

BOSTON COLLEGE

ACADEMIC PLANNING WORKBOOK

FOR FIRST-YEAR STUDENTS

2022–2023



EVER TO EXCEL

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Welcome to Boston College. We look forward to getting to know you as you prepare for your first academic semester. We understand that this is a time of great anticipation. Rest assured we are available every step of the way to help you acclimate to the rigors of college study. 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 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 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 elec-

tive 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.

COMPLEX PROBLEMS AND ENDURING QUESTIONS CORE COURSES

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 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 first-year students have the opportunity to fulfill these Core Curriculum requirements through new, team-taught and interdisciplinary courses that deal with the most pressing questions of our time.

In fall 2022, five of these courses are built on the “Complex Problems” model, and fifteen are “Enduring Questions” paired 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 through either *Difference, Justice and the Common Good* in the U.S. (DJCG) or *Engaging Difference and Justice* (EDJ).

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

Fall 2022 Complex Problems Courses

Complex Problems courses are six-credit courses, team-taught by two professors from different disciplines. Students meet multiple days each week for lecture and once per week for lab. Students and faculty also gather for weekly Reflection sessions, which may involve group activities, guest speakers, or field trips off campus. Each Complex Problems course fulfills two Core requirements, some will fulfill three Core requirements through Cultural Diversity.

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

Making the Modern World: Design, Ethics & Engineering (HIST1617 + EESC1517)

Jenna Tonn, Engineering

Jonathan Kronen, Engineering

Russell Powell, Core Fellow, Theology

Fulfills 1 Natural Science + 1 History II + Cultural Diversity through EDJ

Together we will consider how engineers and other stakeholders navigate risks related to industrial and environmental disasters; balance financial, technological, and regulatory pressures associated with complex socio-technical problems; and negotiate technical and political liabilities surrounding artificial intelligence, surveillance, and climate adaptation. Students will collaborate on group design projects based on human-centered engineering. Engineering systems present pressing technical, ethical, and moral problems that we must grapple with as engaged global citizens. In this class students will explore the social, cultural, and institutional history of engineering; learn foundational skills in quantitative analysis of real-world engineering designs; and understand the political, environmental, economic, and ethical tradeoffs associated with building the modern world.

Global Implications of Climate Change (SOCY1501 + EESC1501)

Brian Gareau, Sociology and International Studies

Tara Pisani Gareau, Earth and Environmental Sciences

Robin Wright, Core Fellow, Environmental Studies

Fulfills 1 Social Science + 1 Natural Science + Cultural Diversity through EDJ

Climate change is one of the defining issues of our time. Decisive and swift action to mitigate carbon emissions is needed in order to prevent catastrophic events and unhealthy environments for future generations. Societies worldwide will need to adapt to a new environmental reality. However, the causes, effects, and costs of climate change are not equally distributed, which raises ethical questions about responsibility and justice. This course will encourage critical engagement with and personal reflection on these important issues, covering the science behind climate change, the roles that social, political, and economic conditions play in understanding and internalizing climate change, and the different roles of governments, businesses, religious communities, and individuals for enacting (or preventing!) ambitious solutions to climate change.

Powering America: The Past and Future of Energy, Technology, and the Environment (EESC1507 + HIST1513)

John Ebel, Earth and Environmental Sciences

Conevery Valencius, History

Vena Offen, Core Fellow, Environmental Studies

Fulfills 1 History II + 1 Natural Science

This course explores U.S. energy. From the perspectives of history, culture, technology, engineering, and foreign policy, we ask how we created and distributed energy in the past, how energy systems function in the present, and how they may evolve. We investigate energy production, distribution, and use—coal, oil, nuclear power, hydropower, wind, and solar power—along with cables, pipelines, and transmission systems. Through hands-on exercises and field trips, students learn how past technological and economic choices shaped current U.S. energy systems affect the environment, and how sustainable energy systems will be in the future.

Beyond Price: Markets, Cultures, Values (ECON1501 + ENGL1503)

Can Erbil, Economics

Kalpna 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.

Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity (ECON1704 + UNAS1725)

Geoffrey Sanzenbacher, Economics

Neil McCullagh, Carroll School of Management

Nora Gross, Core Fellow, Sociology

Fulfills 2 Social Science

The course explores concepts of social economic and racial inequality with a focus on the interaction between housing, labor markets, and the ultimate accumulation of wealth. Housing will be examined through a study of the history of affordable housing, an exploration of the transformation of Columbia Point Public Housing Development to Harbor Point, and an applied simulation. Labor markets will be explored at the theoretical level (e.g., labor supply/

demand, human capital, discrimination), before diving into data and literature on how changes over the last 40 years have expanded inequality. The course will conclude with how the lack of both affordable housing and quality labor market opportunities can interact to restrict intergenerational wealth accumulation and opportunity. The course will challenge students to explore and test solutions for transforming distressed communities into safe, desirable neighborhoods that produce better outcomes for all residents through field projects, simulations, and a practical final project.

Fall 2022 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 group activities, guest speakers, or field trips off campus. Each pair of Enduring Questions courses fulfills two Core requirements. Some may fill an additional Core requirement for Cultural Diversity through either Difference, Justice and the Common Good (DJCG), or Engaging Difference and Justice (EDJ).

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

Life, Liberty, and Health: The Economics Healthcare (ECON1702)

Tracy Regan, Economics

Life, Liberty, and Health: Policy, Politics and Law (UNAS1702)

Mary Ann Chirba, BC Law

Fulfills 1 Social Science + 1 History II + Cultural Diversity through EDJ

Why is health care so interconnected with policy, law, and economics?

If health is our “greatest happiness” (Thomas Jefferson), why is U.S. health care such a mess? We have rights to vote and free speech, but do we have a right to health? With the global COVID-19 pandemic, access to health care and health insurance have become more important than ever in the pursuit of life, liberty and health. Topics include the history of our health care system, prescription drug costs, vaccine mandates, the opioid crisis, youth vaping, and

sports-related concussions. Such complex issues are best understood through interdisciplinary study. Through the lens of contemporary problems, students will learn basic principles of economics and law, and examine how they intersect to drive health policy involving enduring questions of government authority and individual autonomy, morality and ethics, social justice and human rights.

Roots and Routes: Writing Identity (ENGL1713)

Lynne Anderson, English

Roots and Routes: Reading Identity (ENGL1712)

Elizabeth Graver, English

Fulfills Writing + Literature

How does migration in today's world shape questions of identity, borders, belonging and the reimagining of home?

We will read a range of fiction, nonfiction, and poetry (including spoken word poems) by authors whose migration stories to the United States offer multiple ways to think about what it means to be an outsider and build a new life and home. We will explore our own migration stories—the “routes” that brought us here and the ways in which our family “roots” shape our identities. Some of the questions we will consider include: What are the gifts and challenges of making a home across cultures? Of being multilingual? What do you know—and what don't you know—about your own family's migration story, whether recent or more removed? How might that story intersect with the topics we encounter in our texts? How does the writer Chimamanda Ngozi Adichie's TED Talk on the “danger of the single story” invite us to ask questions about power, memory, silence, and voice? What does it mean to migrate in a globalized, wired, yet often divided world?

The Rule of Law and the Complex Meaning of Justice (UNAS1719)

R. Michael Cassidy, BC Law

The Role of Literature in Understanding the Complex Meaning of Justice (ENGL1729)

Marla DeRosa, English

Fulfills 1 Social Science + Literature + Cultural Diversity through DJCG

How do societies define justice, and what role do lawyers, authors, and dramatists play in illuminating the many complex issues underlying this concept?

In this course we will explore the range of experiences of law for its ministers (lawyers, judges, law enforcement agents) as well as for its recipients/supplicants (citizens, plaintiffs, defendants and victims). We will first begin with the question of what is “justice” and approach that issue from the standpoint of political theorists. What does “justice” mean? Is it fairness? equality? morality? maximization of utility? We will use Michael Sandel's *Justice: A Reader* as an introductory text to major political theorists on the justice question, from the ancients to the moderns. We will then examine how the law is mobilized and deployed by professionals as an instrument of justice. What do we mean by the “rule of law,” what roles do lawyers and judges play in safeguarding and promoting the rule of law, and what, if anything, does the rule of law have to do with justice? A set of topics has been selected to develop an understanding of the situational and systemic demands under which legal actors perform their roles in the United States. For this part of the course we will use Lord Thomas Bingham's reader *The Rule of Law*. The course concludes with an investigation of where lawyers stand in American society today, assessing whether they have succeeded or failed in their larger ambitions to protect the rule of law and to serve as architects of a just society. If not, how might they better serve both society and themselves in uncertain times? For this latter part of the course we will examine the work of two lawyers, one a criminal defense lawyer and one an environmental litigator, in the texts *Just Mercy* and *A Civil Action*.

Nature and Power: Making the Modern World (HIST1710)

Ling Zhang, History

Nature and Power: Reading the American Place (ENGL1724)

Suzanne Matson, English

Fulfills Literature + 1 History II

How does nature act upon us and our imaginations, and how do we act upon it—transforming and representing it?

How do our links with nature change across time and place to produce the modern world and contemporary consciousness? These paired courses use global comparative case histories and in-depth literary readings of the American place to trace changing conceptual frameworks of both conquest and conservation. Students will think critically, write analytically and reflectively, and venture beyond the classroom for urban walks, museum visits, and a field trip to Walden Pond.

What is the Good Life? Tolstoy to Chekov (CLAS1704)*Thomas Epstein, Classical Studies***God and the Good Life (THEO1702)***Stephen Pope, Theology***Fulfills Literature + 1 Theology II**

What does the “good life” mean in thought and action to each of us as a human being?

Students will consider literary and theological ways of thinking about what constitutes “the good life,” exploring major texts in the Christian tradition (Augustine, Thomas Aquinas and Dorothy Day) and giants of 19th century Russian literature (Leo Tolstoy, Fyodor Dostoevsky, and Anton Chekhov). Approaching our subject both from a disciplinary and broadly humanistic perspective, we will investigate our personal, social, and spiritual commitments as they engage the common good, the pursuit of happiness, and the good in life. Our reflection sessions will take us out of the classroom to meet people who are trying to serve the common good.

From Hiroshima to K-Pop: Filmmakers’ Perspectives (UNAS1717)*Christina Klein, English***From Hiroshima to K-Pop: Historical Perspectives (UNAS1716)***Ingu Hwang, International Studies***Fulfills Arts + 1 History II**

What is the relationship between politics and popular culture?

How did East Asia emerge from the wreckage of the Second World War to become the dominant political, economic, and cultural force it is in the world today? What is the relationship between politics and popular culture? Since 1945, East Asia has experienced the Cold War, civil war, communist revolution, modernization, capitalism, democratization, and economic booms and busts. It has also become a powerhouse producer of popular and art cinema. In these paired courses students will explore the relationship between politics and culture as they learn how historians and filmmakers have grappled with the tumultuous events of the past 75 years.

Geographies of Imperialism: History of Colonization (HIST1716)*Elizabeth Shlala, History***Geographies of Imperialism: Theology of Colonization (THEO1707)***Natana DeLong-Bas, Theology***Fulfills 1 History II + 1 Theology (Sacred Texts & Traditions) + Cultural Diversity through DJCG and EDJ**

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.

St. Petersburg: Dream and Reality (CLAS1703)*Thomas Epstein, Classical Studies***Rome: Art, Regime and Resistance (CLAS1702)***Christopher Polt, Classical Studies***Fulfills Literature + History I**

To what kinds of life and culture do great cities give rise?

Rome is the West’s oldest archetype of the imperial city; St. Petersburg the youngest, and perhaps, last. To what kinds of life and culture do great cities give rise? Exploring artistic, intellectual, and social dimensions of Rome and St. Petersburg, we will ask about the responsibility of the human person to the society in which he or she lives. How do artists respond to official conceptions of identity and how, conversely, does the state view its artists and intellectuals? How are local and national self identities made and unmade by art and artists? Our reflections sessions will explore how these questions find expression in our own first “great” city, Boston.

Spiritual Exercises: Engagement, Empathy, Ethics (THEO1701)*Brian Robinette, Theology***Aesthetic Exercises: Engagement, Empathy, Ethics (MUSA1701)***Daniel Callahan, Music***Fulfills 1 Theology (Christian Theology) + Arts**

How might we train for encounters with beauty and the sacred?

One objective of these linked courses is to help students realize that their own personal experiences can be the

departing point for—and even the subject of—scholarly inquiry; that theology, the arts, and philosophy are not mere disciplines to be learned but practices that are indispensable to being alive and serving the common good. Another aim is for students to realize that deeply meaningful experiences—whether of the true, the beautiful, and the good or the divine in the world and in one’s self—often don’t just happen. Instead, such experiences are usually the result of being situated in the right place and time with the right preparation and mindset; in other words, they are usually the result of a certain type of exercise.

Flawed Founders: George Washington and the Mythology of a Heroic President (POL11051)

Marc Landy, Political Science

Flawed Founders: King David and the Theology of a Political Hero (THEO1710)

David Vanderhooff, Theology

Fulfills 1 Social Science + 1 Theology (Sacred Texts & Traditions)

How can we understand the greatness of heroic political founders who are also flawed human beings?

Ancient Israel’s monarchy and America’s constitutional democracy represent two historically influential and innovative political systems. Each had a major founder, King David and George Washington respectively, who transcend their times and exemplify greatness. David’s messianic identity and theological legacy remain enduring elements of Jewish and Christian theological reflection. Washington’s mythological status persists in the American secular imagination. Yet both figures betrayed significant personal flaws: temper, self-doubt; political conniving; immoral treatment of women, slaves, and peers; dubious military judgement. Must great founders also be moral exemplars? What obligations do we have today to celebrate, condemn, study, and understand these Flawed Founders?

Coming of Age in Literature (UNAS1708)

Susan Michalczyk, MCAS College Faculty

Coming of Age in Film (FILM1701)

John Michalczyk, Art, Art History, and Film

Fulfills Arts + Literature

When do we come of age?

We ask whether the depiction of coming of age experiences provides readers/viewers with ways to navigate and

contextualize concepts of self and community within the complex social, political, religious, and psychological forces that create the worlds in which we live. When do we come of age? What influences our actions and reactions throughout our journey into adulthood? How do these experiences affect the lives we choose to lead? From times of crisis to moments of calm, childhood memories cover a range of experiences, from the mundane to the transformational. Literature and film adaptations can capture both the individual and collective experience of these critical years of development and memorialize a common experience of both private and public struggles. In both courses, students will analyze approaches used by authors and directors to connect these individual moments to current social concerns.

The Meaning of Boston: Literature and Culture (ENGL1735)

Carlo Rotella, English

The Meaning of Boston: History and Memory (HIST1630)

David Quigley, History, Provost and Dean of Faculties

Fulfills Literature and 1 History II

What does a city—this city in which we find ourselves—mean?

Meaning flows through a city just as populations, capital, power, resources, and ideas do, and each of these flows conditions the others. As we consider what Boston has meant in different moments and to different people, we engage follow-on questions: How does the form of a text express meaning? How can we understand the relationship between that text and the historical moment in which it took form, and/or the historical moment it seeks to capture? What happens when we consider the local in relation to national and international events and artistic movements? Our students will develop skills of historical reasoning, will learn how to interpret works of literature and allied arts, and will sharpen their analytical thinking and writing skills within the disciplinary traditions of history and literary/cultural studies. We will encourage them to move beyond the received meanings and standard tropes of Boston—the accent, the city on a hill, the regular-guy mythos retailed by Hollywood—and explore questions that Boston has consistently raised about human beings and nature, race and class difference, the form and function of the good life, the double-edged quality of moral causes, and the contest between the persistence of old ways and the succession of new ones.

Growing Up Gendered: Contemporary Media Representations (COMM2216)

Lisa Cuklanz, Communication

Growing Up Gendered: Socio-Cultural Perspectives on Gender in Contemporary Society (SOCY1708)

Sharlene Hesse-Biber, Sociology

Fulfills Literature + 1 Social Science + Cultural Diversity through EDJ

How is our gendered identity constructed?

In these linked classes we will explore how different eras and cultures have pressured people to grow up as either male or female, and to behave in masculine or feminine ways. We will ask: how is our gendered identity constructed? How do families, schools, the mass media, and our social relationships online and off reinforce or challenge gender identities? Why do conversations about gender get bound up in discussions of sexual behaviors and preferences? How do gender and sexuality intersect with other dimensions of personal identity, such as race and religion?

Maternity and Science: Society, Culture, and Public Health (PHCG1701)

Tara Casebolt, Core Fellow, Global Public Health and the Common Good

Maternity and Science: Neuroscience and Genetics (UNAS1718)

Jessica Black, School of Social Work

Fulfills 1 Social Science + 1 Natural Science

In what ways is the maternal experience informed and determined?

Birth is one of the building blocks of the human experience. Throughout history, cultures around the world have developed specific beliefs, traditions and rituals regarding menstruation, pregnancy, birth, and infant care. These are related to the societal structures in which they have emerged. An understanding of these beliefs and traditions and the society in which they have developed is an important part of delivering culturally competent reproductive health care. In addition, specific populations have been and continue to be mistreated by the medical establishment regarding pregnancy and birth, including Indigenous communities, prisoners, people living in poverty, and African Americans. It is essential to be aware of historically mistreated populations to create a health care system based on justice and equity. In this survey course, a number of topics

related to the historical, societal, and cultural elements of reproductive health will be discussed through the lens of public health.

The Formation of Early Christian Thought: A Theological Examination (THEO1722)

David Hunter, Theology

The Formation of Early Christian Thought: A Philosophical Examination (PHIL1722)

Sarah Byers, Philosophy

Fulfills 1 Theology (Christian Theology) + 1 Philosophy

How did Greco-Roman philosophy contribute to rational Christian theology?

These courses address the enduring question of the relationship between faith and reason. In the early Christian era, leading intellectuals attempted to integrate the Jewish and Christian scriptures and traditions with rational philosophy. They employed Greek and Roman philosophy to reflect upon foundational issues in metaphysics, human psychology, epistemology, ethics, and God's action in time. We will examine important concepts, arguments, and theories of ancient pagan philosophers (Plato, Aristotle, Seneca, Epictetus, Plotinus) and trace their adoption and adaptation by leading Christians (Justin Martyr, Origen, Lactantius, Athanasius, Augustine).

Reckoning with Incarceration: The Stories that Must Be Told (UNAS1726)

Celeste Wells, Communication

Reckoning with Incarceration: Understanding Administrative Violence (UNAS1727)

Andrés Castro Samayoa, Lynch School of Education and Human Development

Fulfills Literature + 1 Social Science

How do U.S. beliefs around justice, dignity, vengeance, safety, and rehabilitation shape administrative practices of incarceration and their effects on those imprisoned, their families, and their victims?

We will consider the ways that the universal needs of justice and safety are understood by the legal system, social institutions (e.g., schools), popular culture, as well as victims and perpetrators of crime, and the families of both. Both courses will take for granted that the current mass incarceration system has been designed to focus on

retribution versus rehabilitation and that ever-increasing mass incarceration rates are predicated on a legal system demonstrated to mete out justice unequally. Each class will examine said beliefs through the differing lenses of social science and literature.

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 (UNCS2201)

The Courage to Know (CTK) is a 3-credit seminar of eighteen students, one instructor, and two senior mentors. 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.

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 until they are assigned to a major advisor sometime in their sophomore year. Students in the Carroll School and the Lynch School will be assigned academic advisors in their respective school. All students who take the spring offering of CTK will maintain the academic advisor they were assigned in the fall while their CTK instructor will serve as an informal advisor and mentor.

Space is limited—offered fall and spring

bc.edu/cornerstone

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

Freshman Topic Seminar (UNCS2245)

The First-Year Topic Seminar (FTS) is a twelve-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 fifteen students) on a research topic in which the instructor has expertise. FTS are designed to allow students to explore academic areas of interest as instructors guide them in an application of their academic discipline.

With their instructors as guides, students will have the opportunity to participate in less formal group activities outside of the classroom exploring Boston's cultural offerings.

The instructor will serve as the students' academic advisor until they are assigned an academic advisor in their major sometime in their sophomore year.

The course ends just before 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 (PHIL1090-1091/THEO1090-1091)
- First-Year Writing Seminar (ENGL1010)

Note: advising sections of Core courses have the same content as non-advising sections of the same course.

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

Perspectives on Western Culture (PHIL/THEO1090) is a year-long, 12-credit course guided by the fundamental question of the best way to live. It is reading and writing intensive, and fulfills Core requirements in Philosophy and Theology.

In the first semester, students begin by encountering two “spiritual eruptions”: the rise of Greek philosophy, and the Judeo-Christian experience of God’s self-revelation in history. This ancient encounter between “Athens” and “Jerusalem” contributed significantly to the emergence of the European intellectual culture of the middle ages, and to the understanding of the good life as one oriented towards transcendence and guided by the complementary truths of faith and reason.

The second semester continues the investigation of the best way to live by examining the understandings of faith, reason, justice, nature and the human person that emerge in the modern world. However, rather than presenting the modern world as a rejection of ancient and medieval thought, or as a simple process of secularization, modern thinkers are put in conversation with the thinkers of the ancient and medieval world. The resulting clarification by contrast allows students to appropriate, in a critical and dialectical manner, contemporary ideas of the good life.

The Living and Learning Program is offered through three 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 three sections of Perspectives on Western Culture designated as Residential Living and Learning are listed below.

Courses

- PHIL/THEO1090 Perspectives on Western Culture
Professor Brian Braman
- PHIL/THEO1090 Perspectives on Western Culture
Professor Christopher Conostas
- PHIL/THEO1090 Perspectives on Western Culture
Professor Kerry Cronin

Registration will be limited to 75 students (25 per class) on a first-come, first-served basis. To request both the course and housing in Duchesne Hall prior to summer registration, please send an email to perspectives@bc.edu.

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?

MORRISSEY COLLEGE OF ARTS AND SCIENCES

The first year in the Morrissey College of Arts and Sciences is a time for exploring intellectual interests and talents. Boston College's curriculum and advising structures support that exploration.

Through the Boston College Core Curriculum, undergraduates acquire a common intellectual foundation. They experience an intensive grounding in the defining works of the humanities, natural sciences, and social sciences, introducing them to the forces that have shaped world history and culture. This focus broadens students' intellectual horizons while shaping their characters and helping them learn how to discern well—preparing them for meaningful lives and rewarding careers. Intensive work in a major field provides depth in a chosen discipline. Students will 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 15 requirements 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.

Use the Core to explore your intellectual interests in the Morrissey College of Arts and Sciences. Complex Problem and Enduring Question courses are open to first-year students only, designed to engage students intellectually grappling with universal questions and finding solutions to global problems. Other opportunities to expand your world and yourself include: Perspectives I, PULSE, and courses in the Cornerstone Program, among other excellent courses. Importantly, in the Morrissey College, we want to help you begin a process of discernment to uncover your intellectual gifts and find your passions.

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 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 is interdisciplinary and 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

Calculus I, Calculus II, Finite Probability and Applications, Ideas in Mathematics, Computer Science I

2 courses in Natural Sciences

Biology, Chemistry, Earth and Environmental Sciences, or Physics

2 courses in Philosophy

Philosophy of the Person I and II (in sequence), Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, 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

One Christian Theology (CT) and one Sacred Texts and Traditions (STT) course. Person and Social Responsibility I and II (PULSE), Perspectives on Western Culture I and II, or

Complex Problems or Enduring Questions Core Theology courses.

1 course in Writing*

Art, Art History, Film, Music, or Theatre

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

In addition to the 15 Core requirements, 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 38–39 of this workbook for a more detailed description of the language requirement.

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 are expected to take a minimum of 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.

The Boston College Core Curriculum guides students on journeys of interdisciplinary inquiry to discover how to think about the world. Students explore new ways of knowing and being, helping them discern who they want to be, how they want to live—and why.

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 help you create a list of possible courses. In August, you will be assigned a pre-major advisor who will provide academic guidance throughout your first year.

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* (www.bc.edu/catalog). All students should select ENGL1010 First-Year Writing Seminar, or a Core Literature course (ENGL1080, ENGL1184, or select Complex Problem and Enduring Questions Literature Core courses) 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 CHEM1111 General 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 may choose to bypass the 2000-level lecture courses (BIOL2000 and BIOL2010). These students will begin the major with BIOL3040 Cell Biology and take 6 credits of additional biology courses, level 3000 or above, in subsequent semesters. Biochemistry majors cannot use AP credits to place out of Calculus II. Students with a strong calculus background should enroll in MATH1101 Calculus II or MATH1103 Calculus II (Mathematics/Science majors) or MATH2202 Multivariable Calculus, after consultation with a Mathematics Advisor.

Biology

Required courses: Biology majors in the regular B.S. and B.A. programs are advised to enroll in BIOL2000 Molecules and Cells or BIOL2010 Ecology and Evolution (may be taken in any order) and CHEM1109 General Chemistry I and CHEM1111 General Chemistry Lab I. MATH1100 Calculus I and/or MATH1101 Calculus II can be taken in either the first or second year. Students who received a score of 5 on the AP Biology 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 BIOL2010 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 email Seth Robertson (seth.robertson@bc.edu), Assistant Director of Undergraduate Programs or Kathy Dunn (kathy.dunn@bc.edu), Associate Professor and Associate Chair of the Biology Department.

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 CHEM1111 General Chemistry Lab I or CHEM1117 Honors Modern Chemistry I and CHEM1119 Honors Modern Chemistry Lab I and one of MATH1102 Calculus I (Mathematics/Science majors), MATH1103 Calculus II (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 minoring 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 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, Assistant Professor of the Practice Maira Marques Samary, about proper course placement. You may email her at cs_undergrad@bc.edu.

Students interested in the Computer Science B.A. or B.S. should take MATH1102 Calculus I for Math/Science Majors and MATH 1103 Calculus II for Math/Science Majors (if the student has no Math AP). Visit 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 (courses that are accepted are listed here: bc.edu/content/bc-web/schools/mcas/departments/computer-science/academics/programs.html#tab-bachelor_of_science).

Economics

Required courses: ECON1101 Principles of Economics. MATH1102 (recommended for quantitatively inclined students) or MATH1100 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 MATH1102 (preferred) or MATH1100. 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. Students might also consider taking Statistics (ECON1151) during their first year, and may also consider enrolling in one of the Intermediate Theory courses after having completed ECON1101 and the Calculus corequisite. After completing Statistics, the Econometric Methods course should be taken as soon as

possible, preferably by the end of the sophomore year as Econometric Methods is a prerequisite for many upper-level elective courses.

Students with strong math skills and who are interested in a more rigorous version of the Intermediate Theory courses should consider taking the Honors versions of these courses (ECON2203 and ECON2204). Departmental permission is required and will consider a student's performance in Calculus I (or the AP exam equivalent) and ECON1101 (or the AP exam equivalents).

Students considering graduate work in economics or related disciplines should take additional mathematics courses, roughly the equivalent of a minor in mathematics.

English

Required courses: Ordinarily students fulfill the English Core requirements through First-Year Writing Seminar (ENGL1010) and Literature Core (ENGL1080). Some students may choose to fulfill the two English requirements through Enduring Questions, Complex Problems, and/or crosslisted courses noted as English Core. Bilingual students may fulfill both Core requirements by taking First-Year Writing Seminar for English Language Learners (ENGL1009), and Literature Core for English Language Learners (ENGL1079). Bilingual students should contact Lynne Anderson (lynne.anderson@bc.edu) for placement information. It is highly recommended that students take both courses during their first year. Students may place out of one or both of these courses with the appropriate AP or IB scores as noted on pages 34 and 35 of the workbook. Students who have fulfilled both English Core requirements through AP or IB and are considering a major or a minor in English, including the Creative Writing Concentration, are encouraged to enroll in Studies in Poetry (ENGL2131) or Studies in Narrative (ENGL2133). Students who have fulfilled both English Core requirements through AP or IB 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. Students can consult the English department web page located at www.bc.edu/english for a listing of elective courses. Students with questions about the English Core, declaring the major, minor, or selecting an elective should contact Marla De Rosa (marla.derosa@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) or Exploring the Earth (EESC1132) with laboratory (EESC1133) 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

Recommended courses: Students interested in the Environmental Studies major should consider taking a Core course on environmental issues (CHEM1105 and CHEM1106 Chemistry and Society I and II; EESC1174 Climate Change and Society; EESC1501/SOCY1501 Global Implications of Climate Change; HIST1505/SOCY1509 Planet in Peril: The History and Future of Human Impacts on the Planet; HIST1513/EESC1507 Powering America: The Past and Future of Energy, Technology, and the Environment; BIOL1706/ENVS1075 Understanding & Protecting Our Oceans in the Wake of Climate Change) and/or one of the foundation courses. See also bc.edu/bc-web/schools/mcas/sites/envstudies.html.

Film Studies

Required course: FILM2202 Introduction to Film Art. Students will learn about film history and analysis, which will provide the necessary foundation for the Film Studies major and minor. Note: Introduction to Film Art is not a production course.

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: Students interested in German Studies normally take a German-language course at an appropriate level in their first semester, either GERM1001, GERM1050, or GERM2001. (A placement test we offer will help students determine their level.) First-year students may also take one of several courses we conduct in English that fulfill the Literature or the Arts requirement of the University Core program. Students with questions about gauging language levels and placement, declaring the major or one of the minors, or selecting an elective should

contact the Director of Undergraduate Studies, Professor Daniel Bowles (bowlesd@bc.edu).

History

Required courses: All BC students must take both halves of a 1000-level Core sequence: History Core I, which covers ca. 1500–1800, and History Core II, which covers 1800–present. The History Core offerings are marked as such in Course Information and Schedule and are also listed on the BC History Department website. Students may also fulfill the History Core by taking Complex Problems and Enduring Questions Core History courses, which are described elsewhere in this workbook.

Students who have fulfilled the Core requirement in History through Advanced Placement are welcome to take a History elective.

We recommend that all students new to college-level history classes enroll in a 2000-level course before moving to 4000-level courses.

History majors who have fulfilled the Core requirement are welcome to enroll in a 2000-level history elective. Majors should plan to take a 3000-level Study & Writing of History course by the end of their sophomore year.

Human-Centered Engineering

Required courses: First-semester Human-Centered Engineering majors should enroll in ENGR1102 Physical Modeling and Analysis Lab, ENGR1702 First-Year Human-Centered Engineering Reflection 1, and PHYS2200 Introductory Physics I (Calc). They should also take either ENGR1025: Innovation Through Design Thinking or EESC1717/HIST1617 Making the Modern World: Design, Ethics, and Engineering. Students should take MATH1102 Calculus I (Mathematics/Science majors) or an approved substitution determined in consultation with their advisor. Students do not need to enroll in PHYS2050 Introductory Physics Laboratory I.

International Studies

Although the International Studies (IS) program accepts all students into the minor who declare by October of their junior year, majors are only accepted by application in early February of freshman year. We encourage freshmen who are considering an IS major to enroll in several classes that take up international issues and/or are taught by an IS faculty member. There are no specific courses you must take to apply for the IS major, but introductory courses that also count for the University Core requirements are a good start

(e.g., ECON1101 Principles of Economics), and a comparative politics course in the IS program or Political Science department could be a useful way to test the waters.

We strongly encourage taking foreign language courses throughout your time at BC. We also encourage freshmen to take interdisciplinary Core Renewal courses or others that meet University Core requirements, especially if they have an international component.

See our web site for information about the requirements for the IS major and minor: 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 (POLI1041 and POLI1042), 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, offered every fall. There may also be additional courses offered in either the fall or spring semesters that are appropriate starting points for the study of Linguistics. Consult with Professor Margaret Thomas (margaret.thomas@bc.edu) for more information.

Mathematics

Required course: MATH1102 Calculus I (Mathematics/Science majors), MATH1103 Calculus II (Mathematics/Science majors) or MATH2202 Multivariable Calculus. Students with a score of 4 or 5 on the AP Calculus AB exam should enroll in MATH1103, 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, consult a Mathematics advisor or visit the website bc.edu/mathadvise.

Music

Required course: MUSA1100 Fundamentals of Music Theory. Students who have equivalent knowledge through Advanced Placement or similar programs 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, MUSA1300 History of Popular Music, or possible offerings in Enduring Questions.

Neuroscience

Required courses: PSYC1110 Introduction to Brain, Mind, and Behavior, 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. 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 Micah Lott (micah.lott@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 MATH1103 Calculus II (Mathematics/Science majors), or MATH2202 Multivariable Calculus. Students with a score of 5 in the full year of AB Calculus should enter MATH1103 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, engineering, 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 and PHYS2050 Introductory Physics Lab I. Please consult the Physics Department website (bc.edu/physics) for further information on physics courses, or students may email the Physics Program Administrator or the Undergraduate Program Director (see website for contact information) or call 617-552-3575.

Political Science

Required courses: Students must complete two courses, one each from two separate categories, for the introductory requirement for the major. Students can satisfy the first part by one of the following two courses: POLI1041 Fundamental Concepts of Politics (fall/spring), or POLI1021 How to Rule the World (fall). For the second part, students can take one of the following: 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 (fall).

Students are not required to complete one part before the other; however, most students start the major by taking either POLI1041 or POLI1021 in the fall semester. 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 or PSYC1111 Introduction to Psychology as a Social Science. Students may enroll in both courses simultaneously or sequentially, in either order.

Psychology B.S.

Required course: PSYC1110 Introduction to Brain, Mind, and Behavior or PSYC1111 Introduction to Psychology as a Social Science. The two courses can be taken in either order. Students may enroll in both courses simultaneously or sequentially, in either order.

Romance Languages and Literatures (French, Italian, Portuguese, 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.

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 the appropriate Language Coordinator in French, Italian, or Spanish. For the list of current Coordinators, see the department “Contact” page (bc.edu/rl).

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

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

For French Studies 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- or Italian-speaking countries, should consult the Director of Undergraduate Studies. (For the name and e-mail of the current DUS, see the department “Contact” page [www.bc.edu/rl]).

Romance Languages and Literatures offers courses that fulfill the Literature Core requirement and the Cultural Diversity requirement, which also count toward our majors and minors. Visit 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, or SLAV1417 Introduction to Polish 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 SOCY100101, a section reserved for major and minors. Further, all Sociology Core courses (SOCY1001–1999) 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, ARTS1155 Introduction to Digital Art, or ARTS1161 Photography I. Six of these courses (Drawing I, Painting I, Design: Seeing is Believing, Design I, Painting Plus Collage, and Introduction to Digital Art) fulfill the Arts Core. The others (Ceramics I and Photography I) 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

- THEO1420 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 Enduring Questions Core Theology courses see pages 6–7 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 Scripture 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 THEO1090–1091 Perspectives on Western Culture I and II.

Pre-Health Program

The Core curriculum at Boston College is an advantage 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’ 2021–2022 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 2021–2022 application cycle: Humanities—45%, Mathematics and Statistics—40%, Physical Sciences—42%, Biological Sciences—38%, and Social Sciences—35%. (Derived from data supplied in Table A-17 of the AAMC summary—November 16, 2021.)

“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).

Pre-Health students are encouraged to reflect on who they would like to become as health professionals. Eighty-two percent of BC 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 Pre-Health 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 grow. Furthermore, Pre-Health 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 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 and find an enriching program of study in which he/she will excel.

UTILIZING THE PRE-HEALTH TEAM TO MAXIMIZE SUCCESS

Irrespective of major (humanities or STEM), the BC Pre-Health team would be delighted to meet with students at every stage of their Pre-Health portfolio development, from prospective freshmen to seniors and alumni. The Pre-Health

team assists with all aspects of planning when considering a career in the health professions, 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 emailing premed@bc.edu. For up-to-date information about the Pre-Health program please email 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.

Students are invited to think, explore, and discern in order to learn across disciplines and develop their minds and educational experiences to the fullest potential. The goal is to gain the ability to think critically, both broadly and deeply, and at Boston College a liberal arts education is focused on the whole person. The liberal arts have always been at the center of the Jesuit, Catholic intellectual tradition, which promotes the intergration of students' academic and personal goals, inspiring them to reflect on who they are, who they want to become, and how they want to engage in the world for the common good.

Gregory Kalscheur, S.J., Dean of the Morrissey College of Arts and Sciences shares, "At Boston College, we hope our students become women and men of depth of thought and creative imagination, who are ready to engage the needs of our world and well-prepared for meaningful lives of leadership, scholarship, and service."

In choosing a major, we encourage students to let their choice of major be shaped by academic experiences and exploration in programs of study which resonate with the student's interests, skills, and talents. For example, a student may want to reflect upon evidence of previous academic success in a certain area when selecting a major. However, if a student is considering a major program of study that is new

to the student, without prior foundational coursework, then the student may wish to weigh the pluses and minuses in forging new territory, as opposed to leveraging prior academic success. Exploring the groundwork for future immersion in a discipline is the primary tenet of the Core curriculum which fosters a broad and diverse perspective of the humanities and arts, the sciences, and the social sciences.

The BC Pre-Health team works with students to strategize on the optimal timeframe and coursework necessary to complete the foundational requirements. Keep in mind that course requirements vary when applying to health profession schools. Irrespective of any major at Boston College (humanities or STEM), below is a summary of the necessary Pre-Health program requirements. The Pre-Health 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

Suggested Curriculum for Pre-Health Students:

- Two semesters of Biology with Lab
- Two semesters of General Chemistry with Lab
- Two semesters of Organic Chemistry with Lab and/or one semester of Organic Chemistry with one semester of Biochemistry*
- Two semesters of Physics with Lab (either Calculus-based Physics or Algebra-based Physics is acceptable; refer to major program requirements as well.)
- Two semesters of English

*It is incumbent on the prospective applicant to be knowledgeable of individual medical school requirements when planning his or her course selection. We suggest meeting with a member of the Pre-Health team if uncertain.

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 all course requirements in three years, in addition to successful completion of standardized testing. Most BC applicants, however, elect to distribute the Pre-Health 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 “growth” years to explore, reflect, and act on a specific health-related problem, clinical, or scientific inquiry may inexorably improve the competitiveness of a student’s candidacy. At Boston College, the Pre-Health 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 Pre-Health 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 Pre-Health 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 Pre-Health team to ensure that all materials are complete to initiate the BC committee letter application process.

The BC Pre-Health 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 comprehensive 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 advising from an individual faculty member on the committee. While the Pre-Health team is 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 Pre-Health Checklist:

1. Register for Pre-Health program announcements at premed@bc.edu
2. Attend the freshman meeting (first week in September —email invitation will be sent out)
3. Read the freshman checklist online

4. Make an appointment with a member of the Pre-Health 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 and/or academic support when warranted
7. Visit academic departments to research programs of study, minors, and concentrations
8. Get involved with a health-related club (e.g., Mendel Society, Pre dental Society)
9. Get involved judiciously with on- or off-campus service organizations and extracurricular activities

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, Business Analytics, Finance, General Management, Management and Leadership, Marketing, and Operations Management. We also have available a co-concentration in Entrepreneurship. 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 concentration(s).

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 26.

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 (PRTO1000) in the fall. That is a total of ten courses in the first year.

Of the ten courses, we specify five, plus a one-credit Excel course. (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 courses are:

- Portico (PRTO1000)
- University Mathematics Core
- Business Statistics (BZAN1135)
- the First-Year Writing Seminar (ENGL1010)
- a Core literature course
- Excel for Business Analytics (BZAN1037, 1 credit)

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* (bc.edu/catalog)

Registration Examples

The following are sample worksheets. Refer also to the sample at the bottom of the Carroll School worksheet on page 26. You must register for Portico as well as Core courses in Writing and/or Literature, Digital Technology: Strategy and Use (ISYS1021), Business Statistics (BZAN1135), 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* (bc.edu/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.

PREFERENCE:

Course No.	Course Title
PRTO1000	Portico
ENGL1010	First-Year Writing Seminar
PHIL1090	Perspectives on Western Culture I
THEO1090	Perspectives on Western Culture I
BZAN1135	Business Statistics
BZAN1136	Business Statistics Programming Lab

ALTERNATE:

Course No.	Course Title
PRTO1000	Portico
ENGL1701	Truth-Telling in Literature
HIST1701	Truth-Telling in History
MATH1100	Calculus I
BSLW1021	Intro to Law
BZAN1037	Excel for Business Analytics (1 credit)

Required Course 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.

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, ENGL1184, or select Complex Problem and Enduring Questions Literature Core courses). 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	Course No.	Course Title

ALTERNATE:

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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	Course No.	Course Title

ALTERNATE:

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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	Course No.	Course Title
			Lab

ALTERNATE:

	Lab

Section V. Indicate course selection in Statistics or a University Core.

PREFERENCE:

Course No.	Course Title	Course No.	Course Title

ALTERNATE:

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Sample Worksheet

PREFERENCE:

	Course No.	Course Title	Course No.
I.	PRTO1000	Portico	
II.	ENGL1010	First-Year Writing Seminar	
III.	PHIL1090	Perspectives on Western Culture I	
IV.	THEO1090	Perspectives on Western Culture I	
V.	BZAN1135	Business Statistics	
Va.	BZAN1136	Business Statistics Programming Lab	

ALTERNATE:

	Course Title
PRTO1000	Portico
ENGL1701	Truth-Telling in Literature
HIST1701	Truth-Telling in History
MATH1100	Calculus I
BSLW1021	Intro to Law
BZAN1037	Excel for Business Analytics

LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

The Lynch School of Education and Human Development (LSEHD) 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 undergraduate students to serve diverse populations in a variety of future professional roles including as teachers, administrators, human service providers, psychologists, researchers, policy analysts, instructional designers, and other roles within business human capital and talent development, government, NGOs, foundations, and cultural organizations. Programs are designed to ensure that students receive a liberal arts education, professional preparation, and specialized coursework and experiences in their major and minor field(s).

Students Entering Lynch School of Education and Human Development Programs

Students in the LSEHD who are elementary or secondary education majors must successfully complete 120 credits which must include the BC Core curriculum, the elementary or secondary education major, and an appropriate second major. Students who are Transformative Educational Studies majors must successfully complete 120 credits which must include the BC Core curriculum and the major Transformative Educational Studies. Students who are Applied Psychology and Human Development majors must successfully complete 120 credits which must include the BC Core curriculum and the Applied Psychology and Human Development major.

The Boston College University Core Curriculum (BC Core) 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 BC Core by the end of sophomore year, we suggest that you consider BC 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.

LSEHD students who enroll in one of the Complex Problems or Enduring Questions Core should select courses with care. LSEHD major requirements also satisfy some University Core, including Social Science, Cultural Diversity, and Philosophy II. Please consult the pages that follow to determine the Core that is satisfied by major. At the conclusion of this section, 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

EDUC1051 Reimagining School and Society or EDUC/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, Eastern, Slavic, and German Studies, English, or Romance Languages and Literatures

1 course in Mathematics

LSHED students may fulfill this requirement by taking MATH1190 Fundamentals of Math I (required for Elementary Education major) or APSY2217 Statistics for Applied Psychology (required for Applied Psychology and Human Development major)

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 combination of Complex Problems or Enduring Questions Core Philosophy courses. EDUC1050 The Educational Conversation satisfies Philosophy II Core.

2 courses in Social Sciences

LSEHD students can fulfill this requirement by taking EDUC/APSY1030 Child Growth and Development (fall) and either EDUC1051 Reimagining School and Society (spring), or EDUC/APSY1031 Family, School and Society (spring), as these are specific Lynch School major 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 of Education and Human Development

All students in LSEHD pursuing an Elementary Education major leading to state endorsement for certification are required to declare a second major, either interdisciplinary (American Heritages, Mathematics/Computer Science, Perspectives on Spanish America), Transformative Educational Studies, 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, English, Environmental Geosciences, 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 Transformative Educational Studies or Applied Psychology and Human Development as their primary major are not required to undertake a second major or minor; however, many declare and complete second majors and minors. The minimum number of credits acceptable for most minors is 18, which may include applicable BC Core courses. Students are encouraged to consider a Lynch interdisciplinary major or specialized minor.

Specific acceptable areas of study for both majors and minors are listed in the *Boston College Catalog* (bc.edu/catalog).

Direct inquiries to the Office for Undergraduate Student Programs, 617-552-4204, lshdungrd@bc.edu.

Registration Procedures

- All students select ENGL1010 First-Year Writing Seminar (FWS) or a Core Literature course. 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.

- 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 LSEHD students. All first-year LSEHD students will be advised on course times during their group orientation advisement session.
- Major sequence as outlined below.
- Students who have not declared a major and are listed as Undeclared should follow the course requirements listed for Transformative Educational Studies or Applied Psychology and Human Development major(s).

Elementary Education

Students should enroll in EDUC1030 Child Growth and Development. This course will also satisfy one Social Science requirement. In the Spring, students will enroll in EDUC1031 Family, School and Society. This course will satisfy one Social Science and the Cultural Diversity requirement. Students may also elect to begin the sequence for their second major.

Secondary Education

Students can elect to enroll in either EDUC1050 The Educational Conversation (Philosophy II Core) or EDUC1030 Child Growth and Development (Social Science Core) in the fall. In the Spring, students will enroll in EDUC1031 Family, School and Society (Social Science and Cultural Diversity) or EDUC1051 Reimagining School and Society (Social Science and Cultural Diversity). Students may also elect to begin the sequence for the desired second major. In particular, students declaring a major in Mathematics, the Sciences or Foreign Language should strongly consider beginning those majors in the first year. Students may prepare to teach in the following disciplines: biology, chemistry, English, environmental geoscience, history, mathematics, Spanish, French, physics. Students pursuing these majors should follow the requirements set by the specific Department in the Morrissey College section of this workbook. **NB:** The requirements for either English or history majors, with a Secondary Education major, are slightly different from those for non-Secondary Education English and history majors.

Transformative Educational Studies

Students should enroll in EDUC1050 The Educational Conversation. This course will also satisfy Philosophy II Core requirement. In the Spring, students will enroll in EDUC1051 Reimagining School and Society. This course will satisfy one Social Science and the Cultural Diversity

requirement. This major does not require a second major or minor, but students may elect to begin the sequence for a second major or for minor(s).

Applied Psychology and Human Development

Students should enroll in APSY1030 Child Growth and Development. This course will also satisfy one Social Science requirement. In the Spring, students will enroll in APSY1031 Family, School and Society. This course will satisfy one Social Science and the Cultural Diversity requirement. This major does not require a second major or minor, but students may elect to begin the sequence for a second major or for minor(s).

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

Courses for Lynch Students

All first-year students in LSEHD must register for **EDUC1050 The Educational Conversation (3 credits)** or **EDUC/APSY1030 Child Growth and Development (3 credits)**. Students will also register for ERAL1100 First-Year Experience, Reflection, Action (fall) for a minimum of 16 credits in the fall semester.

ERAL1100 First-Year Experience, Reflection, Action (1 credit for the fall semester and 2 credits for the spring semester)

As part of the ERAL1100–1112 First-Year Experience, Reflection, Action (ERA), first-year students meet with instructors for one 90-minute session each week to discuss topics of academic, individual and formative development discernment, design-thinking tools and processes, critical decision-making, college adjustment, human and material resources and supports, course and program requirements, and research topics in Transformative Educational Studies, Applied Psychology and Human Development and Teacher Education areas. The ERA First-Year Program is for Lynch students only and is required in both fall and spring semesters for a total of 3 credits.

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 LSEHD first-years must register for EDUC1050 or EDUC/APSY1030. Please refer to requirements for each major.

PREFERENCE:

Course No.	Course Title
EDUC1050 or EDUC/APSY1030	The Educational Conversation or Child Growth and Development

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 do not need to take the English Core freshman year, then list a preferred alternative Core course.

PREFERENCE:

Course No.	Course Title

ALTERNATE:

Course No.	Course Title

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:

Course No.	Course Title

ALTERNATE:

Course No.	Course Title

Section IV. Select a preferred and alternate Core course.

PREFERENCE:

Course No.	Course Title

ALTERNATE:

Course No.	Course Title

Section V. Select a preferred and alternate Core course.

PREFERENCE:

Course No.	Course Title

ALTERNATE:

Course No.	Course Title

Section VI. All LSEHD first-years register for ERAL1100. This course is required in addition to the five 3-credit course requirements.

PREFERENCE:

Course No.	Course Title
ERAL1100	First-Year Experience, Reflection, Action—Fall

Sample Worksheet

PREFERENCE:

	Course No.	Course Title
I.	EDUC1050 or EDUC/APSY1030	The Educational Conversation or Child Growth and Development (3 credits)
II.	ENGL1010 or ENGL1080	First-Year Writing Seminar (3 credits) or Literature Core (3 credits)
III.		
IV.		
V.		
VI.	ERAL1100	First-Year Experience, Reflection, Action—Fall (1 credit for fall semester)

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 33.

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 Science

Nursing Assessment Theory (NURS2122) and Role of Professional Nurse (NURS4264)

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	Credits
Life Science Chemistry with lab	4
Anatomy and Physiology I with lab	4
Core Program (Theology or Philosophy)*	3
Core Program (Writing or Literature)*	3
Nursing Professional Development Seminar	1

Second Semester	Credits
Mathematics—Principles of Statistics for Health Sciences	3
Anatomy and Physiology II with lab	4
Core Program (Theology or Philosophy)*	3
Core Program (Writing or Literature)*	3
Introduction to Professional Nursing	2

* 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).

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 33, you will find the Registration Worksheet: Connell School of Nursing that will help you plan your course schedule for the fall semester.

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.

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 CHEM1161 and CHEM1163 Life Science Chemistry and Lab.

PREFERENCE:

Course No.	Course Title
CHEM1161	Life Science Chemistry
CHEM1163	Life Science Chemistry Lab

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

PREFERENCE:

Course No.	Course Title
BIOL1300	Anatomy and Physiology I
BIOL1310	Anatomy and Physiology Lab I

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:

Course No.	Course Title	Course No.	Course Title

ALTERNATE:

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Section IV. See instructions above in Section III.

PREFERENCE:

Course No.	Course Title	Course No.	Course Title

ALTERNATE:

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Sample Worksheet

PREFERENCE:

	Course No.	Course Title	Course No.
I.	CHEM1161	Life Science Chemistry	
Ia.	CHEM1163	Life Science Chemistry Lab	
Ib.	CHEM1165	Life Science Chemistry Discussion	
II.	BIOL1300	Anatomy and Physiology I	
IIa.	BIOL1310	Anatomy and Physiology Lab I	
III.	PHIL1090	Perspectives on Western Culture I	
IV.	THEO1090	Perspectives on Western Culture I	
V.	NURS1010	Professional Development Seminar	

ALTERNATE:

Course Title	
THEO1402	God, Self, and Society
ENGL1010	First Year Writing Seminar

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 bc.edu/advancedplacement.

College Board Advanced Placement (AP)

Advanced Placement Examination	Exam Score Minimum	Advanced Placement Units	Requirements Fulfilled*
Art History	4	3	Arts Core
Biology	4	6	2 Natural Science Core
Calculus AB (or AB subscore)	4	3	1 Math Core
Calculus BC	4	6	1 Math Core/1 Math Elective
Chemistry	4	6	2 Natural Science Core
Chinese Language and Culture	4	6	2 Slavic Language Electives & Language Proficiency
Computer Science (A or Principles)	N/A	N/A	Students must consult with the department to determine if any placement within the major is appropriate.
**Economics (Micro)	4	3	1 Social Science Core/No placement for ECON1101
**Economics (Macro)	4	3	1 Social Science Core/No placement for ECON1101
English Language	4	3	Writing Core
English Literature	4	3	Literature Core
Environmental Science	4	3	1 Natural Science Core
European History	4	6	History Core I and History Core II
French Language and Culture	3 4	0 3	Demonstrates Language Proficiency 1 Romance Language Elective & Language Proficiency
German	4	6	Demonstrates Language Proficiency
U.S. Government and Politics	4	3	1 Social Science Core
Comparative Government and Politics	4	3	1 Social Science Core
Human Geography	N/A	N/A	No BC equivalent
Italian Language and Culture	3 4	0 3	Demonstrates Language Proficiency 1 Romance Language Elective & Language Proficiency
Japanese Language and Culture	4	6	2 Slavic Language Electives & Language Proficiency

Advanced Placement Examination	Exam Score Minimum	Advanced Placement Units	Requirements Fulfilled*
Latin	4	6	2 Classical Language Electives & Language Proficiency
Music Theory	4	3	1 Arts Core
Physics 1	4	3	1 Natural Science Core
Physics 2	4	3	1 Natural Science Core
Physics C: Electricity and Magnetism	4	3	1 Natural Science Core
Physics C: Mechanics	4	3	1 Natural Science Core
Psychology	4	3	1 Social Science Core^
Research	N/A	N/A	No BC equivalent
Seminar	N/A	N/A	No BC equivalent
Spanish Language/Literature and Culture	3 4	0 3	Demonstrates Language Proficiency 1 Romance Language Elective & Language Proficiency
Statistics	5	3	Fulfills Business Statistics Requirement for CSOM students
Studio Art	4	3	1 Fine Art Elective
U.S. History	4	6	Units included when students apply for Advanced Standing. No University Core/department placement earned.
World History	4	6	History Core I and History Core II

* Advanced placement elective units cannot be used to fulfill the four Arts and Sciences electives required for CSOM, but can count toward the 30 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 units will not fulfill the six elective credits required for CSON students. CSON students fulfill their Natural Science and Mathematics Core Curriculum requirements through coursework taken during their freshman year. Therefore, qualifying exam scores cannot be used to fulfill those requirements for nursing students.

**Beginning with students entering the Spring 2022 term and later, a qualifying score in both Macroeconomics and Microeconomics earns placement for ECON1101 *Principles of Economics*, which fulfills 1 Social Science Core. Students with qualifying scores in both Macroeconomics and Microeconomics would still need to satisfy the second Social Science Core requirement.

^ Please consult with the Psychology and Neuroscience Department to determine how placement toward the major is appropriate.

International Baccalaureate

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

Arts

International Baccalaureate Examination	Exam Score	Advanced Placement Units	Requirements Fulfilled*
Dance	N/A	N/A	N/A
Film	6/7	3	Arts Core
Music	6/7	3	Arts Core
Theatre	6/7	3	Arts Core
Visual Arts	6/7	3	Arts Core

Individuals and Societies

International Baccalaureate Examination	Exam Score	Advanced Placement Units	Requirements Fulfilled*
Business and Management	N/A	N/A	N/A
Economics	6/7	3	1 Social Science Core/For Economics majors/minors, will also satisfy Principles of Economics (ECON1101).
Geography	N/A	N/A	N/A
Global Politics	6/7	3	1 Social Science Core
History of the Americas	6/7	6	History Core I and II
History of Europe	6/7	6	History Core I and II
Information Technology in a Global Society	N/A	N/A	N/A
Islamic History	6/7	3	No Core/History Elective
Philosophy	6/7	3	1 Philosophy Core
Psychology	6/7	3	No Core/1 Psychology Elective
Social and Cultural Anthropology	6/7	3	1 Social Science Core
World Religion	6/7	3	1 Theology Elective

Sciences

International Baccalaureate Examination	Exam Score	Advanced Placement Units	Requirements Fulfilled*
Biology	6/7	6	2 Natural Science Core
Chemistry	6/7	6	2 Natural Science Core
Computer Science	6/7	3	1 Computer Science Elective [^]
Design Technology	N/A	N/A	N/A
Environmental Systems	6/7	3	1 Natural Science Core
Physics	6/7	6	2 Natural Science Core

Mathematics

International Baccalaureate Examination	Exam Score	Advanced Placement Units	Requirements Fulfilled*
Mathematics	6/7	3	1 Math Core
Further Mathematics	6/7	3	1 Math Core

Language

International Baccalaureate Examination	Exam Score	Advanced Placement Units	Requirements Fulfilled*
English A Literature	6/7	3	1 Literature Core
English A Language	6/7	3	1 Writing Core
English B Language	6/7	3	1 Writing Core
Foreign Language	6/7	6	MCAS Language Proficiency
Modern Classical Language	6/7	6	MCAS Language Proficiency

* IB elective units cannot be used to fulfill the four arts and sciences electives required for CSOM, but can count toward the 30 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.

Sports, Exercise & Health Science IB is not recognized by Boston College.

British A Levels

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.

A Level Examination	Exam Score	Advanced Placement Units	Requirements Fulfilled
Accounting	N/A	N/A	N/A
Ancient History	A/B/C	3	History Core I
Art and Design	N/A	N/A	N/A
Art History	A/B/C	3	1 Arts Core
Art (Fine Art)	A/B/C	3	1 Arts Core
Astronomy	A/B/C	3	1 Natural Science Core
Biology	A/B C	6 3	2 Natural Science Core 1 Natural Science Core
Business	N/A	N/A	N/A
Business Studies	N/A	N/A	N/A
Chemistry	A/B C	6 3	2 Natural Science Core 1 Natural Science Core
Computer Science	A/B/C	3	Students must consult with the department to determine if any placement within the major is appropriate.
Economics	A/B C	6 3	2 Social Science Core 1 Social Science Core
English Language	A/B/C	3	Writing Core only
English Literature	A/B/C	3	Literature Core only
Film Studies	A/B/C	3	1 Arts Core
Geography	N/A	N/A	N/A
History	A/B/C	6	History Core I and II
Islamic Studies	N/A	N/A	N/A
Languages other than English	A/B/C	3	1 Foreign Lang. elective/Language proficiency
Maths/Further Maths	A/B C	6 3	1 Math Core/ 1 Math elective 1 Math Core
Music	N/A	N/A	N/A
Photography	N/A	N/A	N/A
Physics	A/B C	6 3	2 Natural Science Core 1 Natural Science Core
Psychology	A/B/C	3	1 Psychology Core
Religious Studies	A/B/C	3	1 Theology Core
Sociology	A/B/C	3	1 Social Science Core
Statistics	N/A	N/A	N/A
Theatre Studies	A/B/C	3	1 Arts Core

French Bacculaureate

- Scores of 14 or higher* will be considered for a maximum of six credits for each 12th grade Spécialité subject.
- A minimum score of 12* for each 12th grade Spécialité subject will be considered for a maximum of three credits.
- Students completing the French Bacculaureate with International Option (OIB) may earn advanced placement units in English and history for corresponding exam scores.
- Scores below 10 do not qualify.
- Units may be used to fulfill corresponding University Core or major requirements.

*Advanced Placement is based on the French Bacculaureate exam results and is considered in the context of departmental review. Boston College reserves the right to change this policy, as is determined by campus administrators.

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. For two subjects listed as the “main subject,” scores of 10 or higher will earn 6 advanced placement units 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:

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.

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 and are being used to supplement high school coursework (and not to fulfill high school requirements) will be considered.

Each 3 or 4 credit course with a grade of B or better will earn 3 advanced placement units. Students will still be required to take the full 120 credits necessary for graduation, unless they have the equivalency of 30 credits, in which case they may qualify for Advanced Standing and would be eligible to graduate from Boston College in 3 years. College transcripts for these courses should be submitted to the Office of Transfer Admission by August 1. Students who enroll at a local college to satisfy high school graduation requirements are not eligible for advanced placement units unless they take the corresponding College Board AP exams and earn qualifying scores.

Advanced Standing

Students who earn a total of 30 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.

PREPARING FOR ORIENTATION

Language Proficiency Requirement

The study of language, literature, and culture other than one's own enables the Jesuit-educated student to appreciate the world better, to seek commonalities, and honor cultural differences. Therefore, students in the Morrissey College of Arts and Sciences will demonstrate intermediate-level proficiency in a foreign or classical language in order to graduate from Boston College. Intermediate proficiency is defined as completing the fourth semester of a language. Students continuing a language previously studied will take one to four courses, depending on their placement. First-year students should begin/complete the language requirement during their first semester.

The Advanced Placement (AP) test scores below demonstrate intermediate-level proficiency at Boston College.

Subject	AP Score
Chinese	4
French	3
German	4
Italian	3
Japanese	4
Korean	N/A
Latin	4
Modern Hebrew	N/A
Spanish	3

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.

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 demonstration of native proficiency by documentation. Documentation of native proficiency ordinarily assumes evidence of post-elementary school education in the native language.

Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

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 Connors Family Learning Center (bc.edu/connors).

Placement and Proficiency Testing Information for Foreign Languages

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 challenging the longer one waits to complete the requirement. **All language placement exams will need to be completed prior to your arrival for summer orientation and registration.**

Students will note their plan to fulfill the language proficiency requirement prior to orientation, and will be contacted by the relevant academic department with specific information on placement. Students should closely monitor their BC email.

Students who are beginning the study of a new language should register for the Elementary I course. Students who are continuing the study of a language may need a placement test to determine the appropriate level. 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), Japanese, Korean, Latin, Persian (Farsi), Russian, Spanish, and Turkish.

Placement Guidelines for French

AP Language Exam Score or Language Experience	Course
4 or 5	Consult Professor Andréa Javel (andrea.javel@bc.edu)
3	FREN2209 CCRI (French)
Less than 3	Take online placement test (instructions to follow)
Did not take AP Language Exam	Take online placement test (instructions to follow)
Never studied French	FREN1009 Elementary

Placement Guidelines for Italian

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

AP Language Exam Score or Language Experience	Course
4 or 5	Consult Professor Brian O'Connor (brian.oconnor@bc.edu)
3	ITAL2213 CCRI (Italian)
4+ years of high school Italian	ITAL2213 CCRI (Italian)
2 years of college-level Italian	ITAL2213 CCRI (Italian)
3-4 years of high school Italian	ITAL1113 Intermediate Italian
1 year of college-level Italian	ITAL1113 Intermediate Italian
2-3 years of high school Italian	ITAL1004 Intermediate Italian
Less than 1 year of high school Italian	ITAL1003 Elementary Italian
Never studied Italian	ITAL1003 Elementary Italian

Placement Guidelines for Spanish

AP Language Exam Score or Language Experience	IBLE Score or Language Experience	Course
5	N/A	SPAN3392 Advanced Spanish
4	6/7 higher level	SPAN2215 CCRI
3	N/A	Take placement test if you wish to continue further studies in Spanish
Less than 3	N/A	Take placement test (instructions to follow)
Did not take AP Language Exam	Did not take IBLE	Take placement test (instructions to follow)
Never studied Spanish		SPAN1015 Elementary Spanish I
Native or heritage speaker		Consult department (rll@bc.edu)

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* (bc.edu/catalog), and the various websites listed below.

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

You can browse the online catalog at 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 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 bc.edu/advancedplacement.

The University's staff is also available should questions arise.

- 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. All first-year students are assigned to a pre-major advisor for the academic year. The Academic Advising Center website is bc.edu/aac, and the email 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 email at lsehdungrd@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 available to help you choose classes to submit for registration.

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. When choosing an elective or course in a prospective major, please consult with your faculty advisor or academic administrator to make sure there are no prerequisites for the course. For more information visit bc.edu/core.

How do I fulfill the Cultural Diversity requirement of the Core?

There are many ways to fulfill this important Core requirement: as a Core course, major, minor, or elective course. As an integral part of a liberal arts education in the 21st Century, Cultural Diversity courses challenge students to envision societies in which all can flourish in freedom, integrity, and fullness of life. Courses fulfilling Cultural Diversity through Difference, Justice and the Common Good in the United States, and Engaging Difference and Justice might be of particular interest to students. A list of the courses that satisfy the Cultural Diversity Core requirement may be found at 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 and the Lynch School of Education and Human Development may do so at the end of their freshman year. The Carroll School of Management accepts a limited number of internal transfer students in June after their freshman year. Students must have completed their first two semesters at Boston College. Students applying for internal transfer to the Morrissey College of Arts and Sciences may do so after completing the first semester of their freshman year.

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 must be submitted to the Associate Dean by the last class day of each semester. Morrissey College of

Arts and Sciences applications should be submitted to Dean Treseanne Ainsworth in Stokes Hall S132.

Will I have to register again for the spring semester?

During 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 can assess your degree audit via the Agora Portal. See the Student Degree Audit Guide available at bc.edu/eastudent (user authentication required).

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 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
- Joseph Desciak, Morrissey College of Arts and Sciences, 617-552-9259

How do I drop or withdraw from a course?

For the 2022–2023 academic year, students may, with the permission of their dean, drop a course no later than Friday, September 30, 2022 for the fall semester and Wednesday, February 15, 2023 for the spring semester. Dropping a course means that it will not appear on your transcript.

After the drop deadline, students may withdraw from a course until Monday, November 28, 2022 for the fall semester and Tuesday, April 18, 2023 for the spring semester. A withdrawal means that the course will remain on your transcript with a W instead of a grade.

What is a credit deficiency?

A credit deficiency is incurred any time you do not successfully complete the expected number of credits (usually 15) 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 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 for eligible students.

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 disabilities, please contact Rory Stein, Assistant Dean for Students with Disabilities at 617-552-3470.

When is Parents’ Weekend?

Information about Parents’ Weekend, including dates, events, and resources, can be found at bc.edu/parentsweekend.

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* (bc.edu/catalog), there is plenty of information on the Internet. You should visit 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 email BC’s Academic Advising Center at aac@bc.edu or phone the center at 617-552-9259.

EAGLEAPPS COURSE INFORMATION AND SCHEDULE

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

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

You may search by term, school, subject, course level, and keyword. You can further customize your search by selecting course meeting days and times, number of credits, delivery method, requirements fulfilled, and registration permissions. Remember to clear your filters when you begin a new search.

Select the side-pointing caret to show section details for a particular course, including meeting days and time, location, instructor, and number of students registered.

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

Agora Portal Q SEARCH ☰ MY FAVORITES

My Services

Please call the BC Help Center at (617) 552-4357 (2-HELP) if you need assistance.

Academics and Courses	Account and Personal Info	Common Services
Canvas Learning Management System	Academic Advisor	Reopening BC website
Career Services	Address/Phone/Emergency Contact	BC Email Account
Classmate Roster / My Courses	Campus Loans	Address/Alias Settings
Course Evaluations	Change BC Password	Enter Gmail
Course History	Change Challenge Questions	Campus Groups
Current Courses and Grades	Change Secondary Password	Directory Search
EagleApps Course Information and Schedule	Demographic	Event Space Reservation System
EagleApps Planning & Registration for Students	Diploma Name Information - View/Update	MyBC
Enrollment Certification Request	Eagle One Card - Add Funds	
Exam Schedule	Eagle One Card Activity Summary	
Navigate Academic Support	Eagle One Card Deactivate (Lost/Stolen)	
Spring 2021 Course Information & Schedule	Email Services	
Transcript Request and Status	Employee Time Reporting	
	Grant Third Party (Prox) Access to My Account	

EagleApps Course Offering Search ☆

Dashboard Curriculum Course Offering Scheduling i

Course Evaluations Course Syllabi Search

Keywords Search

Active Filters: Clear All Filters Term: Fall 2022 Subject Area: ENGL - English

Apply 0 To Search

▼ Term

Fall 2022

Spring 2022

Summer 2022

▼ Days

M T W H F S Su

▼ Session

Half Fall 1 2022

Half Fall 2 2022

Spring 2022 1st Half-term

Spring 2022 2nd Half-term

Summer 1 2022

Summer 2 2022

Summer 3 2022

Summer 4 2022

Summer 5 2022

ENGL 1080 Literature Core

In Literature Core, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres. For course descriptions of the individual sections please see www.bc.edu/literaturecore

School	Credits	Course Level
Morrissey College of Arts and Sciences	3	Undergraduate

Requirements Fulfilled (please consult your Degree Audit for specific information).

Required Permissions:

Literature

ENGL 1093 An Introduction to Modern Irish I

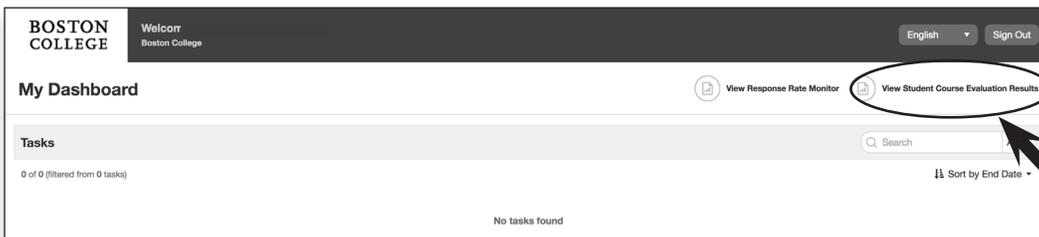
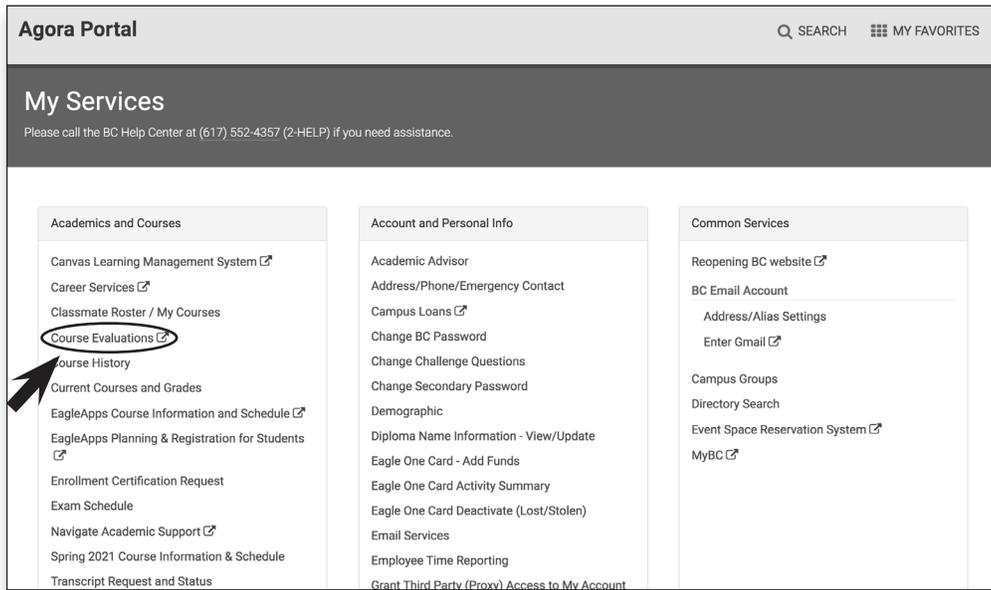
This course continues in second semester as ENGL 1094

This course offers beginners an enjoyable introduction to the language and culture of Ireland. We'll learn how to speak Gaelic and read modern Irish texts and poetry. And we'll examine major themes in Irish history and culture associated with the rise and fall of the language over its long history. This course counts towards your Irish Studies minor, and one towards your English major. In the spring semester, you can build on what you've gained and, if you wish, satisfy the Morrissey College of Arts and Sciences language proficiency requirement by completing the four-course cycle the following year.

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.”



BOSTON COLLEGE Past Course Evaluations Search

Use the search textbox to search by course (title),course code, instructor, department, semester or keyword.
To view additional question detail, select a course and scroll down to the table below.
Click on column headers to sort results. For Additional information about course evaluation results click here.

Ratings scales:
1= Strongly Disagree/Poor/Much Less Effort, 2= Disagree/Fair/Less Effort, 3= Uncertain/Good/About the Same Effort, 4= Agree/Very Good/More Effort, 5=Strongly Agree/Excellent/Much More Effort.

[-] Search

Search Description

1 / 535 20 Total Items 10685

course_name	Course_code	Semester	Department	School	Instructor	Instructor_overall	course_overall	dpt_ins_overall	dpt_crs_overall	ratio
1-2 MACCABEES	THEO700101	Fall 2014	Theology	Morrissey College of Arts and Sciences	Yonder Gillhan	4.00	4.00	4.40	4.14	[1/2]
13THC FRANCISCAN THEOLOGY	THEO761301	Fall 2016	Theology	Morrissey College of Arts and Sciences	Boyd Coolman	4.14	3.57	4.42	4.12	[7/8]
16TH C BRITISH WRITERS	ENCL772201	Spring 2015	English	Morrissey College of Arts and Sciences	Mary Crane	3.71	3.29	4.38	4.13	[7/8]
18TH C ADVENTURE FICTION	ENCL335501	Fall 2016	English	Morrissey College of Arts and Sciences	Rebekah Mittlein	4.14	3.82	4.37	4.07	[23/28]

WEEKLY SCHEDULE PLANNER

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:50	9:00 to 10:15	8:00 to 8:50	9:00 to 10:15	8:00 to 8:50
9:00 to 9:50	10:30 to 11:45	9:00 to 9:50	10:30 to 11:45	9:00 to 9:50
10:00 to 10:50	12:00 to 11:15	10:00 to 10:50	12:00 to 11:15	10:00 to 10:50
11:00 to 11:50	1:30 to 2:45	11:00 to 11:50	1:30 to 2:45	11:00 to 11:50
12:00 to 12:50	3:00 to 4:15	12:00 to 12:50	3:00 to 4:15	12:00 to 12:50
1:00 to 1:50	4:30 to 5:45	1:00 to 1:50	4:30 to 5:45	1:00 to 1:50
2:00 to 2:50	6:30 to 7:15	2:00 to 2:50	6:30 to 7:15	2:00 to 2:50
3:00 to 5:25	7:30 to 8:45	3:00 to 5:25	7:30 to 8:45	3:00 to 5:25
6:00 to 8:00		6:00 to 8:00		6:00 to 8:00

WEEKLY SCHEDULE PLANNER

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:50	9:00 to 10:15	8:00 to 8:50	9:00 to 10:15	8:00 to 8:50
9:00 to 9:50	10:30 to 11:45	9:00 to 9:50	10:30 to 11:45	9:00 to 9:50
10:00 to 10:50	12:00 to 11:15	10:00 to 10:50	12:00 to 11:15	10:00 to 10:50
11:00 to 11:50	1:30 to 2:45	11:00 to 11:50	1:30 to 2:45	11:00 to 11:50
12:00 to 12:50	3:00 to 4:15	12:00 to 12:50	3:00 to 4:15	12:00 to 12:50
1:00 to 1:50	4:30 to 5:45	1:00 to 1:50	4:30 to 5:45	1:00 to 1:50
2:00 to 2:50	6:30 to 7:15	2:00 to 2:50	6:30 to 7:15	2:00 to 2:50
3:00 to 5:25	7:30 to 8:45	3:00 to 5:25	7:30 to 8:45	3:00 to 5:25
6:00 to 8:00		6:00 to 8:00		6:00 to 8:00

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