

**BOSTON
COLLEGE**

RETENTION

96%

Freshmen returning for their sophomore year

91%

Freshmen in the Class of 2009 graduated

96%

Earned degrees in four years

ENROLLMENT

9,099

Undergraduate population

6%

African-American/Black

11%

Asian-American

9%

Hispanic

3%

International citizens

1%

U.S. citizens and U.S./dual citizens living overseas

4,916

Graduate student enrollment

UNDERGRADUATE CLASS SIZE

20

Median class size

27

Average class size

1,600+

Number of classes offered per semester

47%

1–19 students enrolled

46%

20–49 students enrolled

4%

50–99 students enrolled

3%

100+ students enrolled

THE CAMPUS

328.4

Total acres

121.2

Main campus

65.6

Brighton campus

39.5

Newton campus

102.1

Other properties

LIBRARIES AND TECHNOLOGY

8

Libraries

2,594,750

Library volumes

1,000

Pages per year of free printing at Campus Technology Resource Center

24

Hours of operation in Bapst Library's Gargan Hall

THE JESUIT COMMUNITY

91

Jesuits living on campus

UNDERGRADUATE RESEARCH

\$721,100

Amount that Boston College awarded for Undergraduate Research Fellowships and Advanced Study Grants

GEOGRAPHIC DISTRIBUTION OF UNDERGRADUATES



GUAM: 1
 PUERTO RICO: 33
 U.S. VIRGIN ISLANDS: 3
 INTERNATIONAL: 309
 OTHER: 3

FACULTY

737

Full-time faculty

98%

Hold doctorates

288 / 39%

Full-time women faculty

13–1

Student-faculty ratio

88%

Classes taught by faculty

12%

Classes taught by teaching fellows

100%

Full-time faculty teaching undergraduate courses

BOSTON COLLEGE
UNDERGRADUATE ADMISSION
BULLETIN

2011–2012







We must be a light that helps our own and the world's communities to distinguish good from ill, love from hate, truth from falsehood. In a world clouded by uncertainty, loss, weariness, and cynicism, to “show an affirming flame” is the special responsibility of a university like Boston College.

THE STORY OF BOSTON COLLEGE BEGAN IN 1534, when seven idealistic students at the University of Paris met in a chapel in Montmartre and vowed their lives to the service of God and the well-being of their fellow men and women. They were the founders of the Society of Jesus—the Jesuits—an order of religious men who did not choose monastic life but instead went out to encounter and transform the world, committed to “finding God in all things.”

Missionaries, explorers, scientists, artists, diplomats, writers—the Jesuits worked wherever intelligence, talent, and the needs of the Roman Catholic Church took them. And when they turned to education, they developed an approach that sought to integrate intellectual excellence and religious commitment, that was concerned with character as well as mind, that valued knowledge, transcendent values, community, and service to others.

In this tradition, what are the values and commitments that must distinguish Boston College today? Let me mention a few that seem to me most critical.

We must continue striving to be a great university that is also Jesuit and Catholic. We should seek to be a meeting place between faith and culture, especially between the Catholic Church and our society.

We must be a light that helps our own and the world's communities to distinguish good from ill, love from hate, truth from falsehood. In a world clouded by uncertainty, loss, weariness, and cynicism, to “show an affirming flame” is the special responsibility of a university like Boston College. We must examine and respond to human culture from the perspective of the Judeo-Christian moral and prophetic tradition, and when necessary, we must speak with a voice that is countercultural.

We must engage in dialogue among ourselves and with others to develop appropriate responses to the issues of justice, faith, and fairness. We must be compassionate and faithful to one another and to all men and women, as our brothers and sisters, as members of the one human family.

And when I say “we,” I mean all of us who wish to be engaged with Boston College and its work—whether of the Catholic faith or any other or of no religious faith at all—because our vision is inclusive, addressing and inviting all men and women who, in the words of philosopher David Burrell, “see their life as a gift, their work as a call rather than a career, and our relation to the world as conservation rather than exploitation.”

A handwritten signature in dark ink that reads "William P. Leahy, S.J." The signature is written in a cursive style.

William P. Leahy, S.J.
President

THE POWER OF JESUIT EDUCATION

EVER TO EXCEL

If you want to know Boston College, to understand where it has been, where it is going, and where it may take you, then first you must know its motto, “Ever to excel.”

The words come from the sixth book of Homer’s *Iliad*. During a battle between the Trojans and Greeks, the great Greek hero Diomedes is challenged by a young man he has never seen before, and whose identity he insists on knowing, saying, “Who of mortal men are you, most excellent sir?” The mysterious and brave young man turns out to be Glaucus, scion of a noble Lycian family. “Hippolocus begat me,” he declares. “I claim to be his son, and he sent me to Troy with strict instructions: Ever to excel, to do better than others, and to bring glory to your forebears, who indeed were very great... This is my ancestry; this is the blood I am proud to inherit.”

Ever to excel. These three words are both instruction and challenge, an expression of yearning for greatness in all realms of human endeavor.

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CURRICULA

Dedicated to learning, the discovery of knowledge, and the full development of its students into leaders in society, Boston College derives its educational focus from its position as a nationally ranked research university and its commitment to the 450-year-old liberal arts tradition of Jesuit, Catholic education.

Since Boston College's founding in 1863, the ideals of liberal arts education—freedom of inquiry, exploration, and development of critical thinking skills—have shaped the University's undergraduate curriculum. Each student crafts a program of study that balances core courses, a major, and electives.

CORE CURRICULUM

The Core Curriculum is the backbone of Jesuit education at Boston College. The “core” is designed to give students an understanding of the significant forces that have shaped world culture and history and the ability to connect themes and ideas across a wide spectrum of disciplines. Through a series of 15 liberal arts courses, undergraduates are challenged to gain a broad body of knowledge so that they will be prepared to speak, write, listen, and act effectively as world citizens. Degree and foreign language requirements vary slightly by each college within the University, but the core for all students is as follows:

- | | |
|------------------|----------------------|
| 1 Writing | 2 Natural Science |
| 1 Literature | 2 Social Science |
| 2 Modern History | 1 Mathematics |
| 2 Philosophy | 1 Cultural Diversity |
| 2 Theology | 1 Arts |

www.bc.edu/core

COLLEGE OF ARTS & SCIENCES

The College of Arts & Sciences (A&S) is the oldest and largest undergraduate division of Boston College, enrolling nearly 6,000 undergraduate students. The College embraces a broad liberal arts education and a commitment to academic excellence in the Jesuit tradition. A&S students pursue a program of studies in the University's 15-course Core Curriculum across the humanities, social sciences, and natural sciences, plus intensive study in one of 33 major fields and 18 interdisciplinary minors. Nearly 400 full-time faculty members work alongside undergraduates. A&S students can take full advantage of the academic opportunities at the University through the Honors Program, departmental honors programs, research projects with faculty, international study, and by applying for national fellowships such as the Fulbright, Marshall, and Rhodes.

www.bc.edu/cas

MAJORS: Art History; Biochemistry; Biology; Chemistry; Classical Studies; Communication; Computer Science; Economics; English; Environmental Geoscience; Film Studies; French; Geological Sciences; German Studies; Hispanic Studies; History; International Studies; Islamic Civilization and Societies; Italian; Linguistics; Mathematics; Music; Philosophy; Physics; Political Science; Psychology; Russian; Slavic Studies; Sociology; Studio Art; Theatre; Theology; Undecided

INTERDISCIPLINARY PROGRAMS: African and African Diaspora Studies; American Studies; Ancient Civilization; Asian Studies; Bioinformatics; Catholic Studies; East European Studies; Environmental Studies; Faith, Peace, and Justice Studies; German Studies; International Studies; Irish Studies; Islamic Civilization and Societies; Jewish Studies; Latin American Studies; Psychoanalytic Studies; Scientific Computation; Women's Studies



CARROLL SCHOOL OF MANAGEMENT

The Wallace E. Carroll School of Management prepares students to be leaders—in business and industry, public agencies, educational institutions, and service organizations. The curriculum attunes students to the needs of today's global business environment, and brings a principled perspective to their decision making. Freshmen begin their studies with Portico, an interdisciplinary course that examines the ethical challenges in contemporary business. In addition, students complete the University Core, a Carroll School Core Curriculum, and one of several concentrations.

www.bc.edu/csom

CONCENTRATIONS: Accounting; Computer Science; Corporate Reporting and Analysis; Economics; Finance; General Management; Human Resources Management; Information Systems; Information Systems and Accounting; Management and Leadership; Marketing; Operations Management



CONNELL SCHOOL OF NURSING

Internationally recognized faculty, a state-of-the-art nursing simulation laboratory and library, and off-campus clinical work in Boston's renowned health care institutions are just some of the academic advantages enjoyed by students in the William F. Connell School of Nursing. In combination with the University's liberal arts Core Curriculum and Jesuit tradition, the Connell School prepares professional nurses for a practice that reflects a humanistic ethic and is scientifically based, technically competent, and highly compassionate. Connell School students are eligible to take the state licensure exam and can enroll in courses that can be applied toward a master's degree.

www.bc.edu/cson

MAJOR: Nursing



LYNCH SCHOOL OF EDUCATION

Students in the Peter S. and Carolyn A. Lynch School of Education are given a noble challenge—to improve the human condition and serve diverse populations through education. Faculty members have a strong commitment to undergraduate teaching and guide students during professional practicum experiences at local schools. In recognition of its leadership role in preparing future teachers, the Lynch School was recently cited by the Carnegie Corporation as one of 11 “Teachers for a New Era” schools in the United States.

www.bc.edu/lsoe

MAJORS: Applied Psychology and Human Development; Elementary Education; Secondary Education

INTERDISCIPLINARY PROGRAMS: American Heritages; Applied Psychology and Human Development; General Science; Mathematics/Computer Science; Perspectives on Spanish America





WALTON
LIBRARY



ONCE THE **STUDENTS** ARE TRAINED AS LAB TECHNICIANS, THEY WILL BE PLAYERS IN THE OVERALL GOALS OF THE RESEARCH, AND THEY WILL **PARTICIPATE** IN ANY PUBLICATIONS THAT RESULT FROM THE WORK.

—**THOMAS SEYFRIED**, BIOLOGY PROFESSOR

THE SEARCH FOR A CURE

For children diagnosed with Tay-Sachs disease, the outlook is grim. A genetic disorder involving excess quantities of fatty lipids in the brain, the disease causes mental and physical abilities to deteriorate, and is invariably fatal. Most children with Tay-Sachs don't survive past age five.

In the lab of Boston College biology professor Thomas Seyfried, researchers—including several graduate and undergraduate students—are hard at work on a cure. Using ion exchange chromatography, Seyfried's students perform a series of complicated procedures to determine the success of a promising new gene therapy developed by Seyfried and his partners in the Boston-based Tay-Sachs Gene Therapy Consortium.

"We're training our undergraduates as lab technicians," Seyfried says. "They're learning to isolate and purify lipids from brain samples and analyze the results, so that we can determine whether the treatment has been successful. Once the students are trained, they will be big players in the overall goals of the research. And they will participate in any publications that result from the work."

Children with Tay-Sachs have an enzyme deficiency allowing harmful quantities of lipids to build up in the nerve cells of the brain, causing delayed development, loss of motor skills, and eventually death. Consortium researchers say their therapy battles the disease at the cellular level by sending gene vectors throughout the brain to remove stored lipids.

"We're working on a micro-liter level, dealing with very small amounts of lipids," says Hannah Rockwell, a biology major from Palatine Bridge, New York. "You start by measuring out your sample, and two weeks later you have your data—but if you make a mistake you have to start over. It takes a lot of practice to do it right."

Seyfried's undergraduates spent several weeks practicing the technique on brain samples from healthy mice before moving on to samples sent by other labs in the consortium. "We'll be doing the same procedure, but the results will not all be the same," says Meghan Grimes, a biology major from Walpole, Massachusetts. "Some of the real samples are from normal brains, some are infected with Tay-Sachs or have the gene that causes it. Some have been treated

with drugs. The results will tell us whether the drugs work."

For the undergraduates, the project offers an unusual opportunity to perform high-level lab work that could change lives. "There are a lot of research opportunities at Boston College, but not many undergraduates are doing hands-on work that could have such a dramatic impact," Meghan continues. "It's pretty cool to do research that could be

published—and that could affect the future treatment of people with Tay-Sachs. Being entrusted to do this work is a big deal."

Of course, that trust comes with a certain amount of pressure. "Dr. Seyfried did mention at one point that people's lives are on the line here," notes biology major Daniel Pimentel. "He pointed out that we're performing a very important procedure: Not only are we testing therapies that might be used to treat the disease, we're also verifying other scientists' work. It's definitely a lot of responsibility, but it makes me feel driven to accomplish something; to help push science and medicine forward."

The Tay-Sachs Gene Therapy Consortium, an international group of researchers, recently won a \$3.5 million grant from the National Institutes of Health to advance its Tay-Sachs therapy from animal tests to human clinical trials. "We see this as a tremendous achievement," says Susan Kahn, executive director of the Boston-based National Tay-Sachs and Allied Diseases Association. "While we know much work lies ahead, the potential success of this gene therapy effort can ultimately go way beyond Tay-Sachs to other diseases that affect the brain."

Seyfried's lab is just one area at Boston College where undergraduates are involved in dynamic research that has real-world impact. In departments across the University, students collaborate with faculty on projects ranging from effective treatment of post-partum depression to understanding the functional relationships among high-order visual areas of the temporal lobe. In many cases, students receive funding for their research work through the Undergraduate Research Fellows Program. What's more, each year students have the opportunity to present their own research on subjects ranging from DNA genomes and ethics to African Caribbean cultural roots to affordable housing at the annual Undergraduate Research Symposium. ■

In his laboratory, Thomas Seyfried, professor of biology, works (top) with Danielle Sanchez '11, and (bottom left) with Hannah Rockwell '11. Other undergraduates in the lab include (bottom right) Daniel Pimentel '13 and Meghan Grimes '11.







COMMUNITY

IN ADVISEMENT, ONE OF THE MOST **CRUCIAL** CHALLENGES IS HELPING STUDENTS CHOOSE A MAJOR, SO A LOT OF ATTENTION IS PAID TO THAT IN SPECIAL OPTIONS LIKE THE **CORNERSTONE** PROGRAM.

—**CLARE DUNSFORD**, ASSOCIATE DEAN, COLLEGE OF ARTS & SCIENCES



THE JOURNEY BEGINS

FRESHMAN TOPIC SEMINAR

What influence does the mainstream press have on perceptions of ethnicity and gender? Did sexism hurt Hillary Clinton’s 2008 presidential bid? Is it possible, ever, fully to transcend questions of race?

Tough questions, to be sure. But to the freshmen enrolled in Professor Jamel Santa Cruze Bell’s seminar on race, gender, and the media, these questions and others provide rich fodder for thought-provoking discussions about media bias, political rhetoric, and how the media shapes our perceptions of gender and ethnicity.

“Conversations about race and gender are hard conversations to have,” says Bell, a communication assistant professor whose research focuses primarily on media studies. “At the same time, it’s important to engage head-on with these issues. In this seminar, I’ve been pleasantly surprised by the students’ openness and willingness to share their perspectives.”

The course, “Gender, Race, and the Media: Analyzing Coverage of the 2008 Bid for the Presidency,” is part of the Freshman Topic Seminar program, a one-credit offering for students in the College of Arts & Sciences that meets once a week during the fall semester. With

course topics ranging from evolution to the role of law in society to modern African short stories, the seminars are built on the concept of shared inquiry, in which students lead class discussions while the professor serves more as facilitator than pedagogue. “Our goal is to get students engaged, early

in their academic careers, with what we hope they will encounter in the rest of their time in college: healthy discussion and debate,” says Bell. “The topic seminar is a great way to introduce students to those concepts.”

For students who are new to college-style class discussions, Freshman Topic Seminars offer an introduction to the concept of open-ended discussions where everyone’s ideas count. “In high school I was not so comfortable giving my opinion in class,” says Gillea Benitez, an international studies major from Washington, D.C. “But Professor Bell created an environment where it felt okay to say what you think. That experience gave me confidence and helped me voice my opinion in other classes, too.”

Seminar enrollment is capped at 14 students, which helps keep opinions flowing and adds to the intimacy

Top left: Assistant Professor Jamel Santa Cruze Bell (center) during a session of her Freshman Topic Seminar.



of the class setting. Meeting in conference rooms rather than lecture halls, students gather informally around a table to share their ideas. They also get to know one another and their professor, who serves as academic advisor to all the students in the class. “Every week in class, Professor Bell would kind of check in with us to make sure that everything was going okay,” says Amanda Nicodem, a political science major from Dallas, Texas. “Everyone in the class was so open that we bonded right away and became almost like a family. I really appreciated that, especially at the beginning of the year when I didn’t really know anyone.”

Freshman Topic Seminars are part of the larger Cornerstone Program, a collection of four classes designed to help first-year students make the transition from high school to university. The program also includes “Freshman Writing Seminar”; “Perspectives in Western Culture,” a two-semester course that fulfills the core requirements in theology and philosophy; and a three-credit interactive seminar called “Courage to Know,” which introduces students to the dimensions of college life by exploring the nature of learning, diversity, social justice, intimacy, and career and professional discernment, among other topics.

While participation in Cornerstone programs is

not required, the University encourages students to sign up. “Cornerstone is a very successful way to do academic advising,” says Clare Dunsford, an associate dean in the College of Arts & Sciences. “It’s immeasurably better, because the professors get to know their advisees in the classroom and therefore are in a position to give better advice. The program gives freshmen stability in the crucial first year.”

For Andrew Rota, a communication major from Leominster, Massachusetts, focused advising was one of the best parts of his Freshman Topic Seminar experience. “Professor Bell saw me every week in class, so she knew my interests, my goals, and my experience,” he says. “That gave her a good understanding of the best direction for me. It’s great to have an advisor who knows where you’re coming from.”

Cornerstone was designed to help introduce new students to Boston College and to create a foundation on which they will thrive. Throughout their undergraduate years, the University offers them courses and programs aimed not only at supporting academic efforts, but—in keeping with Jesuit educational values—also at developing skills that will help them integrate life’s intellectual, spiritual, social, and moral dimensions. ■

FOOD FOR THOUGHT

The Carroll School of Management sponsors the “Take Home Prof” program, which pays for the food when undergraduates invite a professor to a campus dorm for dinner. The students must cook—not the professor! The College of Arts & Sciences subsidizes faculty members who host dinners in their homes for students. Programs like these foster mentoring relationships and provide opportunities for interaction among professors and students outside the classroom setting.



ADVISING

Academic advising is a crucial element of undergraduate education. Boston College pairs students with faculty advisors in their major field who are available for consultation regarding curriculum, research opportunities, and other academic issues. To ensure a coherent, well-developed education, students meet with their faculty advisors before registering each semester. A network of resources—including faculty, deans, and the University Counseling Office; Academic Advising Center; the Pre-Medical, Pre-Dental, Pre-Veterinary, and Pre-Law programs; the Office of AHANA Student Programs; the Career Center; and the Peer Advising Network—is also available to offer guidance related to life, work, and academic choices.

www.bc.edu/advisement



ORIENTATION

Provided to all freshmen during the summer before their first year, Orientation is more than an opportunity to register for classes and learn about the campus. These small, interactive, three-day programs are the first of many experiences, like the Freshman Topic Seminar, designed to support the academic and personal formation of undergraduate students. With advice from upper-class students and academic advisement from faculty members, students learn about campus culture, community and academic expectations, and resources available to assist them throughout their University careers.

www.bc.edu/fye

CAREER CENTER

The Boston College Career Center offers students a multitude of career planning services, beginning freshman year and continuing when they become alumni. The center provides academic major(s) advising, an alumni networking program, online searches for internships (over 15,000 internships in the United States and abroad), and employment and internship recruitment days for positions in Boston, Chicago, Los Angeles, New York City, and Washington, D.C. Career counselors also conduct résumé-writing workshops and mock interviews for students seeking internships, postgraduation employment, and graduate training.

Class of 2010

56% employed full-time

7% volunteered full- or part-time

28% enrolled full- or part-time in graduate, law, or medical school

2% pursued a fellowship

7% other activity

Source: Career Center's Six-Month Postgraduate Survey

www.bc.edu/offices/careers

Robert Russell '11

Robert is a current intern for Governor Patrick's Office of Business Development





THE SUMMER **INTERNSHIP** GRANTS PROGRAM CERTAINLY ADDS TO STUDENTS' EDUCATIONS, BUT IT ALSO CHANGES THEM AS PEOPLE. THEY HAVE A NEW, **POWERFUL** SENSE OF WHAT THEY'RE CAPABLE OF.

—**JANET BATES**, ASSOCIATE DIRECTOR OF THE UNIVERSITY CAREER CENTER

ADVANCED STUDY GRANTS

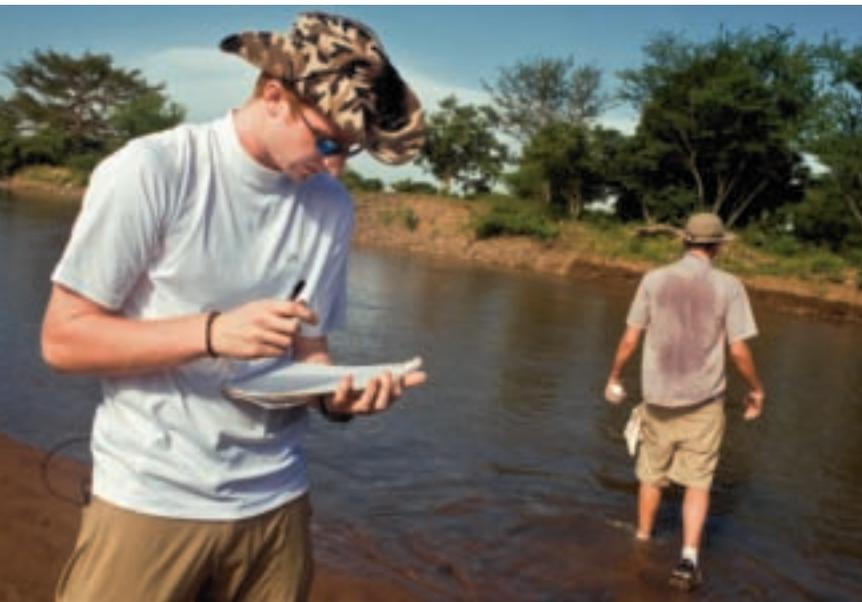
For most of the developed world, clean drinking water is plentiful and easy to access. But for the 4,000-some residents of Pantasma, a small town in the highlands of northern Nicaragua, it's not so simple.

Until as recently as 2002, the closest source for drinking water was more than half a mile into the countryside, where water was piped from a site downstream of the runoff from a neighboring village. In 2003, the town started getting water from new sources, including water captures, a ditch, and two tanks. Without the equipment to test the quality of that water, however, town authorities had no way of knowing if their drinking water was safe.

That's where Jon Sege '09 stepped in. With the support of an Advanced Study Grant from Boston College, Sege recently spent six weeks in Pantasma in an effort to identify sources of water degradation and propose solutions. In and around town, he collected water samples and used field chemical kits to test the samples for contaminants. Back in the United States, he entered the data into a mapping software program that takes into account important variables such as temperature, rainfall, and soil properties. The ultimate goal, says Sege, was to develop a computer model that can be applied to water quality.

Each year, the Advanced Study Grant program (ASG) supports dozens of independent undergraduate projects like Sege's. Launched in 1996 to encourage, support, and recognize first- and second-year students who demonstrate a special spark of scholarly initiative and imagination, the grants support research or skill-acquisition projects in any academic discipline. Over the years, the program has sponsored hundreds of innovative projects and nurtured more than 80 winners of Fulbright, Marshall, Beinecke, Rhodes, Goldwater, and Truman fellowships.

Advanced Study Grants fund a wide array of summer projects in a variety of disciplines. Some are carried out close to home, like Tara O'Hanlon's recent study of the legal impediments to providing affordable housing in Massachusetts, and Amanda Rothschild's investigation of anti-Semitism on New England college campuses. Other projects take their instigators overseas, including Michael Weston-Murphy's recent study, through interviews and archival research, of Kuwaiti nationalism after Gulf War I and Claire Duggan's exploration of efforts to raise literacy among young girls in Dakar, Senegal. As far as academic discipline goes, projects have focused on everything from socioeconomic policies in Rio de Janeiro to archeological projects in Greece to intensive instruction on the violin.



From the outset, says Don Hafner, vice provost for undergraduate academic affairs, the intention was to encourage ideas that showed initiative and flair. Among the grant recipients in the program's first year was Broderick Bagert '98, a philosophy major whose idea of a summer well spent was to haul a pile of children's books to Oaxaca, Mexico, and learn Spanish by teaching reading to children on the street. "I wasn't sure this was going to work out," admits Hafner, "but that was the whole point. And it certainly showed imagination and a good deal of personal self-confidence." Bagert vindicated Hafner's support by winning a Rotary scholarship to study philosophy in Spain for a year after graduation and a Marshall Scholarship in 1999 to study modern languages at Oxford. "He used his summer to advance himself in a way that made a whole series of other accomplishments possible," says Hafner.

Successful projects have certain features in common: They build on past academic accomplishments and lay a strong foundation for future projects, such as study abroad or a potential senior project. And whatever the focus, says Hafner, students learn to muster "a good deal of motivation and . . . to think of themselves as resourceful people who can overcome obstacles."

The Advanced Study Grants are just one example of how Boston College supports independent research and exploration among undergraduates. Across the campus, students find a wealth of opportunities

to learn, discover, and explore—often, as with the Advanced Study Grants, with funding support.

The Nonprofit Summer Internship Grant program, for instance, provides stipends to rising seniors who take unpaid internships with service organizations. Each summer, the program grants \$3,200 each to five students to support internships scattered across the globe. One recent summer, Chris Rall '09, a finance major from St. Louis, spent 11 weeks in Papua New Guinea volunteering with the Lutheran Church—Missouri Synod, which is helping a cluster of villages build an airstrip in the remote Sepik River Valley. Closer to home, Lauren Galinsky '09 worked in the Cambridge, Massachusetts, office of MicroLoan Foundation USA, which is developing a high school curriculum designed to teach students about economic issues in Africa, including the concept of microlending—providing impoverished people with very small loans to start and sustain their own businesses.

Janet Bates, associate director of career counseling and education, formed the Nonprofit Summer Internship Grant program to give BC students access to internships geared less toward career development and more toward community service. "You listen to what students do with these internships, and it brings tears to your eyes," she says. "The experience certainly adds to their educations, but it also changes them as people. They have a new, powerful sense of what they're capable of." ■



Advanced Study Grant students in the field, opposite, from left to right: Jon Sege '09 on the banks of the Sinecava; Newton Choral Society Director David Carrier and Daniel Gostin '09 discuss conducting technique. Above from left to right: Cara Campanelli '09 exploring the similarities between American jazz and North Indian Khal singing with Indian musician Kalpana Sadhana; Yejin Lee '09 interviewing for her study of West Indian immigrants in Brooklyn; Katy Dacy '10 at NASA's Office of External Relations.

INTERNATIONAL PROGRAMS

Boston College strives to prepare students for citizenship, service, and leadership in a global society by incorporating their Boston College major with course work abroad. Choosing from 78 programs in 28 countries, nearly half of undergraduates study abroad by the time they graduate.

The Office of International Programs is dedicated to helping students choose the program and country that best suits their academic and personal needs. International Study Advisors, faculty, and former study abroad participants host on-campus information sessions that highlight the opportunities available in specific regions. After selecting the program and country in which they wish to study, students then meet individually with a Boston College International Study Advisor who provides assistance with course selection and other important details prior to departure.

www.bc.edu/international

PRE-PROFESSIONAL MEDICAL AND LAW PROGRAMS

Pre-Medical, Pre-Dental, Pre-Veterinary, and Pre-Law programs offer personal advisement and expert approaches to pursuing graduate programs in medicine and law. Through suggested academic curriculums, faculty mentor relationships, research, internships, and professional development seminars, students maximize their graduate school options while earning their undergraduate degrees in any of the University's 49 majors and concentrations.

In 2010, 94 percent of Boston College's senior-class law school applicants gained admission to at least one American Bar Association–approved institution. In 2010, 83 percent of pre-med seniors with at least a 3.4 science GPA and a score of at least 9.0 on the MCAT were admitted to at least one U.S. medical school.

www.bc.edu/preprofessional

Pre-Medical advisor Robert Wolff with freshman Sarah Church



Boston College Presidential Scholars

PRESIDENTIAL SCHOLARS

Exceptional students applying Early Action to Boston College will be considered for Boston College's merit-based Presidential Scholars Program. Each year, a select group of about 15 scholars receives full-tuition scholarships for four years. Any additional financial need as determined through the financial aid application process is met with a Boston College grant. Integrating the intellectual richness of the Honors Program with Jesuit values and vision, the Presidential Scholars Program provides unusually accomplished students with opportunities to achieve their fullest potential.

Luminaries in the fields of politics, business, academia, religion, culture, and the arts address the scholars each month during the Evening Speakers series. Each summer, Presidential Scholars participate in fully funded programs focused on service, foreign study and travel, and career preparation. The Presidential Scholars Program develops the academic and professional leaders of the future, and guides them to be responsive citizens of the world.

www.bc.edu/psp

FELLOWSHIP PREPARATION

The University Fellowships Committee was formed in 1995 to encourage and guide Boston College undergraduates in competing for prestigious national fellowships. The program has expanded from one Fulbright recipient in 1995 to 284 recipients of 21 national fellowships through 2010. Students are encouraged to apply for University research grants and national fellowship preparation advisement. In the past 10 years, Boston College seniors have received recognition from the most prestigious national fellowships, including the following:

BEINECKE SCHOLARSHIPS: 2

BARRY M. GOLDWATER SCHOLARSHIPS: 9

J. WILLIAM FULBRIGHT GRANTS: 153

HARRY S. TRUMAN SCHOLARSHIPS: 6

GEORGE C. MARSHALL SCHOLARSHIPS: 3

RHODES SCHOLARSHIPS: 2

www.bc.edu/fellowships

LIBRARIES

Boston College's eight libraries house more than 2.5 million printed volumes, 4.3 million items in microform, over 213,000 government documents, and 7,200 linear feet of manuscripts and archival materials. Boston College is also part of the Boston Library Consortium, giving students full access to research libraries at 10 of the area's top universities as well as at the Boston Public Library.

www.bc.edu/libraries

Gargan Hall, the main reading room in Bapst Library

HONORS PROGRAMS

Each of the four undergraduate divisions at Boston College offers its own honors program. While they differ in requirements, each provides extraordinary challenges, small classes, close attention from faculty members, and a classroom community of highly talented and focused students. In addition to special courses, seminars, and extracurricular activities, the Honors Programs typically involve a senior-year thesis or independent project, completed under the guidance of a faculty member. Admission to the Honors Programs is by invitation upon admission to the University; Honors Program students are generally chosen from the top 5 percent of applicants to Boston College each year.

Honors Program students in Arts & Sciences take a four-semester "Western Cultural Tradition" course in their freshman and sophomore years that fulfills the University Core Curriculum in literature and writing, philosophy, theology, and social science. During their junior year, A&S students take an advanced seminar called "The Twentieth Century and the Tradition." Honors Program students in the Carroll School of Management take a two-semester course called "Perspectives," satisfying Core Curriculum requirements in philosophy and theology. During their junior year, Carroll School of Management students take specialized courses in "Business and Professional Speaking" and "Advanced Statistics." Students in the Connell School of Nursing and Lynch School of Education Honors Programs are also afforded special academic activities designed to challenge their interests.

In addition to the Honors Programs, Boston College students can pursue honors within most academic majors. Information about departmental honors can be found on the Web sites of academic departments.

www.bc.edu/schools/cas/honors







THE **ARTS FESTIVAL** GIVES EVERYONE A CHANCE TO **CELEBRATE** THE TALENT THAT'S AROUND US.

IT GIVES US A CHANCE TO SEE HOW MUCH THE ARTS ARE A PART OF CAMPUS LIFE.

—JUNIOR **SARAH FOSTER**

ANNUAL ARTS FESTIVAL



On a mid-April evening, more than 300 students, faculty, and staff members gathered under a big-top tent on O'Neill Plaza to watch *The Visitor*, the latest film by actor, director, and writer Tom McCarthy '88. Following the movie, McCarthy stepped to the microphone to take questions. "Are you going to make us wait five years for the next movie?" some-

one asked. "How do you go from being a student at Boston College to making movies in L.A.?" another student wanted to know.

McCarthy was on campus to accept the Boston College Arts Council Alumni Award for Distinguished Achievement, an annual award whose past recipients include comic actress Amy Poehler '93, photographer James Balog '74, and theater director and producer Paul Daigneault '87. Award winners typically spend a day or two on campus in conjunction with the presentation, speaking with students and participating in *Inside the Actor's Studio*-style interviews. Poehler, of *Saturday Night Live* fame, performed two sold-out shows with Boston College's improv group My Mother's Fleabag in conjunction with her appearance; folk musician Ellis Paul '87 led a songwriting work-

shop. For University students interested in the arts, the events provide valuable insights and tips from successful alumni.

The alumni award events are part of the annual Boston College Arts Festival, a showcase for student musicians, dancers, actors, writers, and visual artists that has become a rite of spring at the University. Each year for three days, the festival turns the campus into an artist's paradise. Art is everywhere—plays, gospel choir concerts, international dance showcases, films, dramatic readings, and art exhibitions.

A tent on the O'Neill Plaza becomes a temporary gallery, displaying sculptures, photographs, and fabric created by students majoring in everything from art to marketing. Works on display in Devlin Hall include self-portraits and paint-spattered abstracts. Digital photographs share space with mixed-media and collage works. One recent Arts Festival marked the opening of a permanent student gallery in Bapst Library, which now hosts at least six shows a year of work created, selected, and arranged by students.

Each year, the festival features a collaborative sculpture project that involves student organizations in a



campus-wide art venture. In 2003, nearly two dozen groups celebrated the festival's fifth anniversary by decorating huge wood-and-canvas sculptures of the number five. Since then, participating organizations have embellished giant umbrellas, stylized flames, huge masks, people-sized books, and more. Each group brings its own distinct style and vision to the task, resulting in a kinetic mix of decorative art, political statements, and whimsical creations.

"When you bring all the arts together, they have a magical impact in a way they don't during the rest of the year," says festival director Cathi Ianno. "The festival builds people's interest in the arts: You might come to see a friend dance, then stay to hear jazz or to try your hand at scene painting. For students, it's a chance to explore their creativity and express themselves through painting, filmmaking, music, or another art form. For the audience, it's thrilling to see students finding their creative voice."

With new ideas constantly nurtured, one never knows what to expect from a festival lineup. "One year a student came to me and suggested we do a poetry slam," says Ianno. "Another student was in my office at the same time, wanting to do a fashion show. So we combined the two and created a great event called Slam Fashionation."

The Arts Festival is just one example of Boston College's vibrant campus culture. All year long, the

University is enlivened with hundreds of free readings, films, and academic lectures. With dozens of student clubs, organizations, and varsity and intramural athletic teams, along with the cultural resources of Boston, every student can find activities to match his or her interests.

Boston College students and professors are a creative group. "Students here pursue an extraordinary range of musical styles, from jazz to classical, from chamber music to swing bands," says Jeffery Howe, fine arts professor and chairman of the University's Arts Council, whose mission it is to make the experience of art available and meaningful to Boston College undergraduates, and to promote students' artistic accomplishments. Not only do hundreds of students participate in the Arts Festival each year, but faculty, too, show off their musical, visual, and literary talents. Word of the festival has spread: The event now draws large crowds of people and families from the greater Boston area.

Both inspiring and entertaining, the Arts Festival is a chance for the entire University community—from accomplished artists to novices and interested spectators—to explore life outside the classroom. "It's a great opportunity to share your experiences—not only with other students and faculty, but also with people in the surrounding community," says junior Lauren Viola, an English and communication major. "The festival shows how much the arts at Boston College really matter." ■

Scenes from the Arts Festival (from left): Fuego del Corazon, Boston College's Latin dance team; comic actress Amy Poehler '93 (seated) with students; and Bridget Germain '11, performing with the Symphonic Band.

THE ARTS

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theater productions, ranging from classical to contemporary. Among the musical groups, students find a gospel choir and a pep band, a cappella groups and jazz ensembles. The McMullen Museum of Art regularly mounts critically acclaimed exhibitions, including recent surveys of work by Edvard Munch and Caravaggio. The Robsham Theater Arts Center presents dozens of performances throughout the year, including dance recitals, student-directed plays, and musical productions. The annual Arts Festival is a three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts.

www.bc.edu/offices/robsham



AHANA

AHANA, an acronym that is trademarked to Boston College, refers to students of African-American, Hispanic, Asian, or Native American descent. Approximately 26 percent of undergraduates are AHANA students. The Office of AHANA Student Programs works collaboratively with other University offices to improve academic, career, and developmental services for all students while increasing awareness of diversity issues at Boston College.

www.bc.edu/ahana



SUSTAINBC

The University is working to create a more sustainable campus in its operations, research, and teaching. Courses that integrate sustainability themes are offered in all colleges and in over 21 disciplines. Students and faculty are collaborating on a number of interdisciplinary projects—with the support of SustainBC—that focus on real-world application of classroom learning. Environmental student groups, Real Food BC, and EcoPledge work to further this goal through community-wide events and projects, bringing change to the campus and beyond. Boston College is integrating sustainable practices across campus, including committing to LEED Silver standards for new construction, hosting farmers markets, and encouraging large-scale energy reduction measures.

www.bc.edu/sustainbc

RESIDENTIAL LIFE

The Office of Residential Life provides a community living experience for undergraduates and continues the mentoring process outside the classroom. Resident directors and ministers live in the halls and serve as advisors and resources for students.

Students are guaranteed three or four years of on-campus housing and reside in one of 29 residence halls. Housing styles range from traditional doubles to eight-person suites, high-rise apartments to townhouses. Special-interest housing—including honors, multicultural, quiet, and substance-free living areas—is available for students who desire a unique residential experience.

www.bc.edu/offices/reslife

LEADERSHIP ORGANIZATIONS

The University supports students in taking responsibility for their community and developing their leadership skills through a wide variety of training programs. Among the most extraordinary of these programs are the Emerging Leader Program for freshmen, the two-year Jenks Leadership Program for sophomores and juniors, and the four-year Shaw Leadership Program. Leadership opportunities are also available for students as residence hall assistants, orientation leaders, and peer leaders in Campus Ministry programs.

www.bc.edu/leadership



CAMPUS DINING

Boston College students enjoy quality, convenience, and flexibility with the University's meal plan. The plan uses a debit system that allows students to use their Eagle One Card as often as they desire at any of the University's 11 dining locations. Boston College Dining Services prepares all meals to order and accommodates a variety of dietary needs, offering vegetarian, vegan, and health-conscious meals. Students can also opt to use their Eagle One Card in the BC Bookstore, in laundry rooms, and at select off-campus restaurants and food delivery services.

www.bc.edu/dining



ATHLETICS

Over half of the undergraduate population participate in 31 varsity teams and 37 intramural and club sports programs. Boston College's NCAA Division I athletic program is ranked sixth in the nation for its stellar student-athlete graduation rate.

VARSIITY SPORTS

WOMEN'S: basketball, cross-country, fencing, field hockey, golf, ice hockey, lacrosse, rowing, sailing, skiing, soccer, softball, swimming and diving, tennis, indoor track, outdoor track, volleyball

MEN'S: baseball, basketball, cross-country, fencing, football, golf, ice hockey, sailing, skiing, soccer, swimming and diving, tennis, indoor track, outdoor track

CLUB SPORTS

WOMEN'S: field hockey, lacrosse, rugby, soccer, Ultimate Frisbee, water polo

MEN'S: crew, ice hockey, lacrosse, rugby, soccer, Ultimate Frisbee, volleyball, water polo

COED: cheerleading, cycling, equestrian, figure skating, golf, karate, running, squash, tennis

www.bc.edu/athletics

CLUBS AND ORGANIZATIONS

Boston College encourages students to enhance their educational experience by taking advantage of opportunities for leadership development and volunteer service. There are more than 200 academic, pre-professional, religious, fine art, athletic, government and political, media, and multicultural clubs and organizations on campus. Through these programs, students learn about the intellectual and social issues that interest them and contribute to the University's vibrant community life outside the classroom.

www.bc.edu/clubs







EVERYBODY HAS A **THEOLOGY**. IF I SAY THE WORD "GOD," NOT ONE PERSON HAS AN EMPTY MIND.

—FR. MICHAEL HIMES, THEOLOGY PROFESSOR



SACRED TRUST

JESUIT, CATHOLIC EDUCATION

It's noon on an unseasonably warm Wednesday in early autumn, and St. Mary's Chapel is packed. The students and faculty crowded into the pews are there to find prayer and respite, but also inspiration, for Wednesday Masses frequently are led by Fr. Michael Himes, a legend on campus for his uniquely down-to-earth take on heavenly matters.

Fr. Himes says that he long ago determined the futility of trying to direct a particular message at the diverse needs of his listeners. "So I ask, What do I need to hear from these readings? I talk to myself, and the people are eavesdropping; they each hear whatever they need."

While more than 30 Jesuits are on Boston College's faculty and staff, Himes is not a member of the Jesuit order, but a priest of the Diocese of Brooklyn, New York—yet one who embraces the University's ideals. Jesuit education emphasizes studying the humanities, the sciences, the arts, philosophy, and theology as ways of coming to understand the world; developing each student's unique talents to the highest possible standard; and putting knowledge and talent to use in serving others. "Ultimately, the goal is to become

a University where, through our academics, service programs, and personal reflection, men and women can find their deepest desire, which is at the heart of Ignatian spirituality," says Vice President for University Mission and Ministry John T. Butler, S.J.

At Boston College, a Jesuit education means a balanced core curriculum that encourages students to cement a broad intellectual foundation before they specialize. Theology and religion are intrinsic to the curriculum. After all, says Himes, how can you study Western civilizations without pondering Judeo-Christian influences?

Students can fulfill Boston College's theology requirement with a wide variety of courses. The PULSE program, for example, is a two-semester course that combines philosophy and theology readings with work in a social service agency. "Perspectives in Western Culture" is a two-semester course that fulfills theology and philosophy requirements by studying Judeo-Christian biblical texts and the works of great religious thinkers and philosophers.

Incoming students often want to know what it means to go to a Jesuit, Catholic university. Jesuit education at Boston College means much more than any

Fr. Michael Himes at St. Mary's Chapel.

particular class or religious commitment. Fr. Himes believes that each student arrives at college with a well-developed theology already intact. “One thing I say to students is, ‘I’m not here to give you a theology because you’ve already got a theology,’” he says. “Everybody has a theology. If I say the word ‘God,’ not one person has an empty mind. The thoughts may be simple or naïve or negative. The statement that there is no God is as much a theological statement as a statement that there is.” Students are provided with many ways to examine their own spirituality and purpose in life, including service-learning trips, such as Appalachia Volunteers, and retreats, such as 48 Hours.

Boston College’s Jesuit heritage can also be seen in its embrace of *cura personalis*, “care for the person,” and *cura intellectus*, “care for the intelligence.” The University is committed to both the intellectual and personal development of its students, as preparation for making significant contributions to the world.

For those who might consider theology just another requirement to fulfill, Himes responds: “You may say, ‘I’m not very interested,’ but let me ask you two questions. One, do you think your life has a purpose or a meaning or a direction? And if you do, do you think that purpose or meaning or direction is not something you create 100 percent on your own but is in some way something you find, you encounter, as at least in

part already present? If you answer both ‘yes,’ you’re talking about God.”

It is this kind of approach that explains the broad appeal of the religious thread that runs through the fabric of a Boston College education—regardless of individual beliefs. To Rabbi Ruth Langer, a theology professor, teaching at a Jesuit, Catholic university means that thought about God—perhaps a search for God—is front and center. “BC students feel challenged to explore their beliefs,” she says.

Theology Professor John Makransky, a Buddhist, has discovered insights into his own religion through the writings of Himes, whose Masses he frequently attends. The priest’s writings on truth and love “matched the profundity of what I was trying to communicate about Buddhism,” he says. Makransky also noticed parallels in the Catholic belief that all created reality is the expression of God and his own Buddhist belief that the ordinary is a doorway to the extraordinary.

It is Himes’s grasp on both the worldly and otherworldly that brings students to seek his advice. They seek spiritual guidance for a variety of everyday trials, few of them epiphanic or ethereal. They come when they’re pondering careers, overcoming a failed relationship, or perhaps dealing with a tragedy in their lives. “I say my role is not to give you the answers,” says Himes, “but I can help you clarify the questions.” ■





Freshmen at a 48 Hours retreat

RETREAT PROGRAMS

Retreats give students a chance for reflection in their busy academic schedules. Two of the most popular weekend retreats are 48 Hours, open to freshmen interested in finding ways to take advantage of Boston College’s intellectual, social, and spiritual resources, and Kairos, a spiritual retreat that invites students to grow in their relationships with others, with themselves, and with God. Interaction with professional staff and senior student leaders helps undergraduates understand the opportunities and challenges of a Jesuit education.

www.bc.edu/campus-ministry

INTERSECTIONS

Supported with a grant from the Lilly Endowment, Inc., Intersections is a University initiative designed to help students in their vocational discernment process. Students can participate in a variety of Intersections programs during each year of their University career, where they explore fundamental questions about their intellectual and creative talents and society’s need for their skills. The Halftime programs allow students to take time to reflect on where they have been and where their talents might take them. During these popular weekend retreats and campus events, students work closely with faculty and staff who are trained in assisting undergraduates in the discernment process.

www.bc.edu/intersections

SERVICE LEARNING

Boston College students encounter the world. Service learning opportunities allow students to apply their enthusiasm for creating a more just world to the work being done in the classroom. Each year, more than 500 students participate in PULSE, an academic course combining theology and philosophy studies and a weekly service component. Over spring break, more than 500 students travel throughout the Appalachian mountain range and 300 students travel to Third World countries in Central America and the Caribbean to serve those less fortunate. Inspired by the Jesuit tradition, service is embedded into the campus culture, with over 80 percent of students volunteering at some time during their undergraduate years.

www.bc.edu/service

www.bc.edu/pulse



Spending spring break on a service learning trip has become a tradition for many BC students. Opportunities include (clockwise, from top left) Appalachia Volunteers in Macon, Georgia; Campus Ministry’s Jamaica Immersion Program; Appalachia Volunteers in Fries, Virginia; and the Jamaican Mustard Seed Community





CHARLES RIVER



OLIVER WENDELL HOLMES CALLED THE **STATE HOUSE** "THE HUB OF THE SOLAR SYSTEM."
TIME HAS ALTERED THE PHRASE, AND IT IS NOW REMEMBERED AS "**BOSTON**, THE HUB
OF THE UNIVERSE." TODAY, BOSTON IS SIMPLY CALLED "**THE HUB.**"

LIFE IN BOSTON

Boston College students discover the city of Boston in various ways. But the dedicated members of Boston College's women's crew team "know Boston from a different view than anyone else," says sophomore Kate Donovan, the coxswain. The team meets at 5:45 each weekday morning and, unless it's icy, pulls its sleek, long boats onto the Charles River for

practice. As they move swiftly through the water, they view the city from underneath the bridges and roadways that cross Boston's main waterway.

In a city that has grown from a simple colonial seaport to a complex center of culture, finance, and education, the river remains a unifying element.

Athletics meets art, as rowers perform a strenuous and precise dance. When everything falls into place, the women perform like a single athlete, pulling in unison, fluid strokes in sync, grabbing the water in a rhythmic beat.

The city of Boston that seems to flow by is a significant cultural and academic resource for all Boston College faculty and students. With a public transportation "T" stop at the University's main gate, there is easy access to all the city has to offer.

Faculty members bring lessons to life by getting out of the classroom and into the city. Students might visit museums, walk the Freedom Trail, work at an internship downtown, ride the swan boats in the Public Garden, shop Newbury Street, dine at an Italian restaurant in the historic North End—or mingle with a crowd of 300,000 to watch the University's crew team compete in the annual Head of the Charles regatta.

Students from the College of Arts & Sciences Honors Program regularly attend performances in conjunction with their curriculum, such as rehearsals by the Boston Symphony Orchestra and Handel's *Messiah* performed at Trinity Church at Christmas-time. Students can visit the world-renowned Museum of Fine Arts for free with their Boston College identification card.

Fine Arts Professor Jeffery Howe invites his American architecture students on walking tours of the city, visiting national landmarks like the gold-domed State House, historic Faneuil Hall, and Old North Church, a rallying point in the rebellion against the British. Carroll School of Management Honors

Program students regularly attend cultural and sporting events. They also use their business skills in community service activities, teaching business basics to students at local elementary schools and helping low-income elderly people with their taxes.

Boston College's educational affiliations with area organizations give students the advantage of fieldwork in their chosen disciplines.

Connell School of Nursing students gain important clinical experience from the University's ties with the city's major teaching hospitals and community health care agencies. Students in the Lynch School of Education learn hands-on teaching skills through internships, outreach programs, and professional practicum experiences in Boston-area schools and educational agencies. The region's many libraries, archives, and historic centers are a treasure trove for students interested in doing original research.

Boston—a national center for financial services, health care, high technology, higher education, and tourism—provides Boston College students with an abundance of internship options. More than half of the students complete an internship while at the University. The Museum of Science, the Office of the Attorney General, the *Boston Globe*, Boston Ballet, and Children's Hospital are just some of the more than 1,100 organizations in Massachusetts that offer internships to Boston College students.

The city is also a rich learning environment for students interested in volunteering. During the weeklong Urban Immersion Program, Boston College students and a campus minister live in a Boston neighborhood to learn about serving impoverished people and about critical urban issues. Boston College's popular 4Boston program places more than 300 undergraduate and graduate students in a supervised social service agency for four hours per week during the academic year.

Cars race alongside the Charles River on Memorial Drive, their drivers glimpsing the river and the office buildings looming in the distance. Joggers trot the winding paths that border the river. But the Boston College women's crew team goes a step further. Whether pulling through early-morning fog or rain, through brilliant sun or bracing cold, they embrace the city in a unique way. Amy Boyle, a junior on the crew team, says, "We're really a part of the city." ■



NEWBURY STREET





BOSTON AT NIGHT



OVERVIEW OF THE PROCESS

As a Jesuit university, Boston College emphasizes the value of a liberal arts education, in addition to acquiring specialized knowledge in a major field. Furthermore, Jesuit education encourages students to connect their intellectual and personal gifts with the greater needs of society. The goal is to produce graduates who will be both accomplished professionals and good citizens of the world.

Boston College strives to make the application process as smooth as possible. Applicants submit both the Boston College Supplemental Application and the Common Application. The applications are available at www.commonapp.org. There is a nonrefundable \$70 application fee. U.S. citizens and U.S. Permanent Residents are eligible for fee waivers in cases where the application fee would cause financial hardship.

Each application is evaluated with care and thoughtfulness. In selecting students, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, creativity, energy, and promise for personal growth. Requests for financial aid do not affect decisions on admission.

www.bc.edu/admit



FRESHMAN ADMISSION

Applicants select one of two decision plans. Restrictive Early Action is a nonbinding program and has a deadline of November 1. Students admitted under Restrictive Early Action have until May 1 to confirm their enrollment plans. Boston College does not permit students to apply under Restrictive Early Action if they are applying to a binding Early Decision program at another college. However, Restrictive Early Action applicants may apply to other Early Action and Regular Decision programs.

Students may also apply by January 1 for Regular Decision, allowing senior year performance to be included in the admission review. For further details about the admission process and requirements, please visit the Admission Web site.

The Office of Admission recommends that students pursue a strong college preparatory program that includes four units of English, social science, mathematics, foreign language, and laboratory science. The most competitive applicants have taken these courses through honors, Advanced Placement, or International Baccalaureate curricula.

Incoming freshmen to the University have achieved consistently high grades in their secondary schools. Standardized tests also have a bearing on the selection process. The test scores for the middle half of the Class of 2015 on the SAT I range from 1920–2135 (Critical Reading 620–710, Math 640–730, Writing 630–730), and on the ACT from 29–32.

www.bc.edu/admit



TRANSFER ADMISSION

Students who hold a high school diploma or General Education Diploma (GED) and have completed three or more transferable courses at a regionally accredited college or university may apply for transfer admission. Applicants must achieve a cumulative grade point average of at least 3.0 in order to be competitive in the selection process. The majority of admitted applicants have maintained a grade point average of 3.5 or higher.

Incoming transfer students at Boston College must spend four semesters, exclusive of summer sessions, in the full-time day program in order to be eligible for the Boston College degree. Transfer students must complete a minimum of 60 credit hours at Boston College. For further details on residency requirements, transfer-of-credit policies, and conditions for professional programs, please visit the Transfer Admission Web site.

In addition to the Boston College Supplemental Application and the Common Application, transfer students must submit official copies of the SAT I or ACT, high school and college transcripts, Instructor Evaluation, College Official's Report, and Midterm Grade Report forms. Official high school and college transcripts must be sent from the respective institutions to Boston College. Faxed transcripts or transcripts issued to students are not accepted.

The deadline for September entry is March 15. Applicants for September admission receive their decision letters between May 15 and June 1. The deadline for January entry is November 1. Applicants for January admission receive their decision letters in mid-December. Applicants in their first semester of college may not apply for the January term.

Transfer students are not guaranteed on-campus housing. Effort is made to house students on-campus if possible; however, if housing is unavailable, students are referred to the off-campus division of Residential Life. This office maintains a database of realtors, property owners, and roommates to assist in the search for off-campus accommodations.

During the academic year, the Office of Undergraduate Admission offers information sessions for transfer students. Please refer to the Campus Visit section on page 46 for the Eagle Eye session and campus tour schedule.

www.bc.edu/transfer



INTERNATIONAL APPLICANTS

International students are required to submit the same credentials as U.S. applicants. All documents must be submitted in English. If the credentials must be translated, a certified copy of the original must be included with the translation of credentials. All transcripts must be officially certified and sent directly by the education institution, or certified by the appropriate embassy.

The TOEFL is required of international applicants whose native language is not English, even if the student is enrolled at an English-speaking school. Competitive applicants achieve a minimum score of 100 on the Internet-based TOEFL (iBT). Students must take the examination at an official TOEFL testing center. Boston College's Institutional TOEFL Testing Code is 3083. The Department Code is 00.

www.bc.edu/admission/undergrad/international.html

ADVANCED PLACEMENT UNITS

Boston College awards advanced placement units for qualifying College Board AP, International Baccalaureate, French Baccalaureate, British A Level, German Abitur, Swiss Maturite, and Italian Maturita exam scores. Official score reports for all exams must be sent to Boston College from the testing agency. An outline of qualifying scores and advanced placement policies is provided on the Admission Web site.

www.bc.edu/advstanding

FINANCIAL AID

Boston College admits students solely on the strength of their academic and personal accomplishments. An application for financial aid does not influence the admission decision. The University is committed to meeting the full, demonstrated institutional need of students during their four years of undergraduate study.

Students who wish to be considered for financial aid should complete the required forms by the priority deadlines. Financial aid applicants must submit the following documents: Free Application for Federal Student Aid (FAFSA), CSS/Financial Aid Profile, and parent and student tax forms and W-2 statements. Other forms, such as the CSS Business/Farm Supplement and/or Noncustodial Parent's Statement, may be required.

Boston College is unable to provide need-based financial aid for undergraduate international students (non-U.S. citizens or Green Card holders). Once admitted, international students must demonstrate their ability to meet all financial obligations to Boston College during their stay in the United States.

Each year, Boston College selects 15 incoming freshmen as Presidential Scholars. Scholars are awarded full-tuition merit scholarships, and participate in funded summer programs each year. First-year applicants must apply by November 1 through the Restrictive Early Action program in order to be considered for the Presidential Scholars Program. Transfer applicants are not eligible for the Presidential Scholars Program.

www.bc.edu/undergradaid

2011–2012 FRESHMAN COSTS

| | |
|-------------------------|----------|
| Tuition | \$41,480 |
| Residence Room Rate | \$7,600 |
| Board Plan | \$4,742 |
| Health Services Fee | \$430 |
| Student Activities Fee | \$294 |
| Orientation Fee | \$400 |
| Identification Card Fee | \$30 |

Total Billed Costs:

| | |
|--------------------|----------|
| Residing on Campus | \$54,976 |
|--------------------|----------|

2011–2012 TRANSFER COSTS

| | |
|-------------------------|----------|
| Tuition | \$41,480 |
| Residence Room Rate | \$8,150 |
| Board Plan | \$4,742 |
| Health Services Fee | \$430 |
| Student Activities Fee | \$294 |
| Orientation Fee | \$400 |
| Identification Card Fee | \$30 |

Total Billed Costs:

| | |
|--------------------|----------|
| Residing on Campus | \$55,526 |
|--------------------|----------|

ADDITIONAL COSTS— FRESHMAN AND TRANSFER

| | |
|--|---------|
| Books, Personal, and Miscellaneous Expense | \$2,000 |
| Massachusetts Medical Insurance <i>(required unless a waiver form is submitted showing comparable coverage under family's medical insurance plan)</i> | \$2,108 |

All costs are subject to change.

We invite you to visit our campus and learn more about the academic programs and extracurricular opportunities at Boston College. Eagle Eye sessions are conducted by admission staff members and include a panel of current undergraduates offering their view of academic and student life at Boston College. A campus tour follows the Eagle Eye session.

If you plan to attend the Eagle Eye session and/or campus tour, please refer to the link below for registration. The registration format allows the Admission Office to communicate the logistics of your campus visit prior to your arrival at Boston College. On the day of your visit, you do not need to check in with Admissions. The campus visit program is designed to help your college search process, and, therefore, your visit to the campus is not a part of the admission evaluation.

www.bc.edu/campusvisit

DAY VISIT PROGRAM

One of the best ways to become acquainted with Boston College is to attend a class with a student. The Day Visit Program matches freshman and transfer applicants with a current undergraduate for the morning, including classes and an informal tour of the campus. For more information or to schedule a class visit, please call 617-552-3378 or visit the Web site. Day Visits must be scheduled at least two weeks prior to your visit.

www.bc.edu/sap/dayvisit

SPECIAL NEEDS

If you would like more information on services for physically challenged students, please contact the Assistant Dean for Students with Disabilities, 617-552-3470.

**JUNE 2011–APRIL 2012 VISITING HOURS
Monday–Friday, 9:00 a.m.–4:45 p.m.**

| | Eagle Eye Sessions | Campus Tours |
|--|--|--|
| SUMMER 2011 (Monday–Friday) | | |
| June 6–August 19 | 9:30 a.m., 10:45 a.m., 1:00 p.m., 2:15 p.m. | 10:30 a.m., 11:45 a.m., 12:45 p.m., 2:00 p.m., 3:15 p.m. |
| ACADEMIC YEAR (Monday–Friday) | | |
| September 19–28; October 3–11; October 13–November 9; November 14–18; February 6–17; February 27–March 2; April 23–27 <i>*Please note the schedule for secondary school breaks</i> | 10:00 a.m., 2:00 p.m. | 11:00 a.m., 12:00 p.m., 1:00 p.m., 3:00 p.m. |
| SATURDAYS (fall only) | | |
| October 8, 15, 22, 29; November 5 | 9:00 a.m., 11:00 a.m., 1:00 p.m. | 10:00 a.m., 12:00 p.m., 2:00 p.m. |
| COLUMBUS DAY | | |
| October 10 | 9:00 a.m., 10:00 a.m., 11:00 a.m., 12:00 p.m. | <i>No tours</i> |
| SECONDARY SCHOOL BREAK SCHEDULE | | |
| September 29–30; October 12; November 10–11; February 20–24; March 12–30; April 2–4; April 10–13; April 17–20 | 9:45 a.m., 11:00 a.m., 2:00 p.m. | 11:00 a.m., 12:00 p.m., 1:00 p.m., 3:00 p.m. |
| CLOSED DATES | | |
| Boston College will be closed September 5; November 23–25; December 26–30; January 2, 16; April 6, 16; and May 28. In addition, Eagle Eye sessions and campus tours will not be offered March 5–9 and April 5–9. | | |

TRANSFER STUDENTS

September 23; October 21; November 11;
January 20; February 17; March 16

Eagle Eye Sessions

12:00 p.m.

Campus Tours

1:00 p.m.

TRANSFER EAGLE EYE SESSIONS

Transfer Eagle Eye sessions are conducted by transfer admission staff members and include a panel of current transfer students at Boston College. Each session begins at 12 p.m. and lasts approximately one hour, and will be followed by a campus tour at 1:00 p.m. Sessions will be held on the Fridays listed in the chart and pre-registration is requested, via our Web site. If the transfer sessions are inconvenient, we encourage you to visit on another day using the visiting hours outlined on this page.

www.bc.edu/transfereagleeye

ADMISSION OFFICE INFORMATION

| | |
|-----------------------------------|--|
| Boston College | 800-360-2522 |
| Office of Undergraduate Admission | 617-552-3100 |
| Devlin Hall 208 | FAX Number: 617-552-0798 |
| 140 Commonwealth Avenue | Transfer Office: 617-552-3295 |
| Chestnut Hill, MA 02467-3809 | Office of Student Services: 800-294-0294 |
| | Web site: www.bc.edu/admit |

BOSTON COLLEGE PUBLICATIONS

ISSN 1090-7034

The Boston College *Undergraduate Admission Bulletin* contains current information regarding the University's calendar, admission, degree requirements, financial aid, fees, regulations, and course offerings. It is not intended to be a statement of the University's contractual undertakings. Boston College may make changes in its program, calendar, academic schedule, or fee schedule, giving notice as is practicable under the circumstances.

In compliance with the Higher Education Amendments of 1998, Boston College publishes and makes available to any prospective student upon request:

A copy of Boston College's annual security report, the **Campus Safety and Security Program**. This report contains 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. The report also incorporates institutional policies concerning campus security, including Reporting of Crimes and Other Emergencies, Safety Notification Procedure, Campus Law Enforcement, and Campus Sexual Assault Program; information regarding the available educational programs that address campus security procedures and practices and crime prevention; information regarding drug and alcohol policies; and other matters.

A report of athletic program participation rates and financial support data. This report details participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

To request a copy of either of the above reports, please call the Office of the Financial Vice President and Treasurer at 617-552-4856, or send your request in writing to:

Boston College
Office of the Financial Vice President and Treasurer
More Hall 200
140 Commonwealth Avenue
Chestnut Hill, MA 02467

Nondiscrimination Notice

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, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation.

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, religion, color, national origin, age, sex, marital or parental status, veteran status, or disability, 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. Any applicant for admission or employment, and all students, faculty members, and employees, are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. 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.



www.bc.edu/admit

MAJORS / MINORS

34%

Students who double major

35%

Students who complete a minor

MOST POPULAR MINORS:

INTERNATIONAL STUDIES

HISPANIC STUDIES

ENVIRONMENTAL STUDIES

HISTORY

MATHEMATICS

DINING SERVICES

11

Dining halls

16,251

Average cups of coffee sold each week

Free coffee is available in the main dining halls during final exams.

6 tons

Organic waste BC Dining Services sends to a composting program operated by BC recycling vendor, Save That Stuff

RECENT FRESHMAN CONVOCATION SPEAKERS

DANIEL WOLFF

ANN PATCHETT

J.R. MOEHRINGER

DR. PAUL FARMER AND TRACY KIDDER

JEANNETTE WALLS

SENATOR JOHN MCCAIN

THEN-SENATOR BARACK OBAMA

STUDY ABROAD

78

Programs

28

Countries

45-49%

Students who travel internationally each year

RESIDENCE LIFE

85%

Undergraduates living on campus

29

Residence halls

40%

Freshmen living on Newton Campus

60%

Freshmen living on Upper Campus

BOSTON

797

Footsteps (approximately 7 minutes) from the Eagle statue to the BC train stop ("the T")

\$1.70

Cost of a one-way ticket to downtown Boston

153

MBTA trains departing from BC station each day

OUTCOMES

8,527

Alumni volunteers for Career Center

91%

Class of 2010: Working full-time, in graduate school, or volunteering within six months of graduation

28%

Class of 2010: Went directly to graduate school

BOSTON COLLEGE

BOSTON UNIVERSITY

COLUMBIA UNIVERSITY

HARVARD UNIVERSITY

NEW YORK UNIVERSITY

TUFTS UNIVERSITY

UNIVERSITY OF PENNSYLVANIA

YALE UNIVERSITY

STUDENT LIFE

232

Student clubs and organizations

16,500+

Community residents attended BC's 12th Annual Arts Festival

42

Intramural sports offered

790

Teams participated in 2010

48 HOURS

1,001

Freshmen participated in this off-campus weekend experience



PERIODICALS

PAID

BOSTON, MA

BOSTON COLLEGE

OFFICE OF UNDERGRADUATE ADMISSION

DEVLIN HALL 208

140 COMMONWEALTH AVENUE

CHESTNUT HILL, MA 02467-3809



EVER TO EXCEL