Take this workbook with you to orientation!

Don’t forget to bring your laptop! A limited number of devices will be available for those who need them.

BOSTON COLLEGE

ACADEMIC PLANNING WORKBOOK

FOR FIRST-YEAR STUDENTS

2019–2020

EVER TO EXCEL
Have You Checked Your BC E-mail Recently?

Did you know that all future University communication will come through your assigned BC e-mail account? Make sure to check this account regularly, so you don’t miss out on important student information. Over the next few weeks, we’ll be e-mailing an Orientation Checklist, MCAS survey, and other materials to help prepare for your arrival on campus.

Haven’t set up your BC e-mail account yet? Visit www.bc.edu/email for instructions on how to access your account and create a secondary password.

We can’t wait to see you at Orientation!
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Welcome to Boston College. We look forward to seeing you this summer when you come to campus for orientation. In the meantime, we ask you to read this Academic Planning Workbook carefully.

**PREPARING FOR A LIBERAL ARTS EDUCATION**

As a student at Boston College, you will pursue the ideal of a liberal arts education through a carefully balanced program of Core, major, minor, and elective courses. Core courses are the foundation of your studies at Boston College. As you begin to study in this community of learners, Core courses will expose you to the world of ideas in the humanities, fine arts, mathematics, natural sciences, and social sciences. These ideas will show you how others from diverse backgrounds have lived and thought, and they will help shape how you live and think.

A list of the courses approved as satisfying Core requirements may be found at the University’s Core website at www.bc.edu/core. First-year students have a unique opportunity to take team-taught Complex Problems and Enduring Questions Core courses specifically designed for them. Details about these interdisciplinary and innovative courses can be found at www.bc.edu/complexenduring.

Core classes give you a foundation and breadth of learning while your major courses provide an intensive, in-depth experience in one discipline. Elective classes in chosen interest areas will complement Core and major courses. Some students use elective courses to study another major or to minor in a discipline different from their primary major. The experience of carefully putting together a program of studies will enrich your learning and contribute greatly to your intellectual development.

You will find at Boston College a rich variety of opportunities, programs, courses, and experiences that can help you develop your individual talents and interests to the fullest and simultaneously expand your technical skills and understanding of many aspects of the modern world. An education, however, is a process that will be of greater or lesser value depending on the initiative and energy you devote to pursuing it. You must actively engage in this process.

Please plan to bring a laptop with a full keyboard for searching and typing during advising and registration sessions. Download BC’s UIS prior to your arrival on campus. For download instructions, visit www.bc.edu/uis. A limited number of devices will be available for those who need them. Please notify the Academic Advising Center (aac@bc.edu) if you are unable to bring a device.
As a Jesuit university, Boston College has as its heritage a nearly 500-year tradition of concern for integrating the intellectual, moral, and religious development of its students. The centerpiece of a Jesuit education has always been a common curriculum that emphasizes the study of the defining works of the humanities, arts, natural sciences, and social sciences. Boston College freshmen have the opportunity to fulfill these Core Curriculum requirements through team-taught interdisciplinary courses that deal with the most pressing questions of our time.

In Fall 2019, four of these courses are built on the “Complex Problems” model, and twenty-six are “Enduring Questions” courses, described below. Each Complex Problems course or pair of Enduring Questions courses fulfills two different Core requirements. Some fulfill three Core requirements by also satisfying the Cultural Diversity Core requirement.

For more information, please visit www.bc.edu/core.

**Fall 2019 Complex Problems Courses**

Complex Problems courses are six-credit courses, team-taught by two professors from different disciplines. Students meet three times a week for lecture and once a week for lab. Students and faculty also gather for weekly Reflection sessions, which may involve films, guest speakers, or field trips off campus. Each Complex Problems course fulfills two Core requirements.

If you have any questions about these courses or how to register, e-mail core@bc.edu.

**Planet in Peril: The History and Future of Human Impacts on the Planet (HIST150501 + SOCY150901)**

Juliet Schor, Sociology
Prasannan Parthasarathi, History

Fulfills 1 Social Science + 1 History II

The twenty-first century opened with multiple crises—of climate, biodiversity, and ecosystem functioning. This class addresses these ecological crises from the perspectives of sociology and history, paying particular attention to the roles of inequality, the state, and power. We combine contemporary analyses with consideration of the long historical record of human impact, considering both the familiar and the novel. We devote substantial attention not only to the causes but to solutions. Topics to be covered include the Columbian exchange, forests, agriculture, water, climate change, toxins, and population. Solutions to crises may include public policy, social movements, individual action, and social innovation.

MWF 10–10:50 a.m. (lecture) + Th 6–7:50 p.m. (reflection) + 1 lab section (times below)

To register for this course:
1. First, register for both HIST150501 and SOCY150901
2. Then, register for 1 Lab section of HIST1506 or SOCY1510 that fits your schedule:
   - HIST150601 (T 3–4:15 p.m.)
   - SOCY151001 (TH 3–4:35 p.m.)
   - HIST150602 (T 4:30–5:45 p.m.)
   - SOCY151002 (TH 4:30–5:45 p.m.)

**Beyond Price: Markets, Cultures, Values (ECON150101 + ENGL150301)**

Can Erbil, Economics
Kalpana Seshadri, English

Fulfills 1 Social Science + 1 Literature

This course is about wealth and values—what it means to “know the price of everything and the value of nothing.” In an era where the super-rich seem to have so much glamor and power, we examine how the economy, values, and the dominance of the market hold sway in our environment and personal lives. We look at markets, incentives, ecology, and ethics through the lenses of literature and economics, and use case studies to explore the relationship between business decisions and market interests and their impact on ordinary lives.

MWF 1–1:50 p.m. (lecture) + Tu 6–7:50 p.m. (reflection) + 1 lab section (times below)

To register for this course:
1. First, register for both ECON150101 and ENGL150301
2. Then, register for 1 Lab section of ECON1502 or ENGL1504 that fits your schedule:
   - ECON150201 (T 9–10:15 a.m.)
   - ECON150202 (T 10:30–11:45 a.m.)
Citizenship, Immigration, and Belonging in the United States: Can Education Save Us? (HIST171501 + SOCY171301)
Andrés Castro Samayoa, Lynch School of Education and Human Development
Gabrielle Oliveira, Lynch School of Education and Human Development
Fulfills 1 Social Science + 1 History II
Why has the “build the wall” chant become so popular at political rallies throughout our nation? Beyond appeals to erect brick and mortar structures, how have legal policies shaped the mobility across state boundaries? Tracing the history of the (im)migrant paradigm in the United States, we focus on the role of legal, social, and individual factors that continue to politicize (im)migration in the United States. By focusing on migration as a historical and contemporary discourse, we explore a key question in this course: what can education do to address the chronic injustices derived from policing borders? As a student beginning your first year in college, this course is an opportunity to learn about a timely topic to examine how your college years can prepare you to enact change in the world.
MWF 12–12:50 p.m. (lecture) + Th 6–7:15 p.m. (reflection) + 1 lab section (times below)
To register for this course:
1. First, register for both HIST171501 and SOCY171301
2. Then, register for 1 Lab section of HIST1719 or SOCY1719 that fits your schedule:
   • HIST171901 (M 9–11 a.m.)
   • HIST171902 (M 3–5 p.m.)
   • SOCY171901 (W 9–11 a.m.)
   • SOCY171902 (W 3–5 p.m.)

Global Implications of Climate Change (SOCY150101 + EESC150101)
Brian Gareau, Sociology and International Studies
Tara Pisani Gareau, Earth and Environmental Sciences
Fulfills 1 Social Science + 1 Natural Science
An exploration of the science of climate change—a defining issue of our time—as well as the social and ethical questions it raises, and possible responses that could promote or inhibit solutions.

Fall 2019 Enduring Questions Courses

Enduring Questions courses are two linked three-credit courses, taught by professors from different disciplines. The same nineteen students take both classes. Four times during the semester, students and faculty gather for Reflection sessions, which may involve films, guest speakers, or field trips off campus. Each pair of Enduring Questions courses fulfills two Core requirements.

If you have any questions about these courses or how to register, e-mail core@bc.edu.

Revolutionary Media: How Books Changed History (HIST170501)
Revolutionary Media: How Reading Changes Us (ENGL171501)
Virginia Reinburg, History
Mary Crane, English
Fulfills 1 History I + 1 Literature
The printed book has been the most powerful and disruptive medium of communication the world has seen. Today, as new technologies and media also compete for our attention, it is especially important to understand the role books have played in Western culture, and how various modes of reading have shaped our minds. One of these courses traces the revolutionary history of the book in Europe from 1450 to 1800. The other focuses on the ways in which different media have, from 1450 up to the present, demanded different strategies for reading.
Tu and Th 10:30–11:45 a.m. + MWF 10–10:50 a.m.
Tu 6–7:50 p.m. reserved for reflection sessions (four times during the semester)
To register for these courses:

- Register for both HIST170501 and ENGL171501

Writing in/Justice: The Power of Response (ENGL171901)
Reading in/Justice: Literature as Activism from Abolition to #BlackLivesMatter (ENGL171801)
Eileen Donovan-Kranz, English
Lori Harrison-Kahan, English
Fulfills 1 Writing + 1 Literature

In these courses, students will read and write about justice and injustice from the time of the abolitionist movement through current crises of human rights. Students will explore poetry and fiction, journalism, and social media; the personal and the political; and the world on campus and the international arena. Questions include: What is the relationship between language and power? How do historical works speak to present social issues? How might reading about injustice and inequality compel us to write and to act? How might lived encounters with injustice—through family histories, personal experiences, and service—inspire us to write and to deepen our knowledge through reading?

Tu and Th 1:30–2:45 p.m. + Tu and Th 12–1:15 p.m.
Th 6–7:50 p.m. reserved for reflection sessions (four times during the semester)

To register for these courses:

- Register for both ENGL171901 and ENGL171801

Fictions of Development: Adolescence in Historical Context (ENGL171701)
Passion, Power, and Purpose: Adolescence in a Digital Age (SOCY170701)
Maia McAleavy, English
Belle Liang, Lynch School of Education and Human Development
Fulfills 1 Literature + 1 Social Science

What is adolescence—a biological phenomenon, a psychological construct, or a social invention? How does the media shape adolescence? One course in this pair of offerings examines contemporary youth culture; the other probes fictional and historical renderings of adolescence. The pairing explores historic topics, asking questions about the emergence of adolescence as a concept and of literature marketed directly to adolescents. It also covers contemporary topics, challenging stereotypes of this developmental period and scrutinizing the powers and influences on youth culture in the digital age. Both courses will address the intersections of race, gender, and sexuality and pervasive views of adolescence.

Tu and Th 1:30–2:45 p.m. + Tu and Th 3–4:15 p.m.
Th 6–7:50 p.m. reserved for reflection sessions (four times during the semester)

To register for these courses:

- Register for both ENGL171701 and SOCY170701

Oppression and Change in US: Sociocultural and Psychological Perspective (UNAS170101)
Oppression and Change in US: Writing (ENGL172201)
Lisa Goodman, Lynch School of Education and Human Development
Paula Mathieu, English
Fulfills 1 Social Science + 1 Writing

Despite our country’s democratic ideals, social oppression remains deeply entrenched today. This paired social science and writing course will explore privilege and oppression across class, race, gender, and sexual orientation. Starting with our own stories, the social science course will explore the ways in which institutional, ideological, and interpersonal oppression shape individual and community well-being. The writing course will explore the same issues as in the social science course, with a goal of using writing to reflect on the roots and manifestations of social inequality and injustice. Students will write and revise a range of genres with different purposes and audiences.

Tu and Th 10:30–11:45 a.m. + MWF 11–11:50 a.m.
Tu 6–7:50 p.m. reserved for reflection sessions (four times during the semester)

To register for these courses:

- Register for both UNAS170101 + ENGL172201

Roots and Routes: Writing Identity (ENGL171301)
Roots and Routes: Reading Identity (ENGL171201)
Lynne Anderson, English
Elizabeth Graver, English
Fulfills 1 Writing + 1 Literature

These paired literature and writing courses use the contemporary experiences of migration to ask enduring questions about the formation of self and community,
the effects of the past on the present and the immigrant as creator and interpreter. What are the gifts and costs of making a home across cultures? Of navigating another language? What is your own family’s migration story, whether recent or more removed? What does it mean to migrate in a globalized, wired, and often fractious world? How does migration shape questions of identity, belonging, aspiration, loss, and the fashioning of nation, home, and self?

*Tu and Th 10:30–11:45 a.m. + Tu and Th 12–1:15 p.m.*  
*Th 6–7:50 p.m. reserved for reflection sessions (four times during the semester)*  

**To register for these courses:**  
- Register for both ENGL171301 and ENGL171201

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**Worlds of Moby-Dick: What Historical Forces Shape a Book’s Greatness? (HIST170401)**  
**Reading Man, God, and the Whale in Melville’s Moby-Dick (ENGL171401)**

David Quigley, History  
Michael Martin, Honors  
**Fulfills 1 History II + 1 Literature**

These courses, rooted in the legacy of Herman Melville’s *Moby-Dick* (1851) and its historical context, explore its literary structure, philosophical meaning, and its reflection of the cultural, political, and economic fault lines of nineteenth-century America as it hurtled toward civil war. Together these courses consider three questions: What are the ideals and politics of slavery and freedom or fate and free will? How are belief and knowledge, hope, and despair related in modernity? And how do we read in this work the story of a whaling voyage, the face of a whale, the mind of God, and the historical forces that transformed the nineteenth-century United States and the world?

*Tu and Th 12–1:15 p.m. + MWF 12–12:50 p.m.*  
*Tu 6–7:50 p.m. reserved for reflection sessions (four times during the semester)*

**To register for these courses:**  
- Register for both HIST170401 and ENGL171401

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**Life, Money, and Health: The Economics of Healthcare (ECON170201)**  
**Life, Liberty, and Health: Policy, Politics, and Law (UNAS170201)**

Tracy Regan, Economics  
Mary Ann Chirba, Boston College Law School  
**Fulfills 1 Social Science + 1 History II**

Recently, health has become a central focus of political infighting, public discord, and personal worry. Health care and health insurance now dominate everything from think tanks to *Jimmy Kimmel Live!* Meanwhile, concussions go up, NFL ratings go down, drug prices soar, and opioid abuse damages individuals, families, the health care system, and the economy. Such complex issues are best understood through interdisciplinary study. These paired classes will introduce basic principles of economics, law, and public policy through the lens of contemporary problems involving enduring questions of government authority and individual autonomy, morality and ethics, social justice, and human rights.

*Tu and Th 3–4:15 p.m. + Tu and Th 1:30–2:45 p.m.*  
*Th 6–7:50 p.m. reserved for reflection sessions (four times during the semester)*

**To register for these courses:**  
- Register for both ECON170201 and UNAS170201

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**Privacy, Fairness, and Law (UNAS171001)**  
**Privacy, Fairness, and the Digital World (CSCI170101)**

Alfred Yen, Boston College Law School  
Howard Straubing, Computer Science  
**Fulfills 1 Social Science + 1 Mathematics**

These courses give students basic knowledge about computer science, programming, and law to explore the meaning of privacy, the privacy-related challenges posed by computer technology, and possible technical and legal methods of establishing and preserving privacy. Students will discover that, in different contexts, privacy takes on different meanings that sometimes create contradictions. Students will therefore have to wrestle with the compromises necessary to accommodate various visions of privacy. No solution will be perfect, and students will experience the challenge and complexity of making modern policy, regulatory, and technical tradeoffs.
When Life Happens: Psychology View Disability (UNAS170501)
When Life Happens: Disability and the Stories We Tell (UNAS170401)
Penny Hauser-Cram, Lynch School of Education and Human Development
Clare Dunsford, English
Fulfills 1 Social Science + 1 Literature

What is the meaning of disability? How do those with disabilities and their families view themselves and their place in society? How does society view them? In the literature course, students will read memoirs, fiction, and essays written by and about those with disabilities, analyzing rhetorical strategies and questions of representation. In the psychology course, students will explore the meaning of disability from the historical and cultural perspectives promoted by the social sciences and consider the ways in which psychology has both advanced and restricted those with disabilities. Together we will reflect on what disability can tell us about what it means to be human.

Tu and Th 10:30–11:45 a.m. + Tu and Th 9–10:15 a.m.
Th 6–7:50 p.m. reserved for reflection sessions (four times during the semester)

To register for these courses:
- Register for both UNAS170501 and UNAS170401

Geographies of Imperialism: History of Colonization (HIST171601)
Geographies of Imperialism: Theology of Colonization (THEO170701)
Elizabeth Shlala, History
Natana DeLong-Bas, Theology
Fulfills 1 History II + 1 Theology (Sacred Texts and Traditions)

The age of empires is past—or is it? In this course, we examine the enduring ideas of empires and their challengers through present day using the lenses of history and theology (Christianity and Islam). Beginning with the traditional geographies of maps, we explore how empires colonized not only territories with physical borders, but also bodies and minds, using race, gender, sexuality, ethnicity, education, laws and institutions. Using the British and French empires in the Middle East and North Africa as case studies, we will identify and question how to overcome the boundaries still imposed on people today.

MWF 2–2:50 p.m. + MWF 1–1:50 p.m.
Th 6–7:50 p.m. reserved for reflection sessions (four times during the semester)

To register for these courses:
- Register for both HIST171601 and THEO170701

Quick Guide: Fall 2019 Complex Problems and Enduring Questions Core Courses

History I
- Revolutionary Media: How Books Changed History
  HIST170501 (paired with Literature ENGL171501)

History II
- Citizenship, Immigration, and Belonging in the U.S.: Can Education Save Us?
  HIST171501 (paired with Social Science SOCY171301)
- Geographies of Imperialism: History of Colonization
  HIST171601 (paired with Theology Sacred Texts and Traditions THEO170701)
- Life, Liberty, and Health: Policy, Politics, and Law
  UNAS170201 (paired with Social Science ECON170201)
- Planet in Peril: The History and Future of Human Impacts on the Planet
  HIST170101 (paired with Social Science SOCY170901)
- Worlds of Moby-Dick: What Historical Forces Shape a Book’s Greatness?
  HIST170401 (paired with Literature ENGL171401)

Literature
- Beyond Price: Markets, Cultures, Values
  ENGL150301 (paired with Social Science ECON150101)
- Fictions of Development: Adolescence in Historical Context
  ENGL171701 (paired with Social Science SOCY170701)
• Reading in/ Justice: Literature as Activism from Abolition to #BlackLivesMatter ENGL171801 (paired with Writing ENGL171901)
• Reading Man, God, and the Whale in Melville’s *Moby-Dick* ENGL171401 (paired with History II HIST170401)
• Revolutionary Media: How Reading Changes Us ENGL171501 (paired with History I HIST170501)
• Roots and Routes: Reading Identity ENGL171201 (paired with Writing ENGL171301)
• When Life Happens: Disability and the Stories We Tell UNAS170401 (paired with Social Science UNAS170501)

**Mathematics**

• Privacy, Fairness, and the Digital World CSCI170101 (paired with Social Science UNAS171001)

**Natural Science**

• Global Implications of Climate Change EESC150101 (paired with Social Science SOCY150101)

**Social Science**

• Beyond Price: Markets, Cultures, Values ECON150101 (paired with Literature ENGL150301)
• Citizenship, Immigration, Belonging in the U.S.: Can Education Save Us? SOCY171301 (paired with History II HIST171501)
• Global Implications of Climate Change SOCY150101 (paired with Natural Science EESC150101)
• Life, Money, and Health: The Economics of Healthcare ECON170201 (paired with History II UNAS170201)
• Oppression and Change in US: Sociocultural and Psychological Perspective UNAS170101 (paired with Writing ENGL172201)
• Passion, Power, and Purpose: Adolescence in a Digital Age SOCY170701 (paired with Literature ENGL171701)
• Planet in Peril: The History and Future of Human Impacts on the Planet SOCY150901 (paired with History II HIST150501)
• Privacy, Fairness, and Law UNAS171001 (paired with Math CSCI170101)
• When Life Happens: Psychology View Disability UNAS170501 (paired with Literature UNAS170401)

**Theology (Sacred Texts and Traditions)**

• Geographies of Imperialism: Theology of Colonization THEO170701 (paired with History II HIST171601)

**Writing**

• Oppression and Change in US: Writing ENGL172201 (paired with Social Science UNAS170101)
• Roots and Routes: Writing Identity ENGL171301 (paired with Literature ENGL171201)
• Writing in/ Justice: The Power of Response ENGL171901 (paired with Literature ENGL171801)
PREPARING FOR A LIBERAL ARTS EDUCATION—UNIQUE OPPORTUNITIES

Cornerstone Program

Cornerstone seminars are designed to enhance first-year students’ experience of academic advising. In each of these courses, the professor serves as the student’s academic advisor for the entire first year until they move into their major sometime in their sophomore year. Students may choose only ONE of the following options.

The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (UNCS2201)
The Courage to Know (CTK) is a 3-credit seminar of 18 students, one instructor, and two senior mentors. As an initiative to strengthen the student experience of academic advising, the CTK instructor will serve as the academic advisor for each of the students in the section. Students taking the spring offering of CTK will maintain the academic advisor they were assigned in the fall. The senior mentors will serve as guides to the students throughout their first year.

This introduction to student formation in the Ignatian tradition offers first-year students the opportunity to ask deeply personal and profound questions: Who am I? What am I good at? Who am I called to become? These questions are explored through the lens of developmental psychology and/or philosophy using literature, film, articles, and guest lectures to examine the roles that family of origin, race, class, gender, sexuality, faith, intimacy, and vocational discernment play in becoming our authentic selves. With their instructors as guides, students will have the opportunity to participate in less formal group activities outside of the classroom that explore Boston’s cultural offerings.

Space is limited—offered fall and spring

www.bc.edu/cornerstone

Please direct questions about Courage to Know to the Director, Elizabeth Bracher (elizabeth.bracher@bc.edu).

Freshman Topic Seminar (UNCS2245)
The Freshman Topic Seminar is a 12-week, 1-credit elective that offers first-year students in the Morrissey College of Arts and Sciences the opportunity to meet with a faculty member once a week to enjoy small group discussions (limited to 14 students) on a research topic in which the instructor has expertise. The Topic Seminars are designed to allow students to explore new academic areas, and they require no background knowledge of the topic. Some of the topics in past seminars include the role of law in society, presidential elections, race in American cinema, modern African short stories, and genetics.

Students will get to know their professor in a more informal setting both in the classroom and outside in group co-curricular activities around Boston. The instructor will serve as the student’s academic advisor for the entire first year.

The course ends at Thanksgiving and is graded Pass/Fail.

Space is limited—Morrissey College of Arts and Sciences students only

In certain designated sections of the following Core courses, highlighted in Course Information and Schedule (www.bc.edu/courses), the professor is also the academic advisor and will meet with the student regularly to discuss his or her program of study:

• Perspectives on Western Culture I and II (PHIL1090–PHIL1091/THEO1090–1091)
• First-Year Writing Seminar (ENGL1010)

Note that advising sections have the same content as non-advising sections of the same course.

www.bc.edu/cornerstone

Please direct questions about the Cornerstone Program to the Director, Elizabeth Bracher (elizabeth.bracher@bc.edu).
UNIQUE OPPORTUNITIES

Perspectives on Western Culture

PHIL/THEO1090 Perspectives I is structured either implicitly or explicitly by the Socratic question, what is the best way to live? In the first semester, students deal with two of what may be termed “spiritual eruptions”: the rise of Greek philosophy and the Judeo-Christian experience of God’s self-revelation in history. These two spiritual eruptions are the principle foundations of Western Civilization, the relationship between Athens and Jerusalem.

The second semester begins by focusing on the ideas that mark the thinkers of the Renaissance as typically and emphatically modern, despite their substantial differences. Instead of treating modernity as a simple process of secularization, the semester proceeds to examine not only the theological reactions to secularism say in Pascal, Kierkegaard, St. Ignatius of Loyola, and Calvin, but also the way theological concerns shape modernity, e.g., Luther, Kant, and Catholic social encyclicals.

Perspectives is an intensive reading and writing, double-credit course (12 credits for fall/spring).

For additional information, visit the Perspective Program’s web page found at www.bc.edu/perspectives.

Love of Learning and the Desire for Excellence: The Residential Living and Learning Program

Who are we? Where do we come from? Where are we going?

The Residential Living and Learning Program is a unique opportunity for freshmen to experience a community of intellectual friends and mentors who will help them integrate their intellectual and cultural lives and guide them to a greater understanding of themselves and the world around them. They will explore fundamental questions of identity, community, calling, and search for answers to such questions as: How do I live a creative and examined life? How ought I to truly live my life? What are my gifts and talents?

The Living and Learning Program is offered through four sections of the Perspectives on Western Culture course that will bring faculty and students into conversation with ancient, modern, and contemporary thinkers. Perspectives on Western Culture, a year-long double credit Core course in philosophy and theology, will give students the opportunity of working out for themselves a set of coherent answers to the enduring questions—particularly the question that began philosophy: What really is the life of excellence?

Students who choose to participate in this program will be housed in Duchesne Hall on the Newton campus. The Wednesday night component will also be held on the Newton campus. The four (4) sections of Perspectives on Western Culture designated as Residential Living and Learning are listed below.

Courses

- PHIL/THEO1090.08 Perspectives on Western Culture  MWF 11:00 a.m. and W 6–8:30 p.m., Professor Katherine Risley-Shelby
- PHIL/THEO1090.10 Perspectives on Western Culture  MW 1–2:15 p.m. and W 6–8:30 p.m., Professor Brian Braman
- PHIL/THEO1090.11 Perspectives on Western Culture  MWF 1:00 p.m. and W 6–8:30 p.m., Professor Katherine Risley-Shelby
- PHIL/THEO1090.18 Perspectives on Western Culture  TTh 4:30 p.m. and W 6–8:30 p.m., Professor Kerry Cronin

Registration will be limited to 100 students on a first-come, first-served basis. To request both the course and housing in Duchesne Hall, please send an e-mail to perspect@bc.edu.

Please direct questions about the Living and Learning Program to Brian Braman (brian.braman@bc.edu).
MORRISSEY COLLEGE OF ARTS AND SCIENCES

Early semesters in the Morrissey College of Arts and Sciences are a time for exploring intellectual interests and talents. Boston College’s curricula and advising structures support that exploration. The opportunity to study in fields not represented in even the strongest secondary school curriculum is an important one, and exploration often broadens students’ perspectives and leads them down new and challenging paths.

In the Morrissey College, students pursue a program of study that includes an extensive Core experience providing breadth across the humanities, social sciences, and natural sciences; intensive work in a major field providing depth in a chosen discipline; and the opportunity to strengthen and round out their liberal arts education with the study of a foreign language and a wide variety of electives.

To graduate, a student must take at least 120 credits over eight semesters. Included in the program are at least 45 credits in the Core Curriculum, 30 to 36 credits of required and elective courses offered or accepted by the student’s major department, and electives in other fields. Ninety-six (96) of the 120 credits must be from Morrissey College’s departments. While many entering students indicated on their applications for admission tentative plans to major in particular departments or to pursue professions, students in the Morrissey College officially select their undergraduate majors near the close of freshman year. In fact, many continue to explore options and wait to declare their choice until their third or fourth undergraduate semester.

Exploration is encouraged in the Morrissey College. With diverse course offerings and options for study and personal growth, and a strong commitment to social justice and service for others, the Morrissey College will encourage you “Ever to Excel,” and, as one of our credos exclaims, to “set the world aflame” with whatever matters most to you—talents which you bring to us and passions which perhaps you are on the brink of discovering. There are many ways to do this—one exciting option is to enroll in a Complex Problems or Enduring Questions class offered in addition to the traditional Core courses. Importantly, in the Morrissey College, we want to help you begin a process of discernment, as you uncover your intellectual gifts and the things that you are most passionate about.

For registration guidelines, reference the Registration Worksheet: Morrissey College of Arts and Sciences on page 21.
Morrissey College of Arts and Sciences Core Curriculum

The following fifteen courses comprise the Core Curriculum and are required for all students entering Boston College. All courses must be three credits or more. In addition to the specific courses named below, Complex Problems and Enduring Questions courses count for Core credit and are limited to first-year students. Visit www.bc.edu/core for more information.

1 course in the Arts
Art, Art History, Film, Music, or Theatre

1 course in Cultural Diversity
The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill a Core, a major or minor requirement, or an elective.

2 courses in History
A History I course and a History II course are required

1 course in Literature
Classical Studies, English, German Studies, Romance Languages and Literatures, or Slavic and Eastern Languages and Literatures

1 course in Mathematics

2 courses in Natural Sciences
Biology, Chemistry, Earth and Environmental Sciences, or Physics

2 courses in Philosophy
Philosophy of the Person I and II, Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Philosophy courses

2 courses in Social Science
Economics, Political Science, Psychology, Psychology in Education, or Sociology

2 courses in Theology
Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Theology courses. Students must take one Christian Theology (CT) and one Sacred Texts and Traditions (STT) course. The order does not matter.

1 course in Writing*

* Students for whom English is not their first language have special options for meeting this requirement.

In addition to the 45 required credit minimum for completing the Core, students in the Morrissey College will be expected to demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Refer to pages 37–39 of this workbook for a more detailed description of the language requirement.

Registration Procedures and Course Selection Guidelines for the Morrissey College

Ideally, the 15 credits in your first semester of college should include courses in the following areas: a Writing or Literature course, introductory course(s) for your prospective major if you have already made a tentative choice, and courses that fulfill other Core and language requirements. If you are unsure of a major, choose one or two courses that will introduce you to potential fields. Take a broad spectrum of courses so that you will be introduced to a variety of disciplines.

You must take 15 credits each semester of your first year. Core courses may be taken at any time during your four years at BC. As you are planning your program, try to balance the kinds of courses you take while you are meeting requirements. If you are interested in studying abroad during junior year, you should plan to take Core, major, and language courses during your first two years.

Choose your Core courses carefully. This critical component of your education will help you develop the analytical, critical, attitudinal, and organizational skills that graduate schools and employers will be seeking from you in a few years.

On page 21, you will find the Registration Worksheet: Morrissey College of Arts and Sciences which will help you plan your course schedule for the fall semester.

Faculty Advisement

During orientation, you will meet with a faculty advisor from the Morrissey College who will talk with you about your academic program and assist you with registration. Staff members in the Academic Advising Center (617-552-9259)
will be available for consultation and advisement during the summer. In August, you will be assigned a pre-major advisor who will guide you through your academic program.

A listing of the introductory course(s) required for each major follows. Consult your faculty advisor during orientation or at the start of the fall term, call the Academic Advising Center, or confer with the appropriate department if you have questions about combinations of courses in your fall term schedule or questions about course placement levels.

**Specific Guidelines for Selecting Courses**

The following guidelines will help you select the courses for your first semester. The descriptions of these courses may be found under the appropriate department in the *Boston College Catalog*. All students should select ENGL1010 First-Year Writing Seminar, or a Core Literature course (ENGL1080, ENGL1503, ENGL1714, ENGL1715, ENGL1717, ENGL1718, SLAV2162, SPAN3395, UNAS1704) plus the courses designated by the department(s) in which you are most interested as listed below, and the specified number of additional courses.

**Art History**

*Required courses:* ARTH1101 Art from Prehistoric Times to the High Middle Ages and/or ARTH1102 Art from the Renaissance to Modern Times, each of which also fulfills the University Core requirement in the Arts. Students entering with an AP score of 4 or 5 in Art History may waive either ARTH1101 or ARTH1102 and should select an ARTH2000 level course instead (consult advisor for choices).

**Biochemistry**

*Required courses:* First-semester Biochemistry majors are advised to enroll in BIOL2000 Molecules and Cells, CHEM1109 General Chemistry I and CHEM1117 Honors Modern Chemistry I and CHEM1119 Honors Modern Chemistry Lab I, and MATH1100 Calculus I or MATH1101 Calculus II, depending on their advanced placement scores. Students who have a 5 on the Biology AP exam in their senior year of high school may wish to consider the advanced placement substitute of BIOL3040 Cell Biology for BIOL2000. Students considering this option should enroll in BIOL2000 in the fall (there is no AP substitution for BIOL2010); in the spring they either choose the AP option and enroll in BIOL3040, or continue with BIOL2000. For further information you may e-mail Seth Robertson, Undergraduate Program Administrator, (seth.robertson@bc.edu) or Kathy Dunn, Associate Chair (kathy.dunn@bc.edu).

Freshmen who are interested in Biology, but feel unprepared to go directly into BIOL2000 or who simply want to “try out” the discipline should consider enrolling in BIOL1100 General Biology. This is a one-semester Core class that is designed for non-majors. While BIOL1100 satisfies the Natural Science Core, it cannot be applied to the Biology or Biochemistry Major.

**Chemistry**

*Required courses:* CHEM1109 General Chemistry I and CHEM11 General Chemistry Lab I or CHEM117 Honors Modern Chemistry I and CHEM119 General Chemistry Lab I and one of MATH1102 Calculus I (Mathematics/Science majors), MATH1105 Calculus II-AP (Mathematics/Science majors), or MATH2202 Multivariable Calculus. PHYS2100 or PHYS2200 Introductory Physics I (Calc) and PHYS2050 Introductory Physics Laboratory I are recommended for first-year students, but not required.

**Classical Studies**

*Recommended courses:* A course in Ancient Greek or Latin at the appropriate level. Students who received a 3 or 4 on the AP Latin exam should take CLAS1058 Advanced Intermediate Latin (fall only). Students who received a 5 on the AP Latin exam should enroll in a 3000-level Latin course. Students interested in majoring or minorin
in Classical Studies should consider taking a course in ancient civilization as well.

**Communication**

*Required course:* One or more of the following courses: COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, or COMM1030 Public Speaking.

**Computer Science**

*Required course:* Students interested in Computer Science normally take CSCI1101 Computer Science I or CSCI1103 Honors Computer Science I in their first semester. First-year students who have achieved a score of 4 or higher on the Computer Science AP Exam and those entering with significant programming backgrounds should speak with the Computer Science Department’s Director of Undergraduate Studies, Associate Professor Robert Muller, about proper course placement. You may e-mail him at robert.muller@bc.edu.

Students interested in the Computer Science B.A. should take either MATH100 Calculus I or MATH101 Calculus II. Students interested in the Computer Science B.S. should take one of MATH102 Calculus (Math/Science Majors), MATH105 Calculus II-AP (Math/Science Majors), or MATH2202 Multivariable Calculus. Visit www.bc.edu/mathadvise for more information about selecting the appropriate calculus course. Students interested in the Computer Science B.S. should complete a two-semester laboratory science sequence during their first year.

**Economics**

*Required courses:* ECON101 Principles of Economics. MATH102 (preferred) or MATH100 if the student has not completed AP courses. Students interested in Economics should take these courses as soon as possible. Calculus I is a corequisite for the major and must be taken before beginning the Intermediate Theory courses (ECON2201 and ECON2202). Students who have not satisfied the Mathematics Core requirement with calculus courses (AP-AB or equivalent) should register for MATH102 (preferred) or MATH100. Students with a score of 4 or 5 on the AP Microeconomics exam and AP Macroeconomics exam should consider taking the respective Intermediate Theory courses (ECON2201 and ECON2202), provided they have satisfied the calculus requirement.

*Recommended courses:* First-year students are recommended to take one additional Math course. Those considering a Math minor or major (or those who are quite comfortable with Calculus I) should take Calculus II (MATH103 or MATH101). Those less comfortable with their math abilities are recommended to take ECON2201 either before taking ECON2201 or concurrently with ECON2201. This course can greatly enhance student performance in ECON2201 and many future Economics courses, particularly if the student is not confident in their Math abilities. (It is not needed if they are confident in their Math abilities.) Students might also consider taking Statistics (ECON1151) OR Microeconomic Theory (ECON2201) during their first year. These courses are significantly more rigorous than Principles of Economics. Some students may prefer to wait until sophomore year to take a more rigorous course.

Students who plan to take the Honors Intermediate Theory courses (ECON2203 and ECON2204) during sophomore year (or first year with a score of 5 on the AP Economics exams) must have previously completed two semesters of Calculus, MATH102 and MATH103 (spring) (preferred), or MATH102–101, or MATH105 (or AP-BC or equivalent). Econometric Methods (ECON2228) is also a required course and must be taken after Statistics during sophomore year unless one begins the major as a sophomore.

**English**

*Required courses:* First-Year Writing Seminar (ENGL1010) and Core Literature course (ENGL1080). Ordinarily, students must take both courses during the first year. Students may place out of First-Year Writing Seminar with a 4 or 5 on the AP Language (Composition) exam, and out of Literature Core with a 4 or 5 on the AP Literature exam. Students who have fulfilled both Core requirements through Advanced Placements and are considering a major or a minor in English, including the Creative Writing Concentration, are encouraged to enroll in ENGL131 Studies in Poetry or ENGL233 Studies in Narrative. Students who have fulfilled both Core requirements through Advanced Placement and are planning on another major are encouraged to further their proficiency in critical thinking and writing by enrolling in an English elective of interest to them, and should consult the English department home page located at www.bc.edu/schools/cas/english/ugcourses.html for a listing of elective courses. The department also offers Writing and Literature Core courses for students who have a first language other than English (ENGL1009 and ENGL2079). Contact Lynne Anderson (lyne.anderson@bc.edu) for placement information. Students with questions about English Core, declaring the major, minor, or selecting an elective should contact the English department (treseanne.ainsworth@bc.edu).
Environmental Geoscience

Required courses: For those students who would like to explore the major in Environmental Geoscience, it is suggested that students take two to four of the Environmental Systems courses (EESC2201–EESC2208, with laboratories EESC2211–EESC2218) during their first year. The corequisite science requirement (Calculus II and Chemistry, Physics or Biology with labs) should be taken during the first or second year.

Environmental Studies

Required courses: Students interested in the Environmental Studies major should consider taking the following courses: Environmental Systems: The Human Footprint (EESC2201 and lab EESC2211), one or more of the other Environmental Systems courses (EESC2202–EESC2208 and labs EESC2212–EESC2218), a Core course on environmental issues (EESC1501/SOCY1501 Global Implications of Climate Change; HIST1505/SOCY1509 Planet in Peril: The History and Future of Human Impacts on the Planet) and/ or one of the foundation courses. See also www.bc.edu/bc-web/schools/mcas/sites/envstudies.html.

Film Studies

Required course: FILM2202 Introduction to Film Art.

Geological Sciences

Required courses: The following courses are recommended for first-year Geological Sciences majors, if their schedules permit: Exploring the Earth I (EESC1132) with laboratory (EESC1133), Earth Materials (EESC2220–spring) with laboratory (EESC2221–spring), two semesters of Calculus (MATH1102–1103 [spring]), two semesters of Chemistry (CHEM1109–1110 [spring]) with laboratories (CHEM1111–1112 [spring]).

German Studies

Recommended courses: A German-language course at an appropriate level. A placement test will help students determine that level. First-year students with questions about German language levels and placement, declaring the major or one of the minors, or selecting an elective should contact the German Studies department (german.studies@bc.edu). The German Studies department also offers several courses in English that fulfill the Literature requirement of the University Core program.

History

Required courses: Two courses from the History Core offerings, which are marked in Course Information and Schedule and are listed at www.bc.edu/cas/history/core.courses.html. Each student must take two halves of a Core sequence: one first half, which covers ca. 1500–1800, and one second half, which covers 1800–present. Students may also take Complex Problems and Enduring Questions Core History courses, which are described on pages 3–7 of this workbook.

Students who have fulfilled the Core requirement in History through Advanced Placement should take a 2000-level History elective.

Students who have fulfilled the Core requirement and have declared or are considering a major in History are urged to enroll in HIST2401 U.S. History I (unless they also have Advanced Placement in American History). If they have fulfilled the requirement for American History through an APUSH score of 4 or 5, students should take a 2000-level History elective.

Students who have fulfilled both the Core and the U.S. History major requirements through Advanced Placement are encouraged to investigate the possibility of enrolling in one of the Study and Writing of History courses or another History elective.

International Studies

Required courses: The International Studies major requires an application early in Freshman year (spring semester, or about February 1st). Freshmen who are considering an International Studies major are encouraged to take courses their first year that can be used for the major, including:

- Principles of Economics (ECON1101). In order to receive AP credit towards the major for Principles of Economics (ECON1101), a student must score 4 or 5 on both Micro Principles and Macro Principles AP exams.
- Comparative Politics (POLI4xx courses)

For more information, please visit our website at www.bc.edu/isp.

Islamic Civilization and Societies

Required foundation course: ICSP1199 Islamic Civilization. Majors also choose a course based on a track within ICS-Political Science (POLI141 and POLI142), Arts (any 2 Arts Core), Theology (Core courses: any Theology Core, THEO1431 preferred), History (any History Core), Language and Culture (NELC2061 and NELC2062).

Students interested in the Islamic Civilization and
Societies major should contact Professor Kathleen Bailey at kathleen.bailey@bc.edu.

Linguistics
Strongly recommended course: LING3101 General Linguistics or consult with Professor Margaret Thomas (margaret.thomas@bc.edu) or Professor M.J. Connolly (michael.connolly@bc.edu).

Mathematics
Required course: MATH1102 Calculus I (Mathematics/Science majors), MATH1105 Calculus II-AP (Mathematics/Science majors) or MATH2202 Multivariable Calculus. Students with a score of 4 or 5 on the AP Calculus AB exam should enroll in MATH1105, and students with a score of 4 or 5 on the AP Calculus BC exam should enroll in MATH2202. Students with exceptionally strong backgrounds should consider MATH2203 Honors Multivariable Calculus. For further information or advice, see a Mathematics advisor at orientation, visit the website www.bc.edu/mathadvise, or e-mail math@bc.edu.

Music
Required course: MUSA1100 Fundamentals of Music Theory. Students who have equivalent knowledge through Advanced Placement or similar program may qualify for MUSA2100 Harmony, but should contact Professor Ralf Gawlick (ralf.gawlick@bc.edu) for placement. Theory is required for possible music majors and minors. Others wishing simply to fulfill the Arts Core could also consider MUSA1200 Introduction to Music or MUSA1300 History of Popular Music.

Neuroscience
Required courses: PSYC1110 Introduction to Brain, Mind, and Behavior (formerly PSYC1110 Introduction to Psychology as a Natural Science), BIOL2000 Molecules and Cells, CHEM1109 General Chemistry I with lab, and MATH1100 Calculus I or MATH1102 Calculus I. The mathematics course can be deferred to a later semester.

Philosophy
Required course: One of the following two-semester Philosophy Core sequences: PHIL1070–1071 Philosophy of the Person I and II; PHIL1088–1089 Person and Social Responsibility I and II (PULSE); PHIL1090–1091 Perspectives on Western Culture I and II.

Students should take part I of each sequence before taking part II. PULSE and Perspectives are offered on a year-long schedule only, beginning each fall. It is possible, however, to begin Philosophy of the Person I in the spring.

The department also offers Enduring Questions Core courses available to freshmen only. Students may satisfy the Philosophy Core by completing a one-semester Enduring Questions Core course, paired with one semester of Philosophy of the Person. An Enduring Questions Core Philosophy course is scheduled for Spring 2020—PHIL1711 The American Divide: The Philosophy of Inequality. Consult the Enduring Questions Core section of this workbook for more information.

It is strongly recommended that students complete the two-semester Philosophy Core requirement by the end of sophomore year. Students with questions about Philosophy Core, declaring the major or minor, or selecting an elective should contact the Director of Undergraduate Studies, Professor Cherie McGill (cherie.mcgill@bc.edu).

Physics
Required courses: PHYS2200 Introductory Physics I and PHYS2050 Introductory Physics Lab I. It is imperative that students considering a major in Physics take Introductory Physics during their first year.

Students must also take either MATH1102 Calculus I (Mathematics/Science majors), or MATH1105 Calculus II–AP (Mathematics/Science majors), or MATH2202 Multivariable Calculus. Students with a score of 5 in the full year of AB Calculus should enter MATH1105 immediately, while students with a score of 5 in a full year of BC Calculus and strong skills are encouraged to begin with MATH2202. Please consult the Mathematics Department for further information on math placement. Students interested in majoring in chemistry, computer science, or mathematics should also enroll in PHYS2200 Introductory Physics I and PHYS2050 Introductory Physics Lab I. Students interested in majoring in biology or biochemistry, and prehealth students who are not physical science majors, typically delay taking physics until their junior year and then enroll in PHYS2100 Introduction to Physics I, PHYS2050 Introductory Physics Lab I, and PHYS2110 Introduction to Physics I Recitation. Please consult the Physics Department website (www.bc.edu/physics) for further information on physics courses, or students may e-mail the Physics Program Administrator or the Undergraduate Program Director (see website for contact information) or call 617-552-3575.

Political Science
Required courses: The normal introductory path consists of two courses, one from each of two sets of options. These
may be taken in either order, but most students will take them in the sequence below:

- POLI1041 Fundamental Concepts of Politics (fall/spring)
- POLI1042 Introduction to Modern Politics (fall/spring), POLI1061 Introduction to American Politics (fall/spring), POLI1081 Introduction to International Politics (fall), or POLI1091 Introduction to Comparative Politics (spring)

Students who received a 4 or 5 on the AP U.S. Government or the AP Comparative Government exam have the option to waive the second introductory course and take an additional elective in its place.

**Psychology B.A.**

Required course: PSYC1110 Introduction to Brain, Mind, and Behavior (formerly PSYC1110 Introduction to Psychology as a Natural Science) or PSYC1111 Introduction to Psychology as a Social Science. The two courses can be taken in either order.

**Psychology B.S.**

Required courses: PSYC1110 Introduction to Brain, Mind, and Behavior (formerly PSYC1110 Introduction to Psychology as a Natural Science) or PSYC1111 Introduction to Psychology as a Social Science. The two courses can be taken in either order.

**Romance Languages and Literatures**

The majority of university students around the world speak at least two languages fluently. We encourage you to join them as you prepare yourself for your career.

Note: The Boston College Language Proficiency requirement (Intermediate II or equivalent) is different from the Romance Languages and Literatures major and minor programs. Students who have satisfied the proficiency requirement are particularly well prepared to continue their study of language and culture.

Students with proficiency levels above Intermediate II, as well as native and heritage speakers, will be individually advised and should contact: Professor Andrea Javel at andrea.javel@bc.edu (French); the Romance Languages and Literatures department at rll@bc.edu (Hispanic Studies); and Professor Brian O’Connor at brian.oconnor@bc.edu (Italian Studies).

Romance Languages and Literatures offers both a major and minor in French, Hispanic Studies, and Italian Studies.

**Recommended courses:** Romance Languages and Literatures courses are taught in the target language. Students enter the program at the level appropriate for their linguistic proficiency.

For French and Italian Studies, the lowest entry level course for the major and minor is Composition, Conversation, and Reading I (CCRI). For Hispanic Studies, the lowest entry level course is Composition, Conversation, and Reading II (CCRII).

Students with questions about the major and minor programs, particularly students planning to study abroad in French-, Spanish- and Italian-speaking countries, should consult the Director of Undergraduate Studies (elizabeth.rhodes@bc.edu).

Romance Languages and Literatures offers courses that fulfill the Literature Core requirement and the Cultural Diversity requirements, which also count toward our majors and minors. Visit www.bc.edu/core for a list of applicable courses.

**Russian**

Required course: Russian language SLAV1121 Elementary Russian I or appropriate level. Consult with Professor Tony H. Lin (tony.h.lin@bc.edu).

**Recommended Core:** SLAV2162/ENGL2227 Classics of Russian Literature or SLAV2173/ENGL2228 Twentieth-Century Russian Literature.

**Slavic Studies**

Required course: Russian language SLAV1121 Elementary Russian I or appropriate level, or SLAV1881 Introduction to Bulgarian I. Consult with Professor Tony H. Lin (tony.h.lin@bc.edu).

**Recommended Core:** SLAV2162/ENGL2227 Classics of Russian Literature or SLAV2173/ENGL2228 Twentieth-Century Russian Literature.

**Sociology**

Required courses: An introductory course, either SOCY1001 (Introductory Sociology) or SOCY1002 (Introduction to Sociology for Healthcare Professions), is a requirement for majors and minors and is open to first-year students. Students planning to major or minor in sociology are encouraged, but not required, to take SOCY1001.01, a section reserved for major and minors. Further, all Sociology Core courses (SOCY1001–SOCY1999) are appropriate for first-year students, regardless of major.
Studio Art

Required courses: Students interested in the Studio Art major are required to take two from the following introductory courses (the Studio Art minor requires one introductory course): ARTS1101 Drawing I, ARTS1102 Painting I, ARTS1104 Design: Seeing is Believing, ARTS1107 Design I, ARTS1141 Ceramics I, ARTS1150 Painting Plus Collage, or ARTS1161 Photography I. Five of these courses (Drawing I, Painting I, Design: Seeing is Believing, Design I, and Painting Plus Collage) fulfill the Arts Core. The others may be applied toward the major, but are not Core courses. Students entering with an AP score of 5 in a Studio Art discipline may waive one introductory level class and should select an ARTS2000 level course instead (consult advisor for choices). ARTS1103 Issues and Approaches to Studio Art is a required course for the major and minor, but is suggested for the sophomore year.

Theatre Arts

Required course: THTR1172 Dramatic Structure and Theatrical Process. This course, which satisfies the Arts Core requirement, is only offered in the fall semester and should be taken by incoming Theatre majors, Theatre minors, and others with a serious interest in theatre and drama study. Incoming majors should plan to take THTR1130 Elements of Stagecraft in the spring semester of the first year and THTR1103 Acting I: Fundamentals of Performance in either the fall OR the spring term of the first year.

Theology

Required courses: One Christian Theology (CT) course and one Sacred Texts and Traditions (STT) course:

Christian Theology (CT) Courses

- THEO1401 Engaging Catholicism
- THEO1402 God, Self, and Society
- An Enduring Questions Core Theology course identified as counting toward the Christian Theology requirement

Sacred Texts and Traditions (STT) Courses

- THEO1400 The Everlasting Covenant: The Hebrew Bible
- THEO1421 Inscribing the Word: The New Testament
- THEO1422 The Sacred Page: The Bible
- THEO1430 Buddhism and Christianity in Dialogue
- THEO1431 Islam and Christianity in Dialogue
- THEO1432 Hinduism and Christianity in Dialogue
- THEO1433 Chinese Religions and Christianity in Dialogue
- THEO1434 Judaism and Christianity in Dialogue
- An Enduring Questions Core Theology course identified as counting toward the Sacred Texts and Traditions requirement

For the lone Enduring Questions Core Theology course see page 7 of this workbook. Note: A student may not fulfill their Theology Core with two Enduring Questions Core Theology courses.

Students considering the Honors Theology Major are encouraged to take either THEO1420 or THEO1421 to begin to fulfill the required Sequence.

Students can also fulfill their Theology Core requirements with one of the following two-semester sequences: THEO1088-1089 Person and Social Responsibility I and II or THEO 1090-1091 Perspectives on Western Culture I and II.

Prehealth Program

The Core curriculum at Boston College is a gift for students interested in professions in the health field, as it allows students to explore their unique talents and passions. The skills acquired in the study of the sciences and the humanities are readily transferable to careers in the field of health and medicine.

“Science is the foundation of an excellent medical education, but a well-rounded humanist is best suited to make the most of that education.”

—David Muller, Dean for Medical Education and Professor and Chair of the Department of Medical Education and Co-Founder of the Visiting Doctors Program at Mount Sinai Medical School (Julie Rovner of KHN; Kaiser Health News, May 27, 2015).

Finding purpose in an academic program of study remains one of the most important decisions for BC students considering a career in the health professions. English majors acquire analytical skills needed for absorbing medical text. Philosophy majors develop critical thinking skills needed for differential diagnoses. Theology majors evaluate tenets beneficial in medical ethics and palliative care. History majors develop the ability to ask the pertinent questions in formulating patient history. According to the Association of American Medical Colleges’ 2016–2017 Report of Applicants and Matriculants to U.S. Medical
Schools, the percentage acceptance rate of students majoring in the humanities was higher overall than for those majoring in other disciplines. Listed as follows are the acceptance rate percentages by discipline for the 2016–2017 application cycle: Humanities—50%, Mathematics and Statistics—48%, Physical Sciences—45%, Biological Sciences—41%, and Social Sciences—41%. (Derived from data supplied in Table A-17 of the AAMC summary—November 30, 2017.)

“The humanities provide an outstanding foundation for understanding complexity and human variability, the conceptual basis for understanding medicine.”

—Charles M. Wiener, MD, Professor of Medicine and Director Emeritus, Osler Internal Medicine Training Program at John Hopkins Medical Institute (Beth Howard—AAMC Medical Education, December 12, 2016).

Prehealth students are encouraged to reflect on who they would like to become as health professionals. Eighty-two percent of students participate in campus service and volunteer organizations. This augments the formation of students to be “men and women for others” in the health career of their choice. Health professions graduate schools are interested in students who demonstrate a commitment of service to the underserved and the poor, including populations historically underrepresented in patient care. This dedication for others expands and informs their decision to pursue a career in the health field which supports comprehensive patient care and health equity for all. Students entering the Prehealth program are encouraged to reflect on the mission of the Core curriculum to refine a purposeful and authentic life that integrates academic disciplines and the building of relationships. Each semester, a student should be engaged in a course (or courses) that inspires them and creates an awareness and a curiosity to explore and learn. Furthermore, Prehealth students considering their program major are encouraged to reflect upon “The Three Key Questions” posed by Fr. Michael Himes, Professor of Theology at Boston College:

1. What brings me joy?
2. What am I good at?
3. What does the world need me to be?

The Prehealth program in the Morrissey College of Arts and Sciences is an open program for all students in every major program of study at Boston College. There is no minimum GPA requirement. The program provides support and comprehensive advising to undergraduates and alumni of Boston College interested in medical, dental, or veterinary careers, as well as other areas of health profession study. Students would benefit from majoring in any of the varied academic disciplines offered at BC, which would help them address the three aforementioned questions. As a Jesuit, Catholic institution, Boston College is dedicated to the continual process of intellectual inquiry and student formation. Students are encouraged to examine the full spectrum of options and to select a major that allows the student to find an enriching program of study and one in which he/she will excel.

UTILIZING THE PREHEALTH TEAM TO MAXIMIZE SUCCESS

The BC Prehealth team would be delighted to meet with students at every stage of their Prehealth portfolio development, from freshmen to seniors and alumni. The Prehealth team assists with all aspects of planning when considering a career in the health profession, including selection of a major, course selection, gaining health-related experience, evaluating extracurricular activities, preparing for professional exams (MCAT, DAT, GRE) and all aspects of the pre- and post-application process for health profession schools. If you are considering a career in a health profession, please set up an appointment with our office by e-mailing premed@bc.edu. For up-to-date information about the Prehealth program please register at orientation or e-mail us in order to receive notifications regarding programming and upcoming events. Our office resides within the Academic Advising Center and is located in Stokes Hall S132.

ALL MAJORS AT BOSTON COLLEGE HAVE ACCESS TO THE PREHEALTH PROGRAM

It is important to note that medical, dental, and veterinary medical school admissions committees accept a wide variety of majors. Therefore, it is imperative for students to decide on the particular major that would lead to their success as they embark on their unique career path. The BC Prehealth team works with students to strategize on the optimal time-frame and coursework necessary to complete the fundamental requirements. Keep in mind that course requirements vary when applying to health profession schools. Irrespective of major, below is a summary of the necessary Prehealth program requirements. The Prehealth team encourages interested students to research the requirements for specific medical or
dental schools of interest, as well as research elective coursework helpful in preparation for standardized entrance exams.

**PROGRAM OF STUDY**

**Basic Curriculum for Prehealth Studies:**

- Two semesters of Biology with Lab
- Two semesters of General Chemistry with Lab
- Two semesters of Organic Chemistry with Lab or one semester of Organic Chemistry with one semester of Biochemistry
- Two semesters of Physics with Lab
- Two semesters of English

The required courses for the professional school of interest may be taken during any of the four undergraduate years in any order with the exception of the General Chemistry–Organic Chemistry sequence. In order to apply to health profession schools directly upon graduation from BC, the student must complete the course requirements in three years, in addition to successful completion of standardized testing. However, most BC applicants elect to distribute the prehealth coursework over four years of undergraduate study and apply to medical, dental, or veterinary school as seniors and/or as alumni. The average age of a student matriculating into medical school is approximately 25 years old, therefore, electing to take one or more “gap” years to explore, reflect, and act on a specific health-related problem or scientific inquiry may inexorably improve the competitiveness of a student’s candidacy. At Boston College, the Prehealth team operates as a cohesive advising unit that closely collaborates with students during each undergraduate year of portfolio development to help create a career narrative.

**Freshman Year:** Interested students should attend the freshman meeting and set up an initial consultation with the Prehealth program office to learn and capitalize on the benefits of drop-in advising sessions and explore resources.

**Sophomore Year:** Interested students should attend the sophomore meeting and review progress and achievements with the Prehealth team. Specific attention should be given to gaining relevant health-related experiences.

**Junior Year/Senior Year:** Interested students should attend the application meeting and meet regularly with the Prehealth team to ensure that all materials are complete to initiate the BC committee letter application process.

The BC Prehealth program also collaborates closely with BC alumni and the greater professional community to offer students the full gamut of possible pathways leading to a meaningful career in the health field. A unique aspect of a valued service that BC offers students interested in medical or dental school is the opportunity to obtain a committee letter of recommendation endorsed by the Boston College faculty committee. This letter presents a balanced assessment of the student under review by the committee and showcases the accomplishments and achievements of an applicant in a personalized portfolio. Additionally, during the application process students receive one-on-one expert advice from an individual faculty member on the committee. While the Prehealth team is absolutely dedicated to ushering students through the process of applying for professional health programs, it is important to note that the onus is on students to reflect, discern, and act in order to pursue their unique career path.

**Freshman Prehealth Checklist:**

1. Register for Prehealth program announcements at premed@bc.edu
2. Attend the freshman meeting (first week in September —e-mail invitation will be sent out)
3. Read the freshman packet
4. Make an appointment with a member of the Prehealth team by calling 617-552-4663
5. Cultivate a mentor (get to know your professors and other administrative staff)
6. Develop study skills, attend office hours, and seek tutoring assistance from the Connors Family Learning Center (if necessary)
7. Visit department websites to research programs of study, minors, and concentrations
8. Get involved with a health-related club (e.g., Mendel Society, Predental Society, etc.)
9. Get involved with on- or off-campus service organizations and extracurricular activities
**REGISTRATION WORKSHEET: MORRISSEY COLLEGE OF ARTS AND SCIENCES**

**Guidelines for this worksheet**
Check to be sure that you have designated five (5) different courses (plus labs where appropriate). If your completed registration does not adequately reflect your academic interests or goals, consult with a faculty advisor during Orientation or during the first seven class-days of the semester from August 26 through September 4, 2019. Please refer to Course Information and Schedule for more information.

**Course I.** If your prospective major specifies a required course, list it here (with a lab if the course has one). Otherwise list a preferred and alternate Core or language elective.

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**Course II.** If your prospective major specifies a second required course, list it here (with lab if the course has one). Otherwise list a preferred and alternate Core or language elective.

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**Course III.** If your prospective major specifies a third required course, list it here. Otherwise list a preferred and alternate Core or language elective. Note: If you are taking a 6-credit course such as PHIL1090-THEO1090 Perspectives on Western Culture I, list the first number in this course block and the second number in Course IV.

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<td>Course Title</td>
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**Course IV.** List a preferred and alternate Core or language elective.

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**Course V.** List ENGL1010 First-Year Writing Seminar or Literature Core (ENGL1080, ENGL1503, ENGL1712, ENGL1714, ENGL1715, ENGL1717, ENGL1718, SLAV2162, SPAN3395, UNAS1704). Students may place out of First-Year Writing Seminar with a 4 or 5 on the AP Language (Composition) exam, and out of Literature Core with a 4 or 5 on the AP Literature exam.

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**Sample Worksheet**

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</tr>
<tr>
<td>PHYS1500</td>
<td>Foundations of Physics I</td>
</tr>
<tr>
<td>PHIL1070</td>
<td>Philosophy of the Person I</td>
</tr>
<tr>
<td>ENGL1701</td>
<td>Truth-Telling in Literature</td>
</tr>
<tr>
<td>HIST1701</td>
<td>Truth-Telling in History</td>
</tr>
<tr>
<td>MATH1100</td>
<td>Calculus I</td>
</tr>
<tr>
<td>HIST151i</td>
<td>Science and Technology in American Society</td>
</tr>
<tr>
<td>BIO1503</td>
<td>Science and Technology in American Society</td>
</tr>
<tr>
<td>THEO1016</td>
<td>Introduction to Christian Theology I</td>
</tr>
<tr>
<td>ENGL180</td>
<td>Literature Core</td>
</tr>
</tbody>
</table>
CARROLL SCHOOL OF MANAGEMENT

Carroll School of Management students complete the University’s Core Curriculum in the Morrissey College of Arts and Sciences, a Management Core which imparts a “common body of management knowledge,” and at least one concentration. Concentrations are available in Accounting, Accounting and Information Systems, Accounting for Finance and Consulting, Economics, Finance, General Management, Information Systems, Management and Leadership, Marketing, and Operations Management. We also have available co-concentrations in Business Analytics, Entrepreneurship, and Managing for Social Impact. Many students choose a second concentration within management. Some complete a full major in the Morrissey College of Arts and Sciences in addition to a Management concentration. Still others complement their concentration with a minor program. Interested students should talk to their advisor about incentives for minoring or majoring in the Morrissey College of Arts and Sciences.

First-year students need not worry about choosing or crafting a concentration immediately. For virtually all of the first year, and most of the second, Carroll School students are working on the University Core and completing, by the end of sophomore year, some portion of the Management Core. Most work on a concentration begins in earnest in junior year. So, if you are undecided, don’t worry. You have plenty of company, and you will have many opportunities to gather information to make a good decision about your choice of concentrations.

It is important to choose courses in the first year which will challenge you and provide a good foundation for later work. There are many ways to do this. One exciting option is to enroll in a Complex Problems or Enduring Questions class offered as alternatives to the traditional Core. You might consider the challenge of a lab-based science. Solid language study prepares you for interesting study abroad opportunities and lends tremendous value to your resume when you start your job search.

We know that you are eager to embark upon the study of business courses and all of you will do so through our Portico program. We also hope that your interest will be caught by one or more subjects which you encounter in the University Core and that you will decide to invest some of your free electives pursuing that interest. That pursuit is important for many reasons, but the chief one is this: when you study what you love, you become a better, happier person. (If you think this is a cheap sentiment, think again after you have encountered Aristotle in your Portico course.)

For registration guidelines, reference the Registration Worksheet: Carroll School of Management on page 25.
Carroll School of Management

Core Curriculum

Carroll School of Management students must complete at least 120 credits to earn the bachelor’s degree and normally complete 30 credits during the freshman year. The 45 credits in the Core Curriculum for Carroll School students are distributed as follows. All courses must be three credits or more.

1 course in the Arts
Art, Art History, Film, Music, or Theatre

1 course in Cultural Diversity
The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill a Core, a major or minor requirement, or an elective.

2 courses in History
A History I course and a History II course are required

1 course in Literature
Classical Studies, English, German Studies, Romance Languages and Literatures, or Slavic and Eastern Languages and Literatures

1 course in Mathematics

2 courses in Natural Sciences
Biology, Chemistry, Earth and Environmental Sciences, or Physics

2 courses in Philosophy
Philosophy of the Person I and II, Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Philosophy courses

2 courses in Social Sciences
Carroll School students must take Principles of Economics (ECON1101) and one additional Social Science Core course.

2 courses in Theology
Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Theology courses. Students must take one Christian Theology (CT) and one Sacred Texts and Traditions (STT) course. The order does not matter.

1 course in Writing *

* Students for whom English is not their first language have special options for meeting this requirement.

Registration Procedures for the Carroll School

We expect Carroll School freshmen to take five 3- or 4-credit courses each semester with all students registering for Portico (PRT0000) in the fall. That is a total of ten courses in the first year.

Of the ten courses, we specify six. (You may have completed one or more of these via AP credit.) Other than Portico, you may take these courses in either semester, but we discourage scheduling them all at the same time (e.g., taking Writing and Literature in the same semester). The six courses are:

- Portico (PRT0000)
- University Mathematics Core
- Business Statistics (OPER1135)
- the First-Year Writing Seminar (ENGL1010)
- a Core literature course
- Digital Technologies: Strategy and Use (ISYS1021)

For the remaining courses, you may choose to pursue:

- other elements of the University Core (e.g., Philosophy, Theology, Natural Science, Arts, History, Cultural Diversity)
- a language course (to build or maintain proficiency, or begin acquisition)
- Principles of Economics (ECON1101)
- any other course, provided you meet established prerequisites as noted in the Boston College Catalog
Registration Examples

The following are sample worksheets. Refer also to the sample at the bottom of the Carroll School worksheet on page 25. You must register for Portico as well as Core courses in Writing and/or Literature and Business Statistics (OPER1135) or Mathematics (unless you receive AP credit in these areas); otherwise, you may tailor your course selections to fit your interests. (If you select a science course, consider the challenge of registering for a laboratory-based course.) Refer to the course descriptions in the Boston College Catalog, and do not be afraid to choose rigorous courses or to try something unusual. Remember that you will have an opportunity to discuss your ideas with a faculty advisor during orientation.

Sample Worksheet #1
Sample registration for a student.

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<tr>
<th>PREFERENCE:</th>
<th>Course No.</th>
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<tr>
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<td>Portico</td>
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<tr>
<td>ENGL1010</td>
<td>First-Year Writing Seminar</td>
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<tr>
<td>PHIL0900</td>
<td>Perspectives on Western Culture I</td>
<td></td>
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<tr>
<td>THEO1090</td>
<td>Perspectives on Western Culture I</td>
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<tr>
<td>OPER1135</td>
<td>Business Statistics</td>
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<tr>
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<th>Course No.</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PRTO1000</td>
<td>Portico</td>
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<tr>
<td>ENGL1701</td>
<td>Truth-Telling in Literature</td>
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<tr>
<td>HIST1701</td>
<td>Truth-Telling in History</td>
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<tr>
<td>MATH1100</td>
<td>Calculus I</td>
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<tr>
<td>ISYS1021</td>
<td>Digital Technologies: Strategy and Use</td>
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Courses of Special Interest for First Year Management Students

**PRTO1000 Portico (3 credits)**
This course is required for all Carroll School students and is taken in the fall semester of their freshman year.

This is the introductory course for Carroll School of Management’s first year students. Topics will include ethics, leadership, globalization, economic development, capitalism, innovation, entrepreneurship, vocational discernment, and the functional areas of business. This will be an interactive 3-credit seminar, serving as one of the five courses in the fall semester and fulfilling the ethics requirement for the Carroll School. The instructor will serve as academic advisor during the student’s first year.

**ISYS1021 Digital Technologies: Strategy and Use (3 credits)**
This course is required for all Carroll School students and should be taken in their first year at Boston College.

Digital technologies play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).
REGISTRATION WORKSHEET: CARROLL SCHOOL OF MANAGEMENT

Guidelines for this worksheet
Check to be sure that you have designated five different courses as preferences and alternates. Please refer to Course Information and Schedule for more information.

Section I. All Carroll School freshmen register for PRTO1000 Portico in the fall semester.

PREFERENCE:
Course No.  Course Title
PRTO1000  Portico

Section II. List ENGL1010 First-Year Writing Seminar or Literature Core (ENGL1080, ENGL1503, ENGL1712, ENGL1714, ENGL1715, ENGL1717, ENGL1718, SLAV2162, SPAN3395, UNAS1704). Students receiving a 4 or 5 on the AP English Language exam are exempt from the Writing Core. Students receiving a 4 or 5 on the AP English Literature exam are exempt from the Literature Core.

PREFERENCE:
Course No.  Course Title

ALTERNATE:
Course No.  Course Title

Section III. List a Core or elective, including the course you prefer and an alternate. Note: If you are taking a 6-credit course such as an Enduring Questions or Complex Problems course, list the first number in this section and then the second number in Section IV.

PREFERENCE:
Course No.  Course Title

ALTERNATE:
Course No.  Course Title

Section IV. List a Core or elective. Note: If you are selecting a science course with lab, list both here.

PREFERENCE:
Course No.  Course Title

ALTERNATE:
Course No.  Course Title

Lab

Section V. Indicate course selection in Statistics or Mathematics.

PREFERENCE:
Course No.  Course Title

ALTERNATE:
Course No.  Course Title

Sample Worksheet

PREFERENCE:
Course No.  Course Title
I.  PRTO1000  Portico
II.  ENGL1010  First-Year Writing Seminar
III.  PHIL1090  Perspectives on Western Culture I
IV.  THEO1090  Perspectives on Western Culture I
V.  OPER1135  Business Statistics

ALTERNATE:
Course No.  Course Title
PRTO1000  Portico
ENGL1701  Truth-Telling in Literature
HIST1701  Truth-Telling in History
MATH1000  Calculus I
ISYS1021  Digital Technologies: Strategy and Use
LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

The Lynch School was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. Its specific purpose, to be achieved in a manner consonant with the broader University goals, is to prepare young men and women for the education and human services professions. Programs are designed to ensure that students receive a liberal arts education, professional preparation, and a specialized education in their major field.

Program for Students Entering the Lynch School of Education and Human Development

Students in the Lynch School who are elementary or secondary education majors must successfully complete 120 credits which must include the Core curriculum, the education major, and an appropriate second major. Students who are Applied Psychology and Human Development majors must successfully complete 120 credits which must include the Core curriculum, the Applied Psychology and Human Development major, and a Morrissey College of Arts and Sciences minor or specific minors offered through the Carroll School of Management or an approved program through the Boston College School of Social Work.

The University Core Curriculum offers an essential, liberal arts foundation that grounds and informs most of the coursework you will explore during your time at Boston College. Although some students complete much of the Core by the end of sophomore year, we suggest that you consider Core course options carefully. The interdisciplinary Complex Problems and Enduring Questions Core courses are available to freshmen only, and combine research, service, critical reflection, and off-site experiences in an engaging, nontraditional manner.

Lynch School students who enroll in one of the Complex Problems or Enduring Questions Core courses that satisfy the Social Science or Cultural Diversity Core requirements, will also be required to enroll in Child Growth and Development and Family, School and Society, which also satisfy the Social Sciences and Cultural Diversity Core. On page 29, you will find a worksheet that will help you plan your course schedule for the fall semester.

1 course in the Arts
Art, Art History, Film, Music, or Theatre

1 course in Cultural Diversity
APSY1031 (spring) fulfills this requirement

2 courses in History
A History I course and a History II course are required

1 course in Literature
Classical Studies, English, German Studies, Romance Languages and Literatures, or Slavic and Eastern Languages and Literatures

1 course in Mathematics

2 courses in Natural Sciences
Biology, Chemistry, Earth and Environmental Sciences, or Physics
2 courses in Philosophy
Philosophy of the Person I and II, Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Philosophy courses

2 courses in Social Sciences
Lynch School students fulfill this requirement by taking APSY1030 (fall) and APSY1031 (spring), specific Lynch School requirements.

2 courses in Theology
Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Theology courses. Students must take one Christian Theology (CT) and one Sacred Texts and Traditions (STT) course. The order does not matter.

1 course in Writing*  
* Students for whom English is not their first language have special options for meeting the Writing and Literature Core.

Majors and Minors in the Morrissey College of Arts and Sciences for Students in the Lynch School

All students in the Lynch School who are pursuing an Education major leading to state certification are required to declare a second major, either interdisciplinary (American Heritages, Mathematics/Computer Science, Perspectives on Spanish America, General Science), Applied Psychology and Human Development, or in one subject discipline in the Morrissey College. For those declaring a Secondary Education major, students must choose a specific second major through MCAS. Those majors include: Biology, Chemistry, Classical Studies, English, Environmental and Geological Sciences, foreign language (Hispanic Studies, French), History, Mathematics, and Physics. This requirement is a result of Massachusetts regulations for certification and will cover all students who apply for teacher certification in Massachusetts.

Students who are pursuing Applied Psychology and Human Development as their primary major, regardless of class year, are not required to undertake a second major, but are required to carry a minor in a single subject area or to have an interdisciplinary major or minor (e.g., African and African Diaspora Studies, Women’s and Gender Studies). They will also choose a focus area in Applied Psychology and Human Development. The minimum number of credits acceptable for a minor is 18. Students in Applied Psychology and Human Development who have a second major automatically fulfill the minor requirement.

Specific acceptable areas of study for both majors and minors are listed in the Boston College Catalog.

Direct inquires to the Office for Undergraduate Student Services, 617-552-4204, lsoeugrd@bc.edu.

Registration Procedures

All students select ENGL1010 First-Year Writing Seminar (FWS) or a Core Literature course (ENGL1080, ENGL1503, ENGL1712, ENGL1714, ENGL1715, ENGL1717, ENGL1718, SLAV2162, SPAN3395, UNAS1704). Students receiving AP credit for the English Language exam and/or English Literature exam should refer to the list of acceptable Advanced Placement scores located in this workbook. APSY1030 Child Growth and Development and the course(s) designated by your major department or those listed below should also be selected. ERAL1100–1112 First-Year Experience, Reflection, Action—Fall and Spring is a two-semester, 3-credit graded course (1 credit in fall and 2 credits in spring) that is taken as a “sixth” course, and is a requirement for all Lynch School students. All freshmen will be advised on course times during their orientation advisement session. Students who have not declared a major and are listed as Undeclared should follow the course requirements listed for Applied Psychology and Human Development.

It is recommended that students choose one of the following options: (1) the History Core during the first year and the Philosophy and Theology sequence Core during the sophomore year; or (2) Philosophy and Theology in the first year and the History Core in the sophomore year. Students who plan to major in History are encouraged to enroll in the History Core during freshman year.

Applied Psychology and Human Development
Required courses: Select either History Core or select Philosophy and Theology Core courses.
Elementary

Required courses: Select History Core or select Philosophy and Theology Core courses. Students whose second major is going to be any of those listed under Secondary Education should follow the requirements listed under each Morrissey College major—students should be especially attentive to the Mathematics and Science majors.

Secondary Education

• Biology
  Biology majors should follow the requirements set by the Biology Department in the Morrissey College section of this workbook.

• Chemistry
  Chemistry majors should follow the requirements set by the Chemistry Department in the Morrissey College section of this workbook.

• English
  Required courses: Select First-Year Writing Seminar or a Core Literature course. Please read the current requirements set by the English Department in the Morrissey College section of this workbook. NB: The requirements for English majors with a Secondary Education major are slightly different from those for non-Secondary Education English majors.

• Environmental Geosciences
  Environmental Geosciences majors should follow the requirements set by the Earth and Environmental Sciences Department in the Morrissey College section of this workbook.

• Environmental Studies
  Environmental Studies majors should follow the requirements set by Environmental Studies in the Morrissey College section of this workbook.

• Foreign Language
  Lynch School students may declare any foreign language. Secondary Education majors must select specific languages, such as French, Latin, or Spanish.

• Geological Sciences
  Geological Sciences majors should follow the requirements set by the Earth and Environmental Sciences in the Morrissey College section of this workbook.

• History
  Required courses: Select History Core courses in the first year. Please read the current requirements set by the History Department in the Morrissey College section of this workbook. NB: The requirements for History majors with a Secondary Education major are slightly different from those for the non-Secondary Education History majors.

• Mathematics
  Mathematics majors should follow the requirements set by the Mathematics Department in the Morrissey College section of this workbook.

• Physics
  Physics majors should follow the requirements set by the Physics Department in the Morrissey College section of this workbook.

Courses for Lynch Students

All first-year students in the Lynch School must register for APSY1030 Child Growth and Development. Students will also register for ERLA100 First-Year Experience, Reflection, Action (fall) for a total of 16 credits in the fall semester.

ERLA100 First-Year Experience, Reflection, Action (1 credit for the fall semester and 2 credits for the spring semester)
As part of the ERLA100–112 First-Year Experience, Reflection, Action, first-year students meet with instructors for one 90-minute session each week to discuss vocational discernment, critical decision-making, college adjustment, human and material resources and supports, course and program requirements, and research in Applied Psychology and Human Development and Teacher Education. The Seminar is for Lynch School students only and will be required in both fall and spring semesters for a total of three credits.

APSY1030 Child Growth and Development (3 credits)
Learning theory, cognitive development, and physical and psychological patterns of growth for the typical child are among the major topics examined.
REGISTRATION WORKSHEET: LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

**Guidelines for this worksheet**
Check to be sure that you have designated five different 3-credit courses (plus labs where appropriate) in addition to ERAL1100 First-Year Experience, Reflection, Action as preferences and alternatives. Please refer to Course Information and Schedule for more information.

Section I. All Lynch School freshmen must register for APSY1030.

**PREFERENCE:**

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<td>APSY1030</td>
<td>Child Growth and Development</td>
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</table>

Section II. Students receiving a 4 or 5 on the AP English Language exam are exempt from the Writing Core. Students receiving a 4 or 5 on the AP English Literature exam are exempt from the Literature Core. If you choose not to take the English Core freshman year, then list a preferred alternative Core course.

**PREFERENCE:**

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**ALTERNATE:**

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Section III. If your prospective major specifies a required course, list it here (with a lab if the course requires one). Otherwise, list a preferred and alternate Core course.

**PREFERENCE:**

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**ALTERNATE:**

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Section IV. Select a preferred and alternate Core course.

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**ALTERNATE:**

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Section V. Select a preferred and alternate Core course.

**PREFERENCE:**

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**ALTERNATE:**

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Section VI. All Lynch School freshmen register for ERAL1100. This seminar is required in addition to the five 3-credit course requirements.

**PREFERENCE:**

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Sample Worksheet

**PREFERENCE:**

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<th>Preference</th>
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<td>I.</td>
<td>APSY1030</td>
<td>Child Growth and Development (3 credits)</td>
</tr>
<tr>
<td>II.</td>
<td>ENGL1010</td>
<td>First-Year Writing Seminar (3 credits) or ENGL1080 Literature Core (3 credits)</td>
</tr>
<tr>
<td>III.</td>
<td>THEO1090</td>
<td>Philosophy of the Person I, PHILO90 Perspectives on Western Culture I, or PHILO88/THEO88 PULSE (3 credits)</td>
</tr>
<tr>
<td>IV.</td>
<td>BIOL100, CHEM100, EESC100, PHYS100</td>
<td>Science Core (3 credits)</td>
</tr>
<tr>
<td>V.</td>
<td>PHIL1070, PHIL1090</td>
<td>Philosophy of the Person I, PHILO90 Perspectives on Western Culture I, or PHILO88/THEO88 PULSE (3 credits)</td>
</tr>
<tr>
<td>VI.</td>
<td>ERAL1100</td>
<td>First-Year Experience, Reflection, Action—Fall (1 credit for full semester)</td>
</tr>
</tbody>
</table>
CONNELL SCHOOL OF NURSING

Founded in 1947, the Boston College Connell School of Nursing was the first day school at Boston College to admit women. Its program of study leads to a Bachelor of Science degree and eligibility to take the national examination for licensure as a registered nurse (R.N.).

To be eligible for graduation, students must successfully complete the courses that comprise the curriculum, including the required University Core courses, nursing requirements, and electives. Students are required to earn a minimum of 117 credits for graduation. For registration guidelines, reference the Connell School of Nursing Worksheet on page 32.

Core Program for Nursing Students
The following courses comprise the Core Curriculum for Nursing students. All courses must be three credits or more and be listed as Core in the course listings. It is strongly advised that students plan to take Theology or Philosophy early in their plan of study.

1 course in the Arts
Art, Art History, Film, Music, or Theatre

2 courses in History
A History I course and a History II course are required

1 course in Literature
Classical Studies, English, German Studies, Romance Languages and Literatures, or Slavic and Eastern Languages and Literatures

1 course in Mathematics
Principles of Statistics for the Health Sciences (MATH1180—spring semester)

4 courses in Natural Sciences
Anatomy and Physiology I and II, Life Science Chemistry, Microbiology

2 courses in Philosophy
Philosophy of the Person I and II, Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Philosophy courses

2 courses in Social Sciences
Psychology, Sociology, Economics, Nursing, Political Science, or Psychology in Education

2 courses in Theology
Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or any sequence of Complex Problems or Enduring Questions Core Theology courses. Students must take one Christian Theology (CT) and one Sacred Texts and Traditions (STT) course. The order does not matter.

1 course in Writing*

* Students for whom English is not their first language have special options for meeting this requirement.
Program for Students Entering the Connell School of Nursing

First Semester
- Life Science Chemistry with lab: 4 credits
- Anatomy and Physiology I with lab: 4 credits
- Core Program (Theology or Philosophy): 3 credits
- Core Program (Writing or Literature): 3 credits
- Nursing Professional Development Seminar: 1 credit

Second Semester
- Mathematics—Principles of Statistics: 3 credits
- Anatomy and Physiology II with lab: 4 credits
- Core Program (Theology or Philosophy): 3 credits
- Core Program (Writing or Literature): 3 credits
- Introduction to Professional Nursing: 2 credits

* Other Core or elective courses may be substituted in certain situations (e.g., the student has AP credits or wishes to continue foreign language study, or the student wishes to enroll in PULSE or Perspectives).

Courses for Connell School of Nursing Students

BIOL1300 Anatomy and Physiology I
- Continues in second semester
- Corequisite: BIOL1310
- An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization.

BIOL1310 Anatomy and Physiology Laboratory I
- Continues in second semester
- Laboratory exercises are intended to familiarize students with the various structures and principles discussed in BIOL1300 through the study of anatomical models, physiological experiments, and limited dissection. One 2-hour laboratory period each week is required.

CHEM1161 Life Science Chemistry
- Corequisite: CHEM1163
- This course introduces basic chemical principles in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made whenever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

CHEM1163 Life Science Chemistry Laboratory
- Laboratory required of all students enrolled in CHEM1161.
- One 3-hour period per week.

NURS1010 Professional Development Seminar
- This seminar will introduce freshman nursing students to the college culture and to the profession of nursing. Small group sessions led by upperclass nursing students will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.
- One hour per week.

Faculty Advisement

During orientation, you will meet with a faculty member from the Connell School of Nursing who will assist you with registration for the fall. In August, you will be assigned an advisor who will guide you through the Nursing Program. If you have any questions, call the Boston College Connell School of Nursing at 617-552-4925 and the undergraduate office staff will assist you.

On page 32, you will find the Registration Worksheet: Connell School of Nursing that will help you plan your course schedule for the fall semester.
# REGISTRATION WORKSHEET: CONNELL SCHOOL OF NURSING

**Guidelines for this worksheet**
Please check your worksheet carefully. Please refer to Course Information and Schedule for more information.

## Section I (Ia).
List CHEM161 and CHEM163 Life Science Chemistry and Lab.

### PREFERENCE:
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM161</td>
<td>Life Science Chemistry</td>
</tr>
<tr>
<td>CHEM163</td>
<td>Life Science Chemistry Lab</td>
</tr>
</tbody>
</table>

## Section II (IIa).
List BIOL1300 and BIOL1310 Anatomy and Physiology and Lab.

### PREFERENCE:
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1300</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIOL1310</td>
<td>Anatomy and Physiology Lab I</td>
</tr>
</tbody>
</table>

## Section III.
In this section and Section IV, list your choices for Core classes. Students should prioritize First-Year Writing Seminar, Literature, Theology, and Philosophy.

### PREFERENCE:  
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

### ALTERNATE:  
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

## Section IV.
See instructions above in Section III.

### PREFERENCE:  
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

### ALTERNATE:  
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

## Sample Worksheet

### PREFERENCE:  
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. CHEM161</td>
<td>Life Science Chemistry</td>
</tr>
<tr>
<td>Ia. CHEM163</td>
<td>Life Science Chemistry Lab</td>
</tr>
<tr>
<td>Ib. CHEM165</td>
<td>Life Science Chemistry Discussion</td>
</tr>
<tr>
<td>II. BIOL1300</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>IIa. BIOL1310</td>
<td>Anatomy and Physiology Lab I</td>
</tr>
<tr>
<td>III. ENGL1010</td>
<td>First-Year Writing Seminar</td>
</tr>
<tr>
<td>IV. THEO1402</td>
<td>God, Self, and Society</td>
</tr>
<tr>
<td>V. NURS1010</td>
<td>Professional Development Seminar</td>
</tr>
</tbody>
</table>

### ALTERNATE:  
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL1080</td>
<td>Literature Core</td>
</tr>
</tbody>
</table>
## PREPARING FOR ORIENTATION

### Advanced Placement Units

There are a number of ways to earn advanced placement units at Boston College including qualifying scores on College Board Advanced Placement (AP) exams, International Baccalaureate exams, British A Level exams, French Baccalaureate exams, as well as results from the German Abitur, the Swiss Maturité, and the Italian Maturità. Official results from all testing should be sent to the Office of Transfer Admission for evaluation. Qualifying scores will be assigned advanced placement units as outlined briefly below and detailed at www.bc.edu/advancedplacement.

* Advanced placement elective units cannot be used to fulfill the four Arts and Sciences electives required for CSOM, but can count toward the 24 units required to be eligible to apply for advanced standing. Electives do not count toward the degree in any other scenario because Advanced Placement Units are generally used for placement only—not credit. Advanced placement credits will not fulfill the six elective credits required for CSON students.

### College Board Advanced Placement (AP)

<table>
<thead>
<tr>
<th>Advanced Placement Examination</th>
<th>Exam Score Minimum</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>3</td>
<td>Arts Core</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>6</td>
<td>2 Natural Science Core</td>
</tr>
<tr>
<td>Calculus AB (or AB subscore)</td>
<td>4</td>
<td>3</td>
<td>1 Math Core</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>6</td>
<td>1 Math Core/1 Math Elective</td>
</tr>
<tr>
<td>Capstone Seminar N/A</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>6</td>
<td>2 Natural Science Core</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4</td>
<td>6</td>
<td>2 Slavic Language Electives &amp; Language Proficiency, Demonstrates Language Proficiency</td>
</tr>
<tr>
<td>Computer Science (AB or A)</td>
<td>4</td>
<td>3</td>
<td>1 Computer Science Elective. Must consult with the department to determine if any placement toward major is appropriate.</td>
</tr>
<tr>
<td>Economics (Micro)</td>
<td>4</td>
<td>3</td>
<td>1 Social Science Core (except Lynch School)</td>
</tr>
<tr>
<td>Economics (Macro)</td>
<td>4</td>
<td>3</td>
<td>1 Social Science Core (except Lynch School)</td>
</tr>
<tr>
<td>English Language</td>
<td>4</td>
<td>3</td>
<td>Writing Core</td>
</tr>
<tr>
<td>English Literature</td>
<td>4</td>
<td>3</td>
<td>Literature Core</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4</td>
<td>3</td>
<td>1 Natural Science Core</td>
</tr>
<tr>
<td>European History</td>
<td>4</td>
<td>6</td>
<td>2 Modern European History Core</td>
</tr>
<tr>
<td>French Language/Literature</td>
<td>3, 4</td>
<td>0, 6</td>
<td>Demonstrates Language Proficiency 2 Romance Language Electives &amp; Language Proficiency</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>6</td>
<td>2 German Language Electives &amp; Language Proficiency</td>
</tr>
<tr>
<td>US Government and Politics</td>
<td>4</td>
<td>3</td>
<td>1 Social Science Core (except Lynch School)</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>4</td>
<td>3</td>
<td>1 Social Science Core (except Lynch School)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Placement Examination</th>
<th>Exam Score Minimum</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Geography</td>
<td>N/A</td>
<td>N/A</td>
<td>No BC equivalent</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>3</td>
<td>0</td>
<td>Demonstrates Language Proficiency</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4</td>
<td>6</td>
<td>2 Slavic Language Electives &amp; Language Proficiency, Demonstrates Language Proficiency</td>
</tr>
<tr>
<td>Latin: Virgil/Literature</td>
<td>4</td>
<td>6</td>
<td>2 Classical Language Electives &amp; Language Proficiency</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4</td>
<td>3</td>
<td>1 Arts Core</td>
</tr>
<tr>
<td>Physics 1</td>
<td>4</td>
<td>3</td>
<td>1 Natural Science Core</td>
</tr>
<tr>
<td>Physics 2</td>
<td>4</td>
<td>3</td>
<td>1 Natural Science Core</td>
</tr>
<tr>
<td>Physics C Part I Electricity and Magnetism</td>
<td>4</td>
<td>3</td>
<td>1 Natural Science Core each</td>
</tr>
<tr>
<td>Part II Mechanics</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>3</td>
<td>1 Social Science Core</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>0</td>
<td>Demonstrates Language Proficiency</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>4</td>
<td>6</td>
<td>2 Romance Language Electives &amp; Language Proficiency</td>
</tr>
<tr>
<td>Statistics</td>
<td>N/A</td>
<td>N/A</td>
<td>No BC equivalent</td>
</tr>
<tr>
<td>Studio Art</td>
<td>4</td>
<td>3</td>
<td>1 Fine Art Elective</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4</td>
<td>6</td>
<td>2 History electives. Please consult with department for any possible placement toward History major.</td>
</tr>
<tr>
<td>World History</td>
<td>4</td>
<td>6</td>
<td>2 Modern European History Core</td>
</tr>
</tbody>
</table>
International Baccalaureate

Each score of 6 or 7 on Higher Level exams will earn 3 to 6 advanced placement units and will generally satisfy a corresponding Core requirement. For further details, visit www.bc.edu/advancedplacement.

### Arts

<table>
<thead>
<tr>
<th>International Baccalaureate Examination</th>
<th>Exam Score</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Film</td>
<td>6/7</td>
<td>3</td>
<td>Arts Core</td>
</tr>
<tr>
<td>Music</td>
<td>6/7</td>
<td>3</td>
<td>Arts Core</td>
</tr>
<tr>
<td>Theatre</td>
<td>6/7</td>
<td>3</td>
<td>Arts Core</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>6/7</td>
<td>3</td>
<td>Arts Core</td>
</tr>
</tbody>
</table>

### Individuals and Societies

<table>
<thead>
<tr>
<th>International Baccalaureate Examination</th>
<th>Exam Score</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Management</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economics</td>
<td>6/7</td>
<td>3</td>
<td>1 Social Science Core except in Lynch School</td>
</tr>
<tr>
<td>Geography</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Global Politics</td>
<td>6/7</td>
<td>3</td>
<td>1 Social Science Core except in Lynch School</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>6/7</td>
<td>6</td>
<td>Modern History Core I and II</td>
</tr>
<tr>
<td>History of Europe</td>
<td>6/7</td>
<td>6</td>
<td>Modern History Core I and II</td>
</tr>
<tr>
<td>Information Technology in a Global Society</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Islamic History</td>
<td>6/7</td>
<td>3</td>
<td>No Core/History Elective</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6/7</td>
<td>3</td>
<td>1 Philosophy Core</td>
</tr>
<tr>
<td>Psychology</td>
<td>6/7</td>
<td>3</td>
<td>No Core/1 Psychology Elective</td>
</tr>
<tr>
<td>Social and Cultural Anthropology</td>
<td>6/7</td>
<td>3</td>
<td>1 Social Science Core</td>
</tr>
<tr>
<td>World Religion</td>
<td>6/7</td>
<td>3</td>
<td>1 Theology Core</td>
</tr>
</tbody>
</table>

### Sciences

<table>
<thead>
<tr>
<th>International Baccalaureate Examination</th>
<th>Exam Score</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>6/7</td>
<td>6</td>
<td>2 Natural Science Core</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6/7</td>
<td>6</td>
<td>2 Natural Science Core</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6/7</td>
<td>3</td>
<td>1 Computer Science Elective**</td>
</tr>
<tr>
<td>Design Technology</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Environmental Systems</td>
<td>6/7</td>
<td>3</td>
<td>1 Natural Science Core</td>
</tr>
<tr>
<td>Physics</td>
<td>6/7</td>
<td>6</td>
<td>2 Natural Science Core</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>International Baccalaureate Examination</th>
<th>Exam Score</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>6/7</td>
<td>3</td>
<td>1 Math Core</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>6/7</td>
<td>3</td>
<td>1 Math Core</td>
</tr>
</tbody>
</table>

### Language

<table>
<thead>
<tr>
<th>International Baccalaureate Examination</th>
<th>Exam Score</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A Literature</td>
<td>6/7</td>
<td>3</td>
<td>1 Literature Core</td>
</tr>
<tr>
<td>English A Language</td>
<td>6/7</td>
<td>3</td>
<td>1 Writing Core</td>
</tr>
<tr>
<td>English B Language</td>
<td>6/7</td>
<td>3</td>
<td>1 Writing Core</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6/7</td>
<td>6</td>
<td>MCAS Language Proficiency</td>
</tr>
<tr>
<td>Modern Classical Language</td>
<td>6/7</td>
<td>6</td>
<td>MCAS Language Proficiency</td>
</tr>
</tbody>
</table>

* IB elective units cannot be used to fulfill the four arts and sciences electives required for CSOM, but can count toward the 24 units required to be eligible to apply for advanced standing. Electives do not count toward the degree in any other scenario because IB Units are generally used for placement only, not credit.

** Students interested in the Computer Science major must consult with the Computer Science department to determine if these electives can in any way apply to the major.

Sport and Exercise IB is not recognized by Boston College.
### British A Levels

<table>
<thead>
<tr>
<th>A Level Examination</th>
<th>Exam Score</th>
<th>Advanced Placement Units</th>
<th>Requirements Fulfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A/B/C</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Ancient History</td>
<td>A/B/C</td>
<td>3</td>
<td>Modern History Core I and II</td>
</tr>
<tr>
<td>Art and Design</td>
<td>A/B/C</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Art History</td>
<td>A/B/C</td>
<td>3</td>
<td>Arts Core</td>
</tr>
<tr>
<td>Art (Fine Art)</td>
<td>A/B/C</td>
<td>3</td>
<td>Arts Core</td>
</tr>
<tr>
<td>Astronomy</td>
<td>A/B/C</td>
<td>3</td>
<td>Natural Science Core</td>
</tr>
<tr>
<td>Biology</td>
<td>A/B/C</td>
<td>6</td>
<td>2 Natural Science Core 1 Natural Science Core</td>
</tr>
<tr>
<td>Business</td>
<td>A/B/C</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Business Studies</td>
<td>A/B/C</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A/B/C</td>
<td>6</td>
<td>2 Natural Science Core 1 Natural Science Core</td>
</tr>
<tr>
<td>Computer Science</td>
<td>A/B/C</td>
<td>3</td>
<td>Computer Science Elective</td>
</tr>
<tr>
<td>Economics</td>
<td>A/B/C</td>
<td>6</td>
<td>2 Social Science Core (except Lynch School) 1 Social Science Core (except Lynch School)</td>
</tr>
<tr>
<td>English Language</td>
<td>A/B/C</td>
<td>3</td>
<td>Writing Core only</td>
</tr>
<tr>
<td>English Literature</td>
<td>A/B/C</td>
<td>3</td>
<td>Literature Core only</td>
</tr>
<tr>
<td>Geography</td>
<td>A/B/C</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>History</td>
<td>A/B/C</td>
<td>6</td>
<td>Modern History Core I and II</td>
</tr>
<tr>
<td>Islamic Studies</td>
<td>A/B/C</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>A/B/C</td>
<td>3</td>
<td>1 Foreign Lang. elective/ Language proficiency</td>
</tr>
</tbody>
</table>

* There are other A level courses offered that do not apply to a degree at Boston College. If the course is not listed here, no advanced placement units can be earned.
French Baccalaureaté

For all subjects with a coefficient of 5 or higher, advanced placement units will be assigned as follows:

- 6 units for scores of 13 or higher
- 3 units for scores of 10–12
- Scores below 10 do not qualify.
- Units may be used to fulfill corresponding Core or major requirements.
- No advanced placement units will be awarded for English.

Italian Maturità

For students who earn an exam score of 70 or higher on the final exam, advanced placement units will be awarded only for subjects in which the written exam was taken (no placement for oral exams) and the average score for the final exam over the last two years is 7 or higher. No advanced placement units can be earned for English.

German Abitur

Placement will be considered for the four subjects scored in the Abitur final exams. In the two subjects listed, the “main subject” with scores of 10 or higher, 6 advanced placement units will be awarded in corresponding subject areas. For two additional “basic courses” with scores of 10 or higher, 3 advanced placement units will be earned in corresponding subject areas. No advanced placement units can be earned for English.

Swiss Maturité

Advanced placement units can be earned for exam scores of 4 or better. No advanced placement units can be earned for English.

College Courses Taken During High School

Advanced placement units can be earned for college courses taken during high school according to the following guidelines:

COURSES TAKEN AT A HIGH SCHOOL:
Students enrolled in courses designated as “college courses” that are taken at the high school with a high school teacher may only earn advanced placement units if corresponding College Board AP exams are taken and qualifying scores are earned. A college transcript alone cannot be used to earn advanced placement units for these courses.

COURSES TAKEN ON A COLLEGE CAMPUS:
College coursework taken on a college campus with a college professor and with other college students either during the academic year or over the summer may be evaluated for advanced placement units. Only courses that are deemed equal in depth and breadth to coursework taught at Boston College will be considered. Each 3- or 4-credit course with a grade of B or better will earn three advanced placement units. College transcripts for these courses should be submitted to the Office of Transfer Admission by August 1.

Advanced Standing

Students who earn a total of 24 advanced placement units may be eligible for Advanced Standing and have the option to complete their undergraduate studies in three years. Students interested in this option should be in touch with their Dean following completion of their first semester at BC. No decision on Advanced Standing will be made prior to this time. Students seeking Advanced Standing must be able to complete all degree requirements by the proposed graduation date and be approved for Advanced Standing by the Dean before the start of the third year of undergraduate study.

Please Note: Boston College reserves the right to change these policies at any time, and without notice.
PREPARING FOR ORIENTATION

Language Proficiency Requirement

All students in the Morrissey College of Arts and Sciences must demonstrate intermediate-level proficiency in a foreign or classical language in order to graduate from Boston College. The Carroll School of Management, the Connell School of Nursing, and the Lynch School of Education do not have a language requirement.

The SAT II Subject and AP test scores below demonstrate intermediate-level proficiency at Boston College.

<table>
<thead>
<tr>
<th>Subject Test</th>
<th>SAT Score</th>
<th>AP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>700</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td>550</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>600</td>
<td>4</td>
</tr>
<tr>
<td>Italian</td>
<td>550</td>
<td>3</td>
</tr>
<tr>
<td>Japanese</td>
<td>700</td>
<td>4</td>
</tr>
<tr>
<td>Korean</td>
<td>700</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>600</td>
<td>4</td>
</tr>
<tr>
<td>Modern Hebrew</td>
<td>650</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>550</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Exams and Exam Score Minimums

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level
- DELE exams (Diplomas de Español como Lengua Extranjera): B1 or higher level
- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish)
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments
  
  Testing is not available for all languages.

Course Work Meeting Language Proficiency Requirement

- Successful completion of the second semester of an intermediate-level Boston College modern or classical language course
- Successful completion of one Boston College modern or classical language course beyond the intermediate level

Students may not take foreign language courses on a pass/fail basis until they have completed the university’s language proficiency requirement. Language courses will count as Morrissey College of Arts and Sciences electives. Students with documented learning disabilities may be exempt from the foreign language requirement and should consult with the Associate Dean.

Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.
Placement and Proficiency Testing Information for Foreign Languages

Placement and Proficiency Testing Information for Foreign Languages

Placement tests are conducted, in the appropriate foreign language departments, for a number of foreign languages, including, but not limited to Arabic, Bulgarian, Mandarin Chinese, French, Greek (Classical or Modern), Irish, Japanese, Korean, Latin, Persian (Farsi), Russian, Spanish, and Turkish. For specific information on taking the placement exams, continue reading this section and contact the appropriate departments of foreign languages.

French, Italian, and Spanish

The majority of university students around the world speak at least two languages fluently. We encourage you to join them as you prepare yourself for your career.

For general information about French, Italian, and Spanish, or to register for the French placement test, go to www.bc.edu/rll. The French placement test is online and not taken in person. The Spanish placement test can only be taken in person. There is no Italian placement test.

Placement Guidelines for French

<table>
<thead>
<tr>
<th>SAT Subject Test</th>
<th>AP Language Exam</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 600</td>
<td>4 or 5</td>
<td>Consult Professor James Flagg (<a href="mailto:james.flagg@bc.edu">james.flagg@bc.edu</a>)</td>
</tr>
<tr>
<td>550–600</td>
<td>3</td>
<td>FREN2209 CCRI (French)</td>
</tr>
<tr>
<td>Less than 550</td>
<td>Less than 3</td>
<td>Take online placement test (instructions below)</td>
</tr>
<tr>
<td>Did not take</td>
<td></td>
<td>Take online placement test (instructions below)</td>
</tr>
<tr>
<td>Never studied French</td>
<td></td>
<td>FREN1009 Elementary</td>
</tr>
</tbody>
</table>

French Online Placement Test

Go to www.bc.edu/rll and follow links to enter test. You will need your BC username; the password is eagles1. For questions about the test, e-mail the French Placement Test Coordinator, Professor Andrea Javel (andrea.javal@bc.edu). *You must have taken this test before your orientation session. At the end of the test you will be told which course to take.*

Placement Guidelines for Italian

There is no placement test for Italian. General guidelines are below.

<table>
<thead>
<tr>
<th>SAT Subject Test</th>
<th>AP Language Exam</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 600</td>
<td>4 or 5</td>
<td>Consult Professor Brian O’Connor (<a href="mailto:brian.oconnor@bc.edu">brian.oconnor@bc.edu</a>)</td>
</tr>
<tr>
<td>550–600</td>
<td>3</td>
<td>ITAL2213 CCRI (Italian)</td>
</tr>
<tr>
<td>4+ years of high school Italian</td>
<td>ITAL2213 CCRI (Italian)</td>
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</tr>
<tr>
<td>2 years of college-level Italian</td>
<td>ITAL1113 Intermediate Italian</td>
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</tr>
<tr>
<td>3–4 years of high school Italian</td>
<td>ITAL1113 Intermediate Italian</td>
<td></td>
</tr>
<tr>
<td>1 year of college-level Italian</td>
<td>ITAL1104 Intermediate Italian</td>
<td></td>
</tr>
<tr>
<td>2–3 years of high school Italian</td>
<td>ITAL1104 Intermediate Italian</td>
<td></td>
</tr>
<tr>
<td>Less than 1 year of high school Italian</td>
<td>ITAL1005 Elementary Italian</td>
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<tr>
<td>Never studied Italian</td>
<td></td>
<td>ITAL1005 Elementary Italian</td>
</tr>
</tbody>
</table>

Placement Guidelines for Spanish

<table>
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<th>SAT Subject Test</th>
<th>AP Language Exam</th>
<th>IBLE</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 550</td>
<td>Over 3</td>
<td>6/7 higher level</td>
<td>Language requirement fulfilled: go to chart below</td>
</tr>
<tr>
<td>Over 710</td>
<td>5</td>
<td>N/A</td>
<td>SPAN3392 Advanced Spanish</td>
</tr>
<tr>
<td>660–700</td>
<td>4</td>
<td>6/7 higher level</td>
<td>SPAN2215 CCRI</td>
</tr>
<tr>
<td>Less than 659</td>
<td>3</td>
<td>N/A</td>
<td>Take placement test if you wish to continue further studies in Spanish</td>
</tr>
<tr>
<td>Less than 550</td>
<td>Less than 3</td>
<td>N/A</td>
<td>Take placement test (instructions below)</td>
</tr>
<tr>
<td>Did not take</td>
<td>Did not take</td>
<td>Did not take</td>
<td>Take placement test (instructions below)</td>
</tr>
<tr>
<td>Never studied Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native or heritage speaker</td>
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<td></td>
</tr>
</tbody>
</table>

Spanish Placement Test

If you have taken Spanish in high school, it is highly recommended that you continue taking Spanish at Boston College.

Students who need to fulfill the MCAS foreign language proficiency requirement (Intermediate II or equivalent) should
enroll beginning with their first semester or they may risk not graduating. Language courses will be more difficult for you the longer you wait to complete the requirement.

To take the Spanish placement test:

- Take the test during your summer orientation. It is a proctored, computer-based exam delivered onsite. It can be taken only once.
- Bring your Boston College ID and login information. You cannot take the test without these items.
- Arrive at Corcoran Commons, second floor, at 11:00 a.m. the Sunday of your orientation and register for the test in person.
- If you place higher than Intermediate II on the placement test, you have not fulfilled the language requirement. You must enroll in CCRI, and you may not enroll in Intermediate II.

If you have taken the AP test but have not yet received your score, take the placement test and register for the course recommended when you complete the test. When you receive the AP score, you may make necessary changes. If you have questions, speak with the language advisor at your registration session.

Transfer students: If you have taken Elementary or Intermediate Spanish at a four-year institution of higher education, sign up for the next course in sequence without taking the placement test. However, if you did not take Spanish at a four-year institution of higher education, but did take Spanish in high school, you should take the Spanish Placement Test. Transfer students coming from two-year institutions should take the placement test.

Class of 2023: Students in the Carroll School of Management, the Connell School of Nursing, and the Lynch School of Education and Human Development do not have a language requirement, but we encourage you to continue studying Spanish. You are welcome to take the Spanish Placement Test if appropriate or join the curriculum at a higher level if qualified to do so.

German

- A student who has never studied German should enroll in GERM1001 Elementary German I.
- A student who scored a 4 or 5 on the German Language AP exam or over 600 on the SAT German subject test should consult with Professor Daniel Bowles, daniel.bowles@bc.edu.
- A heritage speaker (a student who has learned German from family but has never studied it formally) should take the German Placement Test prior to the beginning of the fall semester to determine the appropriate course. The Department of German Studies welcomes native speakers into our English-language courses on German literature and culture but restricts their enrollment in higher-level literature and culture courses conducted in German. In such cases the express permission of the instructor is required for enrollment.
- All other students should take the German Placement Test prior to the beginning of the fall semester to determine the appropriate course. This includes students who scored a 3 or less on the German Language AP exam or less than 600 on the SAT German subject test.

To take the placement test or to ask other questions, please contact Martha Kraft, Administrative Assistant, German Studies, Lyons Hall 201, martha.kraft@bc.edu, 617-552-3740. During the summer (June–July), please contact Professor Michael Resler, German Studies, Lyons Hall 201C, michael.resler@bc.edu, 617-552-3744.

Other Languages

Boston College has course offerings for Arabic, Bulgarian, Chinese, Greek (Classical or Modern), Hebrew, Irish, Japanese, Korean, Latin, Persian (Farsi), Polish, and Russian. For information on testing or placement options for these and other possible languages contact Korina Tazbir (korina.tazbir@bc.edu) or, for Latin, Professor Kendra Eshleman (kendra.eshleman@bc.edu).

Satisfaction by Documentation

Students seeking to satisfy the language requirement by documentation of native proficiency should do so before the end of their first year of study. Postponement can result in a delayed graduation. Documentation of native proficiency ordinarily assumes evidence of post-elementary school education in the native language. Students should contact their academic dean’s office for more information.
PREPARING FOR REGISTRATION

Academic planning and registration may seem intimidating, but Boston College has many resources to help you make informed decisions. You will receive specific instructions about registration during orientation, but before your session, you should prepare by spending some time reviewing this workbook, the Boston College Catalog, and the various websites listed below.

- Carroll School of Management: www.bc.edu/csom
- Connell School of Nursing: www.bc.edu/nursing
- Lynch School of Education and Human Development: www.bc.edu/lsoe
- Morrissey College of Arts and Sciences: www.bc.edu/mcas
- For the Core Curriculum, visit www.bc.edu/core.

You can browse the online catalog at www.bc.edu/catalog for degree, major, minor, and concentration requirements. You may also want to search Course Information and Schedule available on the Student Services website at www.bc.edu/courses for the upcoming semester’s course offerings, including the course number, title, instructor, day, time, and location. For information about Advanced Placement, International Baccalaureate, etc., visit www.bc.edu/advancedplacement.

The University’s staff is also available whenever you have a question. Remember that the demands on your time will increase dramatically. You will do more reading and writing in a few short months than you did in an entire year of high school, so you need to plan accordingly.

- The Academic Advising Center, located in Stokes Hall South Room 132, is a good place where all first-year and pre-major Morrissey College of Arts and Sciences students can get academic advice and guidance. Their website is located at www.bc.edu/acadvctr, and their e-mail address is aac@bc.edu.
- During orientation, new Carroll School students will be assisted by their first-year Portico instructors and the advising staff of the undergraduate dean’s office. During the academic year, the Portico instructor will be the primary academic advisor but additional help is available in the Undergraduate Dean’s Office.
- Lynch School of Education and Human Development students may contact the Office of Undergraduate Student Services at 617-552-4204 or by e-mail at lsoeundergrad@bc.edu.

- Connell School of Nursing students will be assisted by a faculty member during their orientation session and will be assigned an advisor in September who will guide them through their program.
- Your dean will present you with an overview of your school, its philosophy, and its requirements during your summer orientation session.
- Your orientation leader is a trained peer advisor who is always ready to answer any questions or address a concern.
- Academic advisors will be present at all orientation sessions to help you choose classes and register for courses.

In certain designated sections of Perspectives in Western Culture I and II (PHIL1090–1091/THEO1090–1091) and The First-Year Writing Seminar (ENGL1010), which are listed in Course Information and Schedule, the professor is also the academic advisor and will meet with students regularly to discuss their program.

In all sections of The Courage to Know (UNCS2201) and Freshman Topic Seminars (UNCS2245) instructors serve as the students’ academic advisors for the entire first year.

In all sections of Portico (PRTO1000), required for CSOM students, instructors serve as their students’ academic advisors.

First-Year Experience, Reflection, Action Fall (EDUC1100) and Professional Development seminar (NURS1010) are required, small group sessions for Lynch School and CSON students to discuss college adjustment, course and program requirements, and career plans.
Frequently Asked Questions

Can I only register for Core classes?
Most first-year students enroll in several Core courses, but you should also consider a course in your prospective major or choose an elective. For more information visit www.bc.edu/core.

How do I fulfill the Cultural Diversity requirement of the Core?
Cultural Diversity classes are an integral part of liberal arts education in the twenty-first century. They should be considered the beginning of studies that examine diversity and inclusion. A list of the courses that satisfy the Cultural Diversity Core requirement may be found at www.bc.edu/core under “Core requirements and courses.”

What if I want to transfer to another school within the University?
Students applying for internal transfer to the Connell School of Nursing, the Lynch School of Education and Human Development, and the Morrissey College of Arts and Sciences may do so at the end of their freshman year. The Carroll School of Management accepts a limited number of internal transfer students in January of their sophomore year. Students must have completed their first three semesters at Boston College.

Students applying to transfer into the Connell School of Nursing or the Lynch School of Education and Human Development should note that enrollment is limited in the professional schools and internal transfer may or may not be possible in any given year.

Students applying for internal transfer should be in good academic standing (some schools may require a 3.0 GPA; the Carroll School of Management requires a 3.4 GPA). All students must complete at least three (four in Lynch School of Education and Human Development and Connell School of Nursing) semesters of full-time study after the transfer.

Applications are normally submitted to the Associate Dean by the last class day of each semester.

Will I have to register again for the spring semester?
At your orientation session, you will register only for your fall semester courses.

You will register again in November for your spring semester courses. Courses that continue through the second semester will appear automatically on your spring registration.

I am a Carroll School student. Does it make any difference whether I take the Math Core before statistics?
No. These courses are independent and can be taken in either order. Neither one assumes the other as a prerequisite.

In the Carroll School, can I take the Math Core and statistics at the same time?
You can, but that may be a fairly heavy quantitative load for most students.

Where do I go if I have questions about Advanced Placement or International Baccalaureate credit?
For additional information on Advanced Placement, call the Office of Undergraduate Admission at 617-552-3100.

What is a degree audit, and where do I get one?
The degree audit lists your minimum degree and major requirements and matches those courses that you have completed or have registered for against these requirements. You will receive your degree audit before registration every semester until you graduate. Starting in September, you may also request a degree audit through www.bc.edu/myservices.

How do I locate faculty and specifically my faculty advisor?
In August, you will be assigned a faculty advisor. Faculty e-mail addresses are listed online at www.bc.edu/myservices under Directory Search.

Whom should I notify if I must miss my classes due to illness or family emergency?
You should contact your professor and the Associate Dean of your school:
Julia DeVoy, Lynch School of Education and Human Development 617-552-4204
Ethan Sullivan, Carroll School of Management 617-552-3932
Colleen Simonelli, Connell School of Nursing 617-552-3232
Rory Browne, Morrissey College of Arts and Sciences 617-552-9259

How do I withdraw from a course?
For the 2019–2020 academic year, students may, with the permission of their dean, withdraw from a course no later than Monday, December 2, 2019, for the fall semester and Tuesday, April 14, 2020, for the spring semester, but your transcript will reflect a W for that course.
Students cannot withdraw from any course after Monday, December 2, 2019, for the fall semester and Tuesday, April 14, 2020, for the spring semester. Students who are still registered at this point will receive a final grade for the semester.

What is a credit deficiency?
A credit deficiency is incurred any time you do not successfully complete the expected number of credits in a semester because of failure, course withdrawal, or underloading. Credit deficiencies are normally made up during the summer.

Do failures or “F” grades remain on my permanent transcript?
Yes. Failures do remain on the student’s transcript.

How do I change my address on school records?
Personal information can be changed at www.bc.edu/myservices or in the Office of Student Services in Lyons Hall.

Is academic tutoring available at BC?
Academic tutoring is available in a variety of subjects at the Connors Family Learning Center in O’Neill Library (617-552-0611). The Thea Bowman AHANA and Intercultural Center and Student-Athlete Academic Services also offer tutoring.

Does BC offer services for students with learning disabilities?
The Connors Family Learning Center also provides services for students with learning disabilities. If you have questions about those services, call Dr. Kathleen Duggan at 617-552-8093. For more information regarding students with medical or mental health disabilities, please contact Rory Stein, Assistant Dean of Students with Disabilities at 617-552-3470.

When is Parents’ Weekend?
Friday, September 27 through Sunday, September 29. Visit www.bc.edu/parentsweekend for more information.

Are there any other forms of advice available to me in advance of my FYE orientation?
Absolutely. In addition to this book and the Boston College Catalog, there is plenty of information on the Internet. You should visit www.bc.edu/studentservices and individual schools’ and departments’ websites. We encourage you to send your questions to the Office of Student Services at studentservices@bc.edu. Morrissey College of Arts and Sciences students may also e-mail BC’s Academic Advising Center at aac@bc.edu or phone the center at 617-552-9259.
COURSE INFORMATION AND SCHEDULE

The Course Information and Schedule link available at www.bc.edu/myservices offers the features listed below:

- Course instructors and scheduling information by semester
- Course descriptions
- Course evaluations and textbooks
- Meeting times and room assignments

You may search by term, school, subject (required for MCAS courses), student level, and keyword. You can customize your search by using filters to select course number ranges, course levels, meeting days and times, credit hours, and open or closed courses. Remember to clear your filters or select “Start Over” when you begin a new search.

To expand information about a course, click on “More Detail” to view the short course description. Click on the course title to view a more detailed course description, including any course prerequisites or corequisites and Core requirements, and links to course evaluations and textbook information, if available.

Course Information and Schedule is limited to members of the BC community, so you must authenticate by logging in to www.bc.edu/myservices. A more restrictive view is available to guests at www.bc.edu/courseinformationandschedule.
COURSE EVALUATIONS

Boston College uses an online course evaluation system which is fast, easy, convenient, secure, anonymous, confidential, and, above all, important! Course evaluation results are used by faculty to improve teaching, and they are a significant component in the promotion and tenure process.

Students may view results of past course evaluations to assist with course selection and registration. To access course evaluation results log in to www.bc.edu/myservices and click on “Course Evaluations”.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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