student performance each semester and recommends decisions to the Dean regarding warnings, probation or dismissal. Students are notified in writing when placed on academic probation, and, if appropriate, are asked to meet with the Academic Standards Review Committee.

The Dean reserves the right to dismiss a student from the school because of failure to meet requirements for education in the profession of social work.

### **Graduation**

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

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

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

## Leave of Absence

### *Voluntary Leave of Absence*

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

Students may obtain a personal or medical leave of absence form ([www.bc.edu/ssforms](http://www.bc.edu/ssforms)) online through the Boston College Office of Student Services and submit it to the Associate Dean of Academic and Student Services 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.

### *Personal Leave of Absence*

Students on an approved personal leave of absence should contact the Associate Dean of Academic and Student Services at least six weeks prior to the semester in which they expect to reenroll. The Associate Dean of Academic and Student Services will make the decision on the readmission request.

### *Medical Leave of Absence*

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to Counseling Services or Health Services as applicable, who will review it in confidence and make a recommendation to the Associate Dean of Academic and Student Services, who must approve the leave. The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. Students seeking to return from leave are encouraged to contact the Associate Dean of Academic and Student Services 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 of Academic and Student Services expressing the intent to seek readmission at least a full semester before the desired return.

At the time of requesting a medical leave, please consult the Associate Dean of Academic and Student Services with regard to school policy concerning funding upon return.

Students on Boston College's medical insurance policy ([www.bc.edu/medinsurance](http://www.bc.edu/medinsurance)) 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 Student Services ([www.bc.edu/studentsservices](http://www.bc.edu/studentsservices)) to learn more about this policy.

Students granted a medical leave because of a severe medical situation may be entitled to a semester's tuition credit to be provided upon readmission.

### *Involuntary Leave of Absence*

Students may be separated from the University for academic reasons (please refer to the Academic Standards and Review Committee: Policy and Procedures, Graduate School of Social Work Student Guide, Appendix C) or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others (from Boston College Student Guide [[www.bc.edu/publications/studentguide/judicial.html](http://www.bc.edu/publications/studentguide/judicial.html)]; please review for additional information).

### **Readmission**

MSW students requesting readmission to the Graduate School of Social Work must contact the Associate Dean of Academic and Student Services at least one semester before their intended return.

Doctoral students requesting readmission to the Graduate School of Social Work must contact the Chair of the Doctoral Program at least one semester before their intended return.

The readmission decision will include a review of the student's prior academic performance, field performance (MSW students only), the length of his or her absence, current admission policies, enrollment and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University.

Students who have taken a medical leave of absence may be required to provide current documentation from a medical care provider for review by the Office of Disability Services or University Counseling Services prior to readmission.

### **Summer Courses**

In the Graduate School of Social Work there is the opportunity to take elective courses after completing the first year of the program in the summer.

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

The maximum time-to-degree for Master's students is five years; the maximum time-to-degree for Doctoral students is eight years. A student who has not completed the degree requirements within the maximum time limit is not allowed to continue in the program without an approved extension by the Dean.

### **Transcripts**

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

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

### *Transcript/Diploma Holds*

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

### **Transfer of Credit**

Students, with the exceptions noted below, may request transfer of not more than six graduate credits taken prior to admission. Only courses in which a student has received a grade of B or better, and

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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 five years prior to a student's admission to his or her current degree program are not acceptable for transfer.

MSW students who earned a BSW degree from an accredited Council of Social Work Education program within the previous five years may apply for advanced standing equal to a maximum of 20 credits. Students who earned course and/or field work credits in an accredited MSW program may receive up to the equivalent of one-half of the total credits needed for graduation. Only courses in which a student has received a grade of B or better will be accepted.

Doctoral students may request transfer of not more than six graduate credits (or two graduate courses) taken prior to admission. Only doctoral level courses in which the student received a grade of B or better will be considered for transfer from another university.

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

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

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

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

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

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

### **Withdrawal from a Course**

Graduate and professional students who withdraw from a course after the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course all students

must go to the Forms page of the Office of Student Services website, print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

### **Withdrawal from Boston College**

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

### **UNIVERSITY AWARDS AND HONORS**

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

## Graduate School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work (GSSW) in March 1936. The GSSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a field-of-practice concentration. The two intervention methods are Clinical Social Work and the Macro Social Work Practice on the master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth, and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

### PROFESSIONAL PROGRAM: MASTER OF SOCIAL WORK (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical Social Work Practice or Macro Social Work Practice.

Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psycho-social assessment and intervention model to increase an individual's well-being. Each person, family, or group has a unique story to share, one that is shaped by cherished beliefs, values, and traditions; one that is connected to the larger stories of communities and nations. The complex process of helping others is, fundamentally, one of empowerment. In practicing clinical social work the aim is to strengthen, support, and accompany clients in their healthy efforts to repair their past and build a future that honors their uniqueness and brings into reality their personal dreams. Our challenging, dynamic, and contemporary program of professional formation transforms compassion into therapeutic empathy. We integrate social work's enduring values, theories, and skills with bold and innovative ways of helping others. This fusion of old and new creates an environment where students learn that interventions, guided by evidence-based practice, become powerfully therapeutic when imbedded in a relationship of respect and authentic concern.

Macro Social Work Practice prepares students to develop and foster social innovation by understanding the process of innovation, and through skill development related to assessment, strategic planning, organizational development, financial management, and administration. Students are prepared to develop innovative solutions to solve today's complex problems, lead organizations that foster these solutions, and mobilize strategic partners, political resources, and community resources to initiate and sustain social change.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a Three-Year or Four-Year Program. All degree requirements must be fulfilled within a period of five years.

**Off-campus Site:** In addition to Chestnut Hill, Clinical Social Work students in the Three-Year Program may complete the majority of the first full-time year in Worcester, MA (serving Western MA). Each year students in Macro Social Work Practice will be required to attend classes on the Chestnut Hill campus during the spring semester. While all final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in the respective geographic areas.

The M.S.W. curriculum is divided into four overlapping components: Foundation, Intervention Method, Field-of-Practice Concentration, and Electives. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose a Field-of-Practice Concentration to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentration choices are: Children, Youth, and Families; Global Practice; Health and Mental Health; Older Adults and Families; and an Individualized option.

### Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on core competencies: professional identity, ethics, critical thinking, diversity, social justice, research, human behavior, policy, contextual practice, engagement, assessment, intervention, and evaluation.

The following courses comprise the Foundation curriculum:

- SW 701 The Social Welfare System
- SW 721 Human Behavior and the Social Environment
- SW 723 Diversity and Cross-Cultural Issues
- SW 747 Research Methods in Social Work Practice
- SW 762 Basic Skills in Clinical Social Work
- SW 800 Basic Skills in Macro Practice
- SW 921 Field Education I

### Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work.

Required Clinical courses include an advanced human behavior course, SW 722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities—individual, family, and group.

The required Clinical courses are as follows:

- SW 722 Psychosocial Pathology
- SW 855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SW 856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SW 932 Field Education II—Clinical Social Work

Required Macro courses include an advanced human behavior course, SW 833 Leadership and Social Transformation, and two methods courses that focus on organizational and leadership analysis, marketing, resource development and financial management, and the development of social innovation skills necessary to implement and sustain change.

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The required Macro courses are as follows:

- SW 833 Leadership and Social Transformation
- SW 886 Financial Management and Resource Development
- SW 889 Social Innovation
- SW 942 Field Education II—Macro Social Work

### Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of an advanced practice course and one advanced policy course. All concentrations require SW 841 Program Evaluation and either SW 933–934 Field Education III–IV—Clinical Social Work or SW 943–944 Field Education III–IV—Macro Social Work.

### *Children, Youth, and Families*

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public systems. Required courses include:

#### **Clinical Social Work and Macro Social Work**

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare

### *Global Practice*

The Global Practice Concentration prepares students to become effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development, and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations. Required courses include:

#### **Clinical Social Work and Macro Social Work**

- SW 797 Frameworks and Tools of Global Practice
- SW 806 Global Policy Issues and Implications

### *Health*

The Health Concentration prepares students for clinical or macro practice in healthcare settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, along with knowledge of diagnostic assessment and evidenced-based interventions, will focus on treatment with individuals, couples, families, and small groups that are aimed at dealing with the impact of illness on the client system in culturally diverse environments within medical/healthcare settings.

Macro Social Work students, along with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within medical/healthcare settings. Required courses include:

#### **Clinical Social Work**

- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 817 Health and Mental Health Policy

#### **Macro Social Work**

- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

### *Mental Health*

The Mental Health Concentration prepares students for clinical or macro practice in mental health settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, along with knowledge of diagnostic assessment and evidenced-based interventions, will focus on family systems work in culturally diverse environments within mental health settings, and select from a broad range of elective courses in various practice modalities.

Macro Social Work students, along with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within mental health settings. Required courses include:

#### **Clinical Social Work**

- SW 865 Family Therapy
- SW 817 Health and Mental Health Policy

#### **Macro Social Work**

- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

### *Older Adults and Families*

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they “age in place” in their homes and communities through policy and advocacy functions of the local, state, and national aging network. Required courses include:

#### **Clinical Social Work and Macro Social Work**

- SW 823 Practice in Health and Mental Health Settings with Older Adults
- SW 802 Policy for an Aging Society: Issues and Options

### **Electives**

Students take five electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 728 Global Perspectives on Gender Inequalities
- SW 794 Immigrant and Refugee Issues in the United States
- SW 798 Human Services in Developing Countries
- SW 808 Legal Aspects of Social Work
- SW 816 Supervision and Staff Management
- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy
- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 827 Contemporary Psychodynamic Theories
- SW 831 Dying, Grief and Bereavement

- SW 836 Psychodynamic Theories of Individual Development
- SW 851 Policy Analysis Research for Social Reform
- SW 858 Clinical Practice in Schools
- SW 859 Play Therapy
- SW 860 Couples Therapy
- SW 862 Cognitive-Behavioral Therapy
- SW 864 Group Therapy
- SW 872 Advanced Clinical Interventions with Children, Youth, and Families
- SW 874 Adult Psychological Trauma
- SW 876 Time-Effective, Solution-focused Therapy
- SW 877 Narrative Therapy
- SW 881 School Social Work: Program Development and Educational Policies
- SW 884 Strategic Planning for Public and Nonprofit Organizations
- SW 885 Management of Organizations Serving Children, Youth, and Families
- SW 888 Community Organizing and Political Strategies

### Dual Degree Programs

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll School of Management, Graduate Programs involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry), in conjunction with the Boston College's School of Theology and Ministry, was begun in 1989. Three options for completing the M.S.W./M.A. include a foundation year in each curriculum with a third year of jointly administered class and field instruction; a program of summer courses taken in STM and a two-year academic program in the GSSW; or an integrated program of study with courses taken in STM and the GSSW during three years of study. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Applied Psychology and Human Development majors to complete the Social Work foundation courses during their junior and senior years. Students receive the B.A. at the end of four years, then apply for admission to the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

### DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

The Doctoral Program at the Graduate School of Social Work offers two majors: a Ph.D. in Social Work and a Ph.D. in Social Welfare. The Ph.D. with a major in Social Work is designed for students with an M.S.W. or equivalent degree. The Ph.D. with a major in Social Welfare is designed for students enrolled in the International Doctoral Program with partner Jesuit Universities in Latin America.

### Program of Study—Social Work

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise, and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching practicum.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 22 elective credits, six credits are specified to be advanced social or behavioral science theory courses and 16 credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Welfare Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 960 Statistical Analysis for Social and Behavioral Research
- SW 961 Introduction to Structural Equation Modeling
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students



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### Total Credits:

The 51 credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

### Program of Study—Social Welfare

Students in the International Doctoral Program in Social Welfare enroll in courses in both Boston College and a partner Jesuit university in Latin America. Students start the program in the partner university taking elective courses in social behavioral science theory and other courses that provide a foundation in a social problem likely to be the focus of the student's research. In subsequent years, student's residence alternates between Boston College and the partner university. The International Doctoral Program in Social Welfare encourages and facilitates students to focus their doctoral research on topics and populations drawn from Latin American countries.

The program provides a strong foundation in research and preparation for an academic career through nine required courses and two dissertation direction courses. Students will enroll in a total of four to six courses in the partner university during year one and year three. The remaining four elective courses will be taken during students' residency at Boston College in year two. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Welfare Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 960 Statistical Analysis for Social and Behavioral Research
- SW 961 Introduction to Structural Equation Modeling
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

### Total Credits:

The minimal credit requirement is 51 of which 38 credits are taken at Boston College and include required and elective courses and six credits for the dissertation. The remaining elective credits are taken at the partner university and may vary in accordance with the partner university's academic offerings. The actual number of courses taken by an individual student varies according to prior educational background and course work.

### Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a master of social work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

### Financial Aid

There are four major sources of funding available for students in the Doctoral Program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for four years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- One Diversity Fellowship awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, GSSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

### CONTINUING EDUCATION

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include the essentials of cognitive behavioral therapy, the treatment of problem gambling, infant adoption awareness training, an overview of psychopharmacology, and workplace conflict management.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its twenty-fourth year, was founded by Dr. Vincent Lynch, Director of Continuing Education. It continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year. Over the years the Social Work and HIV/AIDS conference has received over \$1 million in external funding from corporations, foundations, and government agencies.

### INFORMATION

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by e-mailing [swadmit@bc.edu](mailto:swadmit@bc.edu) or by writing to the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

### Faculty

**June Gary Hopps**, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

**Richard A. Mackey**, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

**Elaine Pinderhughes**, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

**Albert F. Hanwell**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

**Betty Blythe**, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

**Alberto Godenzi**, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University

**Demetrius S. Iatridis**, *Professor*; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

**James Lubben**, *Louise McMahon Ahearn Professor*; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

**Kevin J. Mahoney**, *Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

**Ruth G. McRoy**, *Donahue and DiFelice Endowed Professor*; B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin

**Thanh Van Tran**, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

**Stephanie Cosner Berzin**, *Associate Professor*; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

**Margaret Lombe**, *Associate Professor*; B.A., Daystar University; M.S.W., Ph.D., Washington University

**Kathleen McInnis-Dittrich**, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

**Thomas O'Hare**, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

**Marcie Pitt-Catsoupes**, *Associate Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

**Ce Shen**, *Associate Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

**William Keaney**, *Associate Professor of Macro Practice*; B.A., Northeastern University; M.S.W., Boston College; Ph.D., Brandeis University

**Paul Kline**, *Associate Professor of Clinical Practice*; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

**Marylou Sudders**, *Associate Professor of Macro Practice*; A.B., M.S.W., Boston University

**Thomas Walsh**, *Associate Dean and M.S.W. Program Director*; *Associate Professor of Clinical Practice*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

**Jessica Black**, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

**Rocio Calvo**, *Assistant Professor*; B.A., University of Salamanca; M.A., Deusto University; Ph.D., Boston College

**Thomas M. Crea**, *Assistant Professor*; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

**Scott D. Easton**, *Assistant Professor*; A.B. Harvard University; M.S.W., Ph.D., University of Iowa

**Summer Hawkins**, *Assistant Professor*; B.A., Vassar College; M.S., Drexel University; Ph.D., University of London

**Linnie Green Wright**, *Assistant Professor*; B.A., Spelman College; M.A., Columbia University; Ph.D., New York University

**Christina J. Matz-Costa**, *Assistant Professor*; B.A., University of Massachusetts; M.S.W., Ph.D., Boston College

**Kerry Mitchell**, *Assistant Professor of Clinical Practice*; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

**Susan Lee Tohn**, *Assistant Professor of Clinical Practice*; B.A., Tufts University; M.S.W., Boston University

**Robin Warsh**, *Assistant Professor of Clinical Practice*; B.S., American University; M.S.W., University of Connecticut

### *Graduate Course Offerings*

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

Curriculum review is on-going with course requirements subject to change. Any revisions affecting curriculum will be posted on the web.

Elective offerings in any given semester require a course enrollment of at least 10 students.

**SW 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with PS 200, SC 378**

**Available to undergraduate students**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

**SW 701 The Social Welfare System (Fall: 1)**

**Prerequisite for all other Policy courses**

**Required of all M.S.W. students**

A one-credit course designed to introduce students to social welfare policy and services. Beginning with an overview of policy analysis and the history of social welfare policy in the United States, major social welfare policies are reviewed within the context of poverty and income distribution. The course begins with a required morning symposium and follows with three online sessions. Each online session will contain a podcast topic presentation by the professor. Students will also review selected videos and assigned readings. There will be online tests of the material required to complete the course.

*The Department*

**SW 721 Human Behavior and the Social Environment (Fall: 3)**

**Cross listed with PS 721**

**Prerequisite for Advanced HBSE and Clinical electives**

**Required of all M.S.W. students**

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

*The Department*

## SOCIAL WORK

### SW 722 Psychosocial Pathology (Spring/Summer: 3)

*Prerequisite:* SW 721

#### Required of Clinical Social Work students; elective for others

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness; biopsychosocial stressors in symptom formation, assessment and treatment; cultural determinants in psychopathology; differential diagnosis; and drug therapies.

*The Department*

### SW 723 Diversity and Cross-Cultural Issues (Fall: 3)

Cross listed with BK 493

#### Required of all M.S.W. students

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablist, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

*The Department*

### SW 725 Families Impacted By Military Service (Summer: 3)

*Prerequisite:* SW 721

#### Elective

This course explores how families are impacted by military service (FIMS) emphasizing the effects of military culture within which military families function. Stressors such as deployment, and the protective factors associated with military communities will be discussed. Attachment theory will be explored as it pertains to the loss and separation involved in long-term and sometimes repetitive deployment cycles. Substance use, anxiety, avoidance behaviors, and risk-taking behaviors will be discussed in terms of their impact on family life and family system functioning. Resiliency theory will be highlighted in terms of preventing or ameliorating post-deployment difficulties in families impacted by military service.

*The Department*

### SW 727 Substance Abuse: Alcohol and Other Drugs (Spring/Summer: 3)

*Prerequisite:* SW 721

#### Elective

A course providing an overview of alcohol/drug use, abuse, and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

*The Department*

### SW 728 Global Perspectives on Gender Inequalities (Summer: 3)

*Prerequisite:* SW 721

#### Elective

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's physical health, mental health, economic status, families, and general well-being. Beginning with a framework for studying gender and ethnicity that will enable comparative analysis of women's issues among different cultures, the course focuses on basic concepts and theories that help

our understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

*The Department*

### SW 747 Research Methods in Social Work Practice (Fall/Summer: 3)

Prerequisite for all advanced research courses

#### Required of all M.S.W. students

An introduction to research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of a statistical software package for descriptive and basic inferential statistics for data analysis and hypothesis testing.

*The Department*

### SW 762 Basic Skills in Clinical Social Work (Fall: 3)

*Corequisite:* SW 921 (academic year)

#### Required of all M.S.W. students

An overview of interventions emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

*The Department*

### SW 794 Immigrant and Refugee Issues in the United States (Fall/Spring: 3)

*Prerequisite:* SW 701

#### Elective

An overview of the prominent theories, major issues, and controversies in immigration policy is presented. While immigration has become a crucial concern of the American social welfare system as well as an issue of global urgency, immigration controls the fate of growing numbers of asylum seekers. The course will discuss the special needs and problems faced by immigrant and refugee clients and communities; adaptation and coping with a new culture; refugee experience; the impact of relocation on individuals, families, and communities; and a range of world view perspectives including acculturation and assimilation, biculturalism, marginality, and traditional ethnic identities.

*The Department*

### SW 797 Frameworks and Tools for Global Practice (Summer: 3)

*Prerequisites:* SW 762 and SW 800

#### Required for, and restricted to, Global Practice Field-of-Practice Concentration

An advanced course that prepares students for effective practice in a global context and covers three broad areas: a framework for the rights-based perspective; rights-based programming with reference to vulnerable groups; and building sustainable systems. Students will be exposed to rights-based approaches to social work practice mainly in countries of the global south. Areas of focus include working with vulnerable populations such as children in a variety of settings, gender issues, migration as well as working with various NGOs, governmental and United Nations systems. Emphasis will be placed on working with diverse client populations in each practice setting.

*The Department*

**SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)***Prerequisites:* SW 762 and SW 800**Elective for M.S.W. students**

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

*The Department***SW 800 Basic Skills in Macro Practice (Fall: 3)***Corequisite:* SW 921 (academic year)**Required of all M.S.W. students**

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community needs assessment, strategic planning, community development, and advocacy for policy change.

*The Department***SW 802 Policy for an Aging Society: Issues and Options (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 or permission**Required for Older Adults and Families Field-of-Practice Concentration; elective for others**

This advanced policy course provides an opportunity to examine how historical and contemporary forces and demographic change shape the perceived problems of the elderly, the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

*The Department***SW 805 Policy Issues in Family and Children's Services (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 or permission**Required for Children, Youth, and Families Field-of-Practice Concentration; elective for others**

This course focuses on a critical examination of alternatives in formulating, implementing, and evaluating policies and programs in the area of family and children's services. Students will be informed about specific policies impacting children and families in the U.S., critically analyze how policies impact child and family well-being, and explore methods of advocating for effective policy development. Specific policy issues explored in the course include family legislation; welfare reform; balancing work and family; housing and homelessness; family and domestic violence; maternal, child, and family health; education; juvenile justice; cultural issues; immigration/refugees; and approaches in other nations.

*The Department***SW 806 Global Policy Issues and Implications (Fall: 3)***Prerequisite:* SW 701**Required for, and restricted to, Global Practice Field-of-Practice Concentration**

An advanced policy course that introduces approaches, issues, and competencies of global social work policy interventions. This

course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

*The Department***SW 808 Legal Aspects of Social Work (Spring: 3)***Prerequisite:* SW 701**Elective**

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

*The Department***SW 816 Supervision and Staff Management (Fall: 3)***Prerequisite:* SW 800**Elective**

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.

*The Department***SW 817 Health and Mental Health Policy (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 or permission**Required for Health and Mental Health Field-of-Practice Concentration; elective for others**

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U.S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, and general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally, the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

*The Department***SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy (Spring: 3)***Prerequisite:* SW 701**Elective**

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment, and political prisoners.

*The Department*

## SOCIAL WORK

### SW 819 SWPS Independent Study (Fall/Spring/Summer: 3)

*Prerequisite:* SW 701

**Elective**

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior and national priorities.

*The Department*

### SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer: 3)

*Prerequisite:* SW 762

**Elective**

A course that examines how stress, especially of a violent nature, can impact child and adolescent development. Exploration of selected theories and evidence-based practice will assist students in identifying skills necessary for effective clinical practice with children, adolescents, families, and communities coping with the consequences of traumatic exposure to violence. Students will be encouraged to reflect on the impact of exposure to the injured child and consider how their reactions may identify potential sources of lost empathy or uncover other personal vulnerabilities that might interfere with effective practice.

*The Department*

### SW 823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)

*Prerequisites:* SW 762 and SW 800

*Corequisite:* SW 933 or SW 943 or permission

**Required for Older Adults and Families Field-of-Practice Concentration; elective for others**

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying, and bereavement facing the older adults are also covered.

*The Department*

### SW 824 Practice in Home and Community Settings with Older Adults (Spring: 3)

*Prerequisites:* SW 762 and SW 800

**Elective**

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of

the legal issues of competency, guardianship, and end-of-life decision-making while considering issues of diversity, including race, ethnic group, sexual orientation, and gender, that affect the appropriateness of services.

*The Department*

### SW 827 Contemporary Psychodynamic Theories (Summer: 3)

*Prerequisite:* SW 721

**Elective**

Beginning with a brief background on the historical precedents of psychodynamic theory, the course focuses specifically on the developments and critiques of the last 20 years as well as specific populations originally overlooked, misunderstood, or stigmatized by early psychodynamic theory, including current psychodynamic expansions and critiques of classic theories, relational theory, intersubjectivity, and feminist theory. The utility of each theory in the completion of biopsychosocial assessments will be demonstrated. Special attention will be paid to the current psychodynamic theory as it pertains to oppressed populations in terms of race, ethnicity, social class, gender, sexual orientation, and religion.

*The Department*

### SW 831 Dying, Grief, and Bereavement (Fall/Spring: 3)

*Prerequisite:* SW 721

**Elective**

Beginning with an overview of the social phenomena of death and how social attitudes and practices influence the environmental context in which death takes place in contemporary society, the course explores the influence of cultural diversity in the way death is experienced by diverse groups. The tasks of mourning following a person's death and the bereavement process present complex socio-emotional challenges for family and friends throughout the life span. Issues in self-reflection and self-care are presented to offer practitioners ways to grow personally and professionally through the process of their clients' losses.

*The Department*

### SW 833 Leadership and Social Transformation (Spring: 3)

*Prerequisite:* SW 721

**Required of Macro Social Work students; elective for others**

An overview of general principles of management, this course provide students with a broad understanding of theories of organizational functioning combined with a focus on leadership for change in organizations. The role of leader-manager is explored in three theoretical perspectives of organizations: the structure of human service organizations and requisite management skills; the human resource perspective and promoting the recruitment and development of people as a vital component of organizational functioning; and organizational change with emphasis on advocating for and sustaining change within human service organizations.

*The Department*

### SW 836 Psychodynamic Theories of Individual Development (Spring: 3)

*Prerequisite:* SW 721

**Elective**

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective, with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology, and intersubjectivity theory. Students will begin to

learn to critique and compare theories for their applications to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.

*The Department*

**SW 839 HBSE Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 721

**Elective**

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

*The Department*

**SW 841 Program Evaluation (Fall/Spring: 3)**

*Prerequisite:* SW 747

*Corequisite:* SW 933 or SW 943 or permission

**Required of all M.S.W. students**

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value, and ethical issues that arise in evaluation research.

*The Department*

**SW 849 Independent Study in Research (Fall/Spring: 3)**

*Prerequisite:* SW 747

**Elective**

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

*The Department*

**SW 850 Group Independent Study in Research (Fall: 3)**

*Prerequisite:* SW 762

**Elective**

An opportunity for students to engage in specifically focused work in either of the following areas: (1) the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or (2) the in-depth study in a particular research methods area about which no graduate level courses exist within the School or the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

*The Department*

**SW 851 Policy Analysis Research for Social Reform (Summer: 3)**

*Prerequisite:* SW 701

**Elective**

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

*The Department*

**SW 855 Clinical Practice with Children and Families: Assessment, Intervention, and Evidence-Based Practice (Fall/Spring/Summer: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 932 or SW 933

**Required of Clinical Social Work students**

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively utilize evidence-based treatments to help youth and their families achieve their goals. Students will learn practice techniques of various evidence-based interventions.

*The Department*

**SW 856 Clinical Practice with Adults: Assessment, Intervention, and Evidence-Based Practice (Spring/Summer: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 932

**Required of Clinical Social Work students**

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies, the course addresses strategies for practice evaluation.

*The Department*

**SW 858 Clinical Practice in Schools (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course that provides a comprehensive overview of the necessary skills to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships, family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in

## SOCIAL WORK

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schools and learn how to engage in practice with children with a variety of issues, including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

*The Department*

**SW 859 Play Therapy (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender, and family structure in provision of competent services.

*The Department*

**SW 860 Couples Therapy (Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced course examining and analyzing theories, research, and interventions with couples. The use of cognitive, behavioral, emotion-focused, brief treatment, and skills-training approaches are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, and special issues such as living with chronic illness, poverty and economic stress, facing divorce, infidelity, interpersonal violence, and sexual dysfunctions. The course will describe how to adapt couple-based assessments and interventions to various settings, such as acute medical, psychiatric, and child-focused settings.

*The Department*

**SW 862 Cognitive-Behavioral Therapy (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced practice course that integrates CBT theory, practical assessment tools, and treatment applications with work with children and adults. Lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model, the course focuses on the CBT assessment and treatment of specific disorders, including anxiety, pain, depression, bipolar disorder, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation, and disability will be addressed.

*The Department*

**SW 864 Group Therapy (Fall/Spring/Summer: 3)**

*Prerequisite:* SW 721

**Elective**

This course considers many applications of social work group treatment. Through a thoughtful review of selected group therapy literature, analysis of process recordings of group therapy sessions, lectures, class discussion, and/or role-play exercises, students will develop

an appreciation of the unique ways in which group treatment can promote individual psychosocial competence. Students will develop skills in the practice of social work treatment.

*The Department*

**SW 865 Family Therapy (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required of Clinical Social Work students in the Mental Health Field-of-Practice Concentration; elective for others**

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender, and race will be interwoven with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to the stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths and problems of minority families, families living in poverty, blended families, adoptive families, and families of same sex parents will be reviewed.

*The Department*

**SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An opportunity for those in the Clinical Social Work concentration to investigate one aspect of social work practice in-depth. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

*The Department*

**SW 870 CSW Group Independent Study (Fall: 3)**

*Prerequisite:* SW 762

*The Department*

**SW 872 Advanced Clinical Interventions with Children, Youth, and Families (Fall/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Clinical practice skills in individual, family, and group treatments highlight prevention and intervention strategies that promote self-efficacy and resiliency. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and group therapy with children. Course structure will utilize experiential skills labs to promote student skill acquisition.

*The Department*

**SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required of Clinical Social Work students in the Health Field-of-Practice Concentration; elective for others**

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health

care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

*The Department*

**SW 874 Adult Psychological Trauma: Assessment and Treatment (Fall/Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

*The Department*

**SW 876 Time-Effective, Solution-Focused Therapy (Fall/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on time-effective treatments with individuals, families and groups. The course focuses primarily on Solution-Focused Therapy. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation as key to the process, which involves building rapport, identifying a goal, and understanding the client's relationship to that goal. The course examines pivotal treatment strategies, including language, task setting, and creating hope in clients through our interventions.

*The Department*

**SW 877 Narrative Therapy (Summer: 3)**

*Prerequisite:* SW 762

**Elective**

This course focuses on narrative practice skills that are based on a belief in the power of the meaning-making systems. The course will examine models, research, and theoretical and clinical foundations of narrative therapy. Using lecture, discussion, and exercises, students will be introduced to various narrative therapy practices.

*The Department*

**SW 880 Social Work Practice in Child Welfare (Fall: 3)**

*Prerequisites:* SW 762 and SW 800

*Corequisite:* SW 933 or SW 943 or permission

**Required for Children, Youth, and Families Field-of-Practice Concentration; elective for others**

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity, and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues, and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

*The Department*

**SW 881 School Social Work: Program Development and Educational Policies (Summer: 3)**

*Prerequisite:* SW 800

**Elective**

An advanced course that provides a comprehensive overview of the history, theory, practice and policy of social work in an educational setting. Beginning with a historical perspective, this course is rooted in school social work principles that emphasize collaborative work with families, and school and community personnel, professional standards, and diverse practice roles. This course provides a comprehensive overview of education policy and the legal rights of students and their families. Special issues in school social work practice related to health, child abuse, school safety and violence, trauma, substance abuse, and high risk behavior are addressed.

*The Department*

**SW 884 Strategic Planning for Public and Nonprofit Organizations (Fall: 3)**

*Prerequisite:* SW 800

**Elective**

Focusing on the strategic trends and issues which impact the public and nonprofit sectors, this course explores the role of strategic planning as a fundamental tool of public and nonprofit institutions to build high performance organizations, maximize organizational strengths, and enhance community problem-solving. Students will acquire practical skills through case study analysis and the development of a strategic plan.

*The Department*

**SW 885 Management of Organizations Serving Children, Youth, and Families (Spring: 3)**

*Prerequisite:* SW 800

**Elective**

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fund-raising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined, as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

*The Department*

**SW 886 Financial Management and Resource Development (Spring: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 942 or permission

**Required of Macro Social Work students**

This course prepares students to develop and manage appropriate resources for creating, supporting, and sustaining human service organizations. Particular attention is paid to securing funding to develop and sustain social innovation, conducting a financial analysis, and planning for new business development to support social change. Additionally, the course fosters the development of advanced skills related to development and fund-raising, marketing, business plan development, budgeting, and financial management. Through assignments, students are challenged to not only learn about resource development and financial management but to practice these skills and be ready to apply them in real-world settings.

*The Department*



## SOCIAL WORK

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### SW 888 Community Organizing and Political Strategies (Summer: 3)

*Prerequisite:* SW 800

#### Elective

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

*The Department*

### SW 889 Social Innovation (Spring: 3)

*Prerequisite:* SW 800

*Corequisite:* SW 942 or permission

#### Required of Macro Social Work students

Designed to prepare students with the skills to develop transformational responses to social problems through learning concepts related to innovation, needs assessment, and grant development, this course provides students with knowledge about how to create new, innovative responses to social problems and put these ideas into action. Students study examples of social entrepreneurship, learn how to assess social need, and develop new programmatic responses through grant-writing. Participation in the Social Innovation Lab allows students a first-hand look at innovation in action in existing non-profits and at how the redesign process promotes and supports new thinking.

*The Department*

### SW 897 Planning for Health and Mental Health Services (Fall: 3)

*Prerequisite:* SW 800

*Corequisite:* SW 943 or permission

#### Required of Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others

A course designed to introduce program planning, strategic planning, proposal writing, and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major group planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in health care, and managed care will be discussed and analyzed. Models of service delivery will be critically reviewed.

*The Department*

### SW 899 Macro Independent Study (Fall/Spring: 3)

*Prerequisite:* SW 800

#### Elective

An opportunity for Macro students to investigate one aspect of social work practice with groups or communities in-depth. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

*The Department*

### SW 921 Field Education I (Fall/Summer: 4)

*Corequisites:* SW 762 and SW 800 (academic year)

#### Required of all students

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

*The Department*

### SW 932 Field Education II-CSW (Spring/Summer: 4)

*Prerequisites:* SW 921, SW 762, SW 800 (academic year)

*Corequisites:* SW 855 and SW 856 (academic year)

#### Required of Clinical Social Work students

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in the second semester.

*The Department*

### SW 933 Field Education III-CSW (Fall/Spring: 4)

*Prerequisites:* SW 932 and Advanced Practice Field of Practice Concentration course for Global Practice Concentrators

*Corequisite:* Advanced Practice Field of Practice Concentration course

#### Required of Clinical Social Work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

*The Department*

### SW 934 Field Education IV-CSW (Spring: 4)

*Prerequisites:* SW 933 and Advanced Policy Field of Practice Concentration course for Global Practice Concentrators

*Corequisite:* Advanced Policy Field of Practice Concentration course

#### Required of Clinical Social Work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

*The Department*

### SW 942 Field Education II-Macro (Spring/Summer: 4)

*Prerequisite:* SW 921

*Corequisites:* SW 886 and SW 889 (academic year)

#### Required of Macro students

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

*The Department*

### SW 943 Field Education III Macro (Fall/Spring: 4)

*Prerequisites:* SW 942 and Advanced Practice Field-of-Practice Concentration course for Global Concentrators

*Corequisite:* Advanced Practice Field-of-Practice Concentration course

#### Required of Macro students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

*The Department*

**SW 944 Field Education IV Macro (Spring: 4)**

*Prerequisites:* SW 943 and Advanced Policy Field-of-Practice Concentration course for Global Practice Concentrators

*Corequisite:* Advanced Policy Field-of-Practice Concentration course  
**Required of Macro students**

Advanced learning and practice that emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

*The Department*

**SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)**

**Required for all Doctoral students**

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

*The Department*

**SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall: 1)**

**Required for all Doctoral students**

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc. The course spans two semesters.

*The Department*

**SW 953 Cross-Cultural Issues in Social and Behavioral Research (Fall: 3)**

**Required for all Doctoral students**

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are cross-culturally sensitive. Additionally, the course emphasizes methods of establishing and assessing cross-cultural equivalence in measurements of key social and psychological constructs.

*The Department*

**SW 954 Models of Social Welfare Intervention Research (Spring: 3)**

**Required for all Doctoral students**

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research

designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

*The Department*

**SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)**  
**Required for all Doctoral students**

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a three-member committee appointed by the chair of the doctoral committee.

*The Department*

**SW 960 Statistical Analysis for Social and Behavioral Research (Spring: 3)**

**Required for all Doctoral Students**

This course assumes knowledge of basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as experience of using common statistical package such as SPSS, SAS or STATA. The course will focus on regression-based methods for analyzing quantitative social and behavioral science data using STATA. The topics include multiple regression analysis, major regression diagnostics, and logistic regression analysis for categorical dependent variables.

*The Department*

**SW 961 Introduction to Structural Equation Modeling (Summer: 3)**

*Prerequisite:* SW 960 Statistical Analysis for Social Work Research or equivalent

**Required for all Doctoral Students**

The course assumes knowledge of multiple regression analysis. This course will use Lisrel-8 and cover matrix algebra, exploratory factor analysis (EFA), path analysis, confirmatory factor analysis (CFA), general structural equation modeling (latent and measurement models combined), and multiple sample analysis.

*The Department*

**SW 962 Multilevel and Longitudinal Data Analysis (Fall: 3)**

*Prerequisite:* SW 960 Statistical Analysis for Social Work Research or equivalent

**Elective for all Doctoral students**

The course assumes knowledge of multiple regression analysis. An advanced statistics course that will cover two related topics: Multilevel data analysis using HLM 6 and panel data analysis using STATA. The first topic will cover two-level models for continuous and dichotomous outcomes, three-level models, and growth curve models. The second topic will cover fixed and random effects models, GEE models, and mixed models.

*The Department*

**SW 980 History and Philosophy of Social Welfare in U.S. (Fall: 3)**

**Required for Social Work Doctoral students**

**Elective for Social Welfare students**

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social

## **SOCIAL WORK**

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welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

*The Department*

**SW 990 Doctoral Independent Study (Fall/Spring: 1)**

**Elective for Doctoral students**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

*The Department*

**SW 991 Doctoral Teaching Practicum (Fall/Spring: 1)**

*Prerequisite:* SW 992

**Elective for Doctoral students**

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 992 Theories and Methods of Teaching in Professional Education (Fall: 3)**

**Offered biennially**

**Required for all Doctoral students**

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.

*The Department*

**SW 993 Doctoral Research Internship (Fall/Spring: 1)**

*Prerequisite:* SW 951

**Elective for Doctoral students**

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

*The Department*

**SW 994 Integrative Dissertation Seminar (Fall/Spring: 1)**

**Required for all Doctoral students**

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

*The Department*

**SW 995 Dissertation Direction I (Fall/Spring: 3)**

*Prerequisite:* SW 994

**Required for all Doctoral students**

First of two tutorials in the six-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 996 Dissertation Direction II (Fall/Spring: 3)**

*Prerequisite:* SW 995

**Required of all Doctoral students**

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

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

*Prerequisites:* SW 995-996

All students who have been admitted to candidacy for the Ph.D. degree and completed six (6) credit hours of dissertation-related course work, i.e., SW 995 and SW 996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

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**John R. Burke**, B.A.  
*Director of Benefits*  
**Leo K. Chaharyn**, B.A.  
*Technology Director for Systems and Operations Management, Information Technology Services*  
**Paul J. Chebator**, Ph.D.  
*Dean, Student Development*  
**Mary C. Corcoran**, M.Ed.  
*Associate Vice President, Information Technology Assurance, Information Technology Services*  
**Eugene B. DeFilippo, Jr.**, M.Ed.  
*Director of Athletics*  
**Terrence P. Devino, S.J.**, M.Div.  
*Director of Manresa House and Special Assistant to the President*  
**Maria S. DiChiappari**, B.A.  
*Director of the Boston College Neighborhood Center*  
**Michael J. Driscoll**, M.B.A.  
*Controller*  
**John B. Dunn**, M.S.  
*Director for Office of News & Public Affairs*  
**Howard Enoch**, Ph.D.  
*Director of Robsham Theatre Arts Center*  
**Matthew Eynon**, B.A.  
*Associate Vice President for Capital Giving*  
**John A. Feudo**, M.A.  
*Associate Vice President for Alumni Relations*  
**Erik P. Goldshmidt**, Ph.D.  
*Director, Church in the 21st Century Center*  
**Jessica Greene**, Ph.D.  
*Director of Institutional Research*  
**N. Gail Hall**, M.S.  
*Director of Environmental Health and Safety*

**Theresa A. Harrigan**, Ed.D.  
*Director of the Career Center*  
**Joseph E. Harrington**  
*Director of Network Services*  
**Ann Harte**, Ed.M.  
*Director, Internal Audit*  
**Gina M. Harvey**, B.F.A.  
*Director of Space Planning*  
**Joseph Herlihy**, J.D.  
*University General Counsel*  
**Burton Howell**, M.Ed.  
*Director, Intersections Office*  
**Carole Hughes**, M.Ed.  
*Associate Dean and Director of Graduate Student Life*  
**P. Michael Jednak**, B.A.  
*Director of Facilities Services*  
**Richard P. Jefferson**, J.D.  
*Executive Director for the Office of Institutional Diversity*  
**John M. King**, M.P.A.  
*Director of Public Safety and Chief of Boston College Police*  
**Barbara A. Krakowsky**, M.Ed.  
*Director of The Children's Center*  
**Terrence P. Leahy**, M.S.  
*Director of Engineering and Energy Management*  
**Theresa J. Lee**, M.A.  
*Executive Director, Annual Giving*  
**Jeanne Levesque**, J.D.  
*Director of Governmental Relations*  
**Robert J. Lewis**, J.D.  
*Associate Vice President for Human Resources*  
**Joseph P. Marchese**, M.A.  
*Director, First Year Experience*  
**Linda McCarthy**, M.B.A.  
*Technology Director for Student and Academic Systems, Information Technology Services*  
**Paul McGowan**, M.B.A.  
*Director of Procurement Services*  
**Thomas P. McGuinness**, Ph.D.  
*Associate Vice President for Student Affairs and Director of University Counseling Services*  
**Halley McLain**, B.A.  
*Director of Compensation*  
**William R. Mills, Jr.**, B.S.  
*Director of Community Affairs*  
**Mary S. Nardone**, Ph.D.  
*Associate Vice President for Long-Range Capital Projects*  
**Thomas I. Nary**, M.D.  
*Director of Health Services*  
**Katherine O'Dair**, M.Ed.  
*Director of Assessment and Staff Development, Student Affairs*  
**Sally Keeler O'Hare**, B.A.  
*Director of Annual Capital Projects*  
**Bernard R. O'Kane**, M.Ed.  
*Director of Employee Development*  
**Anthony Penna**, M.Ed., M.Div.  
*Director of Campus Ministry*

## **ADMINISTRATION AND FACULTY**

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**Henry A. Perry**, B.S.

*Director for Office of Project Management,  
Information Technology Services*

**Darrell Peterson**, Ph.D.

*Director of Student Programs Office*

**Elise T. Phillips**, M.Ed.

*Director of Health Promotion*

**Michael V. Pimental**, M.B.A.

*Director of Administrative Program Review &  
Strategic Planning Services*

**Daniel Ponsetto**, M.Div.

*Director of Volunteer and Service Learning Center*

**Thomas Rezendes**, M.B.A.

*Director of Business, Planning and Project Services,  
Information Technology Services*

**Brenda S. Ricard**, Ph.D.

*Associate Vice President for Advancement Operations and Planning*

**Linda J. Riley**, B.S.

*Executive Director of Auxiliary Operations*

**Michael A. Sacco**, M.S.

*Director of the Center for Student Formation*

**Ines M. Maturana Sendoya**, M.Ed.

*Director of AHANA Student Programs*

**John O. Tommaney**, B.A.

*Director of Emergency Management and Preparedness*

**Patricia A. Touzin**, M.S.W.

*Director of Faculty/Staff Assistance Program*

**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



## ***DIRECTORY AND OFFICE LOCATIONS***

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### **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

### **First Year Experience Programs**

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

**Operations Management**

Samuel Graves, Chairperson..... Fulton 354

**Philosophy**

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

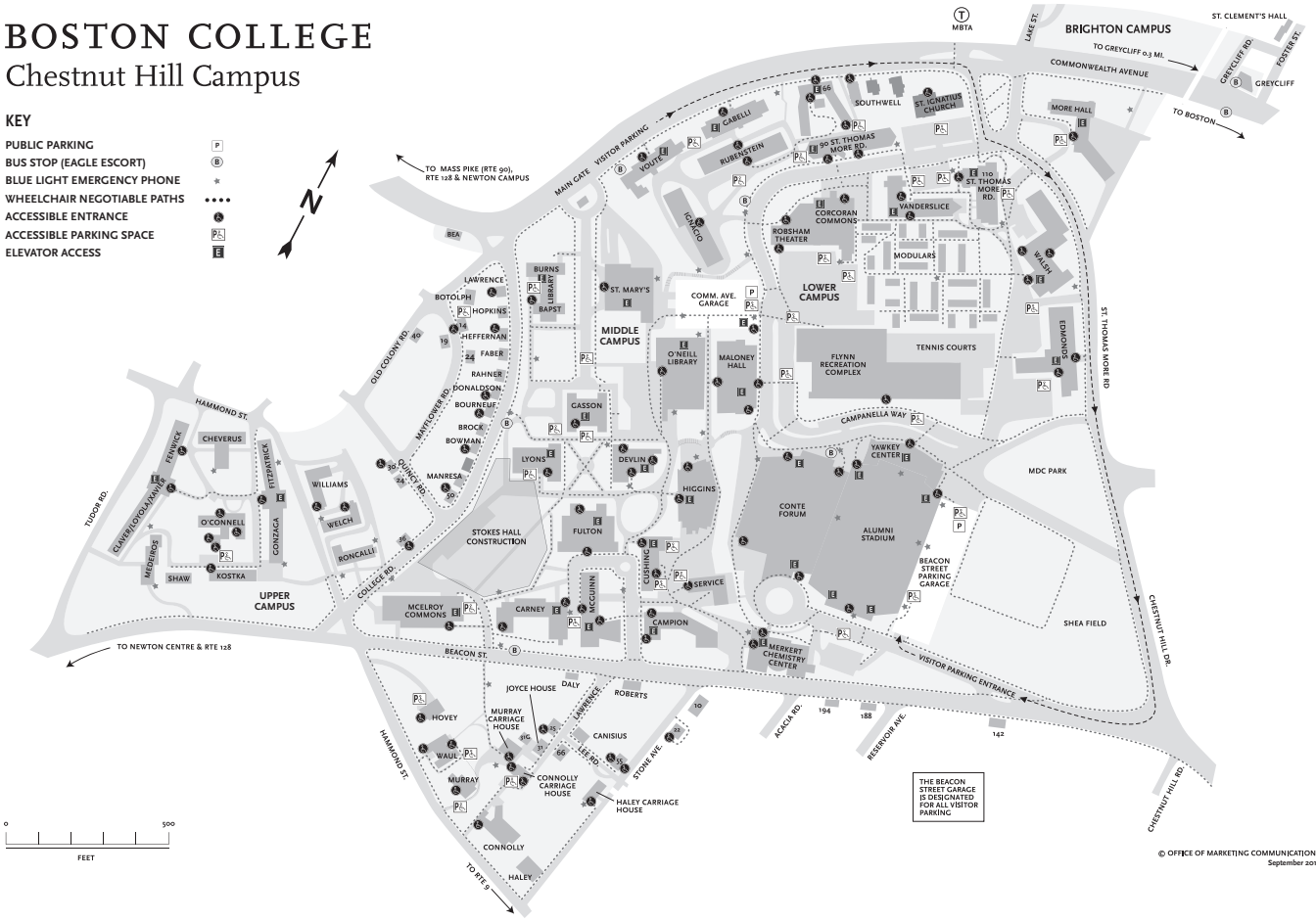
**Volunteer and Service Learning Center**

Daniel Ponsetto, Director ..... McElroy Commons 114

# BOSTON COLLEGE Chestnut Hill Campus

**KEY**

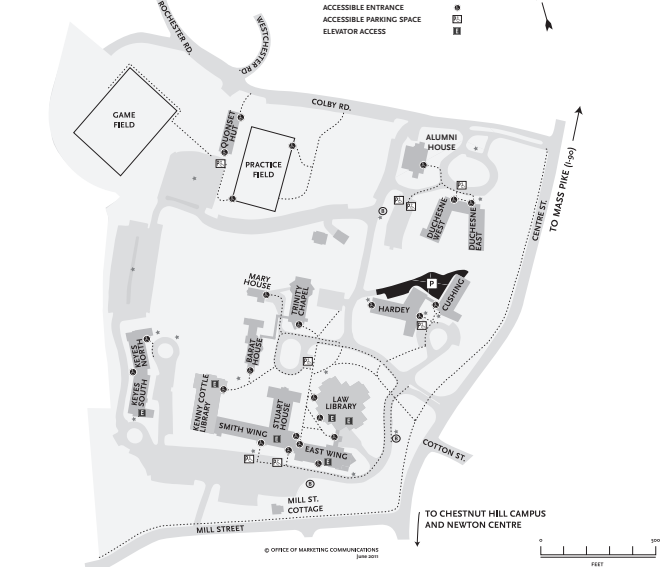
- PUBLIC PARKING [P]
- BUS STOP (EAGLE ESCORT) [B]
- BLUE LIGHT EMERGENCY PHONE [\*
- WHEELCHAIR NEGOTIABLE PATHS [.....]
- ACCESSIBLE ENTRANCE [E]
- ACCESSIBLE PARKING SPACE [P.]
- ELEVATOR ACCESS [E]



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## BOSTON COLLEGE Newton Campus

- KEY**
- PUBLIC PARKING [P]
  - BUS STOP (EAGLE ESCORT) [B]
  - BLUE LIGHT EMERGENCY PHONE [\*
  - WHEELCHAIR NEGOTIABLE PATHS [.....]
  - ACCESSIBLE ENTRANCE [E]
  - ACCESSIBLE PARKING SPACE [P.]
  - ELEVATOR ACCESS [E]



## BOSTON COLLEGE Brighton Campus

- KEY**
- VISITOR PARKING [P.]
  - BUS STOP (EAGLE ESCORT) [B]
  - BLUE LIGHT EMERGENCY PHONE [\*
  - ACCESSIBLE PARKING SPACE [P.]

