

Sophomore Year Advising Guide for Academic Advisors

This advising guide is to provide academic advisors with guidelines to support the advising process, and is geared toward the concerns of Sophomores. Sophomore year is a time when students are firming up decisions about a major, thinking about research, internships and study abroad. As in the first year, we hope that advisors continue to have conversations about academic interests and personal goals, both short- and long-term; take an interest in who your students are; how they are experiencing BC; and if they are doing well mentally and socially.

In order to have the most productive advising meeting, you should be prepared for:

- Questions regarding classes and declaring a major
- Discussing long-term academic plans and personal goals
 - What are students' interests, and where do they see themselves going in the next three years and beyond?
 - What are the student's future goals at BC and beyond BC? Ask the student to consider goals that are specific, attainable, realistic, and time-bound.
- Study abroad options that are in alignment with academic interests and goals.

The Core and Degree Requirements:

- Review the Degree Audit with the student and see which [Core Requirements](#) they still have to fulfill? How do they plan on fulfilling those courses?
- As they progress through the Core, which classes and fields have particularly interested them? Their academic strengths and interests should determine their major.
- How are they meeting the Foreign Language Requirement?

The Major:

- Students must declare a major by the end of sophomore year. Discuss what they are declaring and how they plan on fulfilling the requirements.
- Who within the major department would be the best person to speak to if they have further questions?
- Why do they want to pursue this major? The interest in a specific major, minor, or field of study is something that they should be genuinely excited about and have some aptitude in.

Study Abroad Plans:

- Study abroad programs can be extremely competitive, so students should plan to be flexible and strategic in their choices.
- If they plan on studying abroad, where? How does this fit into their academic plan? Will they still be able to fulfill all major and core requirements?
- What type of program would they like to do – full year, one semester or summer? Suggest a follow-up with the [Office of Global Education](#)

Extra-Curricular Activities:

- Undergraduate [research support](#) is available for sophomores interested in summer research opportunities.
- Internship(s): Do they have plans for a summer internship? Or a job?
- Suggest that they explore the [Career Center](#) to start thinking about summer and post graduate opportunities.
- Check-in about what else they are doing outside of class that ties into academic interests and goals.

Health and Wellness:

- Check-in about friendships, roommates, time- management, overall health and well-being.
- Even if your student appears to be doing well, inform them of campus resources to support their [health and wellness](#).

For more information and advising resources, go to the Academic Advising Center's [website](#).