

BOSTON COLLEGE

ACADEMIC PLANNING WORKBOOK

FOR FIRST-YEAR STUDENTS

2025–2026



EVER TO EXCEL

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Welcome to Boston College! We look forward to getting to know you as you embark on your academic journey at BC. We understand that this is a time of great excitement and anticipation, and we will be with you every step of the way as you acclimate to the rigors of college study. We invite you to read this *Academic Planning Workbook* carefully before you arrive on campus so that you will be prepared for your first semester.

PREPARING FOR A LIBERAL ARTS EDUCATION

As a student at Boston College, you will pursue a liberal arts education through a carefully balanced program of University Core, major, minor, and elective courses. University Core courses are the foundation of your studies and will allow you to explore the humanities, natural sciences, social sciences, and the arts. The ideas you encounter will show you how others from diverse backgrounds have lived and thought, and they will help shape who you will become.

A list of University Core requirements and approved courses may be found on the University Core Curriculum website at bc.edu/core. First-year students have the unique opportunity to register for Complex Problem and Enduring Question courses, which fulfill up to three requirements. Details about these innovative, interdisciplinary offerings may be found at bc.edu/complexenduring.

University Core courses give you a foundation and breadth of learning while your major courses provide an intensive, in-depth experience in one discipline. Elective courses in chosen interest areas will complement University Core and major courses. Some students use elective courses to study another major or to minor in a discipline different from

their primary major. The experience of carefully putting together a program of studies will enrich your learning and contribute greatly to your intellectual development.

At Boston College, you will find a rich variety of opportunities, programs, courses, and experiences that can help you develop your individual talents and interests to the fullest while simultaneously expanding 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 PROBLEM AND ENDURING QUESTION UNIVERSITY CORE COURSES

As a Jesuit, Catholic university, Boston College shares a nearly 500-year-old tradition of 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, natural sciences, social sciences, and the arts. Boston College first-year students have the opportunity to fulfill these University Core requirements through innovative, collaboratively taught, interdisciplinary courses that deal with the most pressing questions of our time.

In Fall 2025, three of these courses are built on the Complex Problem course model, and fifteen are Enduring Question paired courses, described below. Each Complex Problem course or Enduring Question course pair fulfills up to three different University Core requirements. For more information, please visit bc.edu/complexenduring.

Fall 2025 Complex Problem Courses

Complex Problem courses are six-credit courses team-taught by two professors from different disciplines. Students meet multiple days each week for lectures 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 Problem course fulfills up to three University Core requirements. If you have any questions about these courses, please email core@bc.edu.

Crisis and Storytelling in the Age of Climate Change EESC1720 + ENGL1733

Hilary Palevsky, Earth and Environmental Sciences
Min Song, English

Fulfills 1 Natural Science + Literature + Cultural Diversity

The realities of a changing climate, including intensified extreme weather events, rising sea levels, and strengthening heat waves and droughts, are already being felt by frontline communities around the world. This course focuses both on hearing stories about climate change as told by climate writers, scientists, and members of impacted populations, and telling these stories ourselves. We will examine storytelling as it works across mediums and genres from literature to scientific data visualizations, and consider what it means to write an essay, produce a

graph, create a podcast, or make a film. Students in the course will read, watch, and analyze examples of climate storytelling, broadly defined, and produce their own personal essays, infographics, podcasts, and/or films. Some questions we will foreground throughout the semester are: How do we communicate the science and the human impacts of the climate crisis? Whose ways of knowing and lived experiences do we privilege? How can the stories we tell move society towards just climate solutions?

Making the Modern World: Design, Ethics, and Engineering ENGR1801 + HIST1627

Kristen Conroy, Engineering
Jenna Tonn, Engineering

Fulfills 1 Natural Science + History II + Cultural Diversity

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. Engineering systems present pressing technical, ethical, and moral problems that we must grapple with as engaged global citizens. In this course, 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. Students will collaborate on group design projects based on human-centered engineering.

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

Geoffrey Sanzenbacher, Economics
Neil McCullagh, Carroll School of Management

Fulfills 2 Social Science + Cultural Diversity

This 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. Through field projects, simulations, and a practical final project, 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.

Fall 2025 Enduring Question Courses

Enduring Question courses are paired three-credit courses, each taught by a professor from a different discipline. The same nineteen students take both courses. 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 Question courses fulfills up to three University Core requirements. If you have any questions about these courses, please email core@bc.edu.

Aesthetic Exercises: Engagement, Empathy, Ethics MUSA1701

Spiritual Exercises: Engagement, Empathy, Ethics THEO1701

Daniel Callahan, Music

Brian Robinette, Theology

Fulfills Arts + 1 Theology (Christian Theology)

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.

Exploring the Mystery of God: A Philosophical Perspective PHIL1726

Exploring the Mystery of God: A Theological Perspective THEO1726

Deborah De Chiara-Quenzer, Philosophy

L. Matthew Petillo, Theology

Fulfills 1 Philosophy + 1 Theology (Christian Theology)

What is the relationship between human beings and God?

These paired courses explore conceptions of the divine that have been a fundamental part of Western civilization as well as the relationships that human beings have with the divine. The Philosophy course will examine how the Greeks viewed their gods in their literature and philosophy. The Theology course will explore various perspectives on God in ancient, medieval, and contemporary theological writings. There will be many intersections and divergences on the divine between the two courses.

The Rule of Law and the Meaning of Justice UNAS1719

Law, Literature, and the Meaning of Justice ENGL1729

R. Michael Cassidy, Boston College Law School

Marla De Rosa, English

Fulfills 1 Social Science + Literature + Cultural Diversity

What is justice?

In these paired courses, we will consider the role that lawyers and authors play in illuminating the complex issues underlying the concept of justice. Through the study of works of philosophers, political scientists, novelists, and dramatists, we will explore how societies define justice as well as an individual’s responsibility when they confront injustice in society.

From Hiroshima to K-Pop: Historical Perspectives UNAS1716

From Hiroshima to K-Pop: Filmmakers’ Perspectives UNAS1717

Ingu Hwang, International Studies

Christina Klein, English

Christina Klein, English

Fulfills History II + Arts + Cultural Diversity

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.

Memory and Representation: The Science of Remembering PSYC1701

Memory and Representation: The Literature of Remembering ENGL1736

Elizabeth Kensinger, Psychology and Neuroscience

Amy Boesky, English

Fulfills 1 Natural Science + Literature

What is memory, and why does it matter?

These paired courses explore complex and fascinating aspects of human memory through two disciplines: neuroscience and literature. In five short modules, we will consider enduring and emerging questions about memory: how it works (both scientifically and literarily); how it can be distorted or misrepresented; how it intersects with cultural values and beliefs; how stress or trauma can change or damage memory; and how monuments (built and literary) help us both to remember and to heal. Shared texts will include Maya Lin's *Boundaries*, Christopher Nolan's 2001 film *Memento* and the short story "Memento Mori" by Nolan's brother Jonathan, and essays by Oliver Sacks.

Breaking Bread: Food, Fiction, and Identity ENGL1743

Breaking Bread: Food, Fellowship, and Faith THEO1730

Deanna Danforth, English

Liam Bergin, Theology

Fulfills Literature + 1 Theology (Christian Theology) + Cultural Diversity

What is the role of food in shaping identity and building community?

More than daily acts that provide physical nourishment, eating and drinking are primordial human experiences that inform our relationships with others. The food we choose to eat and the gatherings at which we partake in these meals have social, cultural, environmental, religious, political, and ethical dimensions. These paired courses examine the deeper meanings of food encountered in literary forms and in the Judeo-Christian tradition. Discussions will be enriched by opportunities to cook and eat together.

The Self and Its Limits: Classical and Contemporary Perspectives PHIL1727

The Self and Its Limits: Greco-Roman Slavery CLAS1706

Dermot Moran, Philosophy

Thomas Sapsford, Classical Studies

Fulfills 1 Philosophy + Literature + Cultural Diversity

What is the relationship between the individual self and its social roles?

These paired courses examine what factors make us free individuals and how that freedom has historically been removed from certain people. One course will explore the nature of the self in historical and contemporary perspectives from East and West to look at the nature of self-consciousness and personhood. The other will investigate how ancient Greeks and Romans justified the enslavement of individuals for material gain and how ancient slavery influenced American society both in terms of its use of slave-labor and in the arguments made for abolition.

Creative Women: Women in the Art World During the Renaissance ARTH1715

Creative Women: Women in Society and Culture During the Renaissance HIST1731

Stephanie Leone, Art History

Sarah Ross, History

Fulfills Arts + History I

How do women shape culture and society?

In 1971, Linda Nochlin posed the trailblazing question, "Why are there no great women artists?" A few years later, in 1976, medievalist Joan Kelly similarly inquired, "Did women have a Renaissance?" Prior to that time, women scarcely appeared in the pages of history and art history books. Since then, scholars have unearthed abundant evidence of women's productivity beyond the domestic sphere. These paired courses examine how women made significant contributions in political, intellectual, creative, and artisanal work during the long Renaissance (1400–1650), and explore connections with creative women in our own time.

Masking to Unmask: Strategies of Representation in Visual Art ARTS1702

Masking to Unmask: Strategies of Representation in Media Texts COMM2299

Greer Muldowney, Art

Renée Pastel, Communication

Fulfills Arts + Literature + Cultural Diversity

How do artists and authors unmask the human condition?

In a culture hungry for authenticity, we often forget how masking through code switching, using social media filters, and conforming to popular brands and media can be a form of self-expression and/or an act of safety, especially for members of marginalized groups. This course considers the ways in which artists use various forms, ranging from poetry and short essays to photography and collage to film and television, in order to approach questions of truth, identity and, often, our own humanity.

Self, Health, and Illness: Biological Perspectives UNAS1739

Self, Health, and Illness: Societal Perspectives SOCY1133

Andrew Dwyer, Connell School of Nursing

Latrica Best, Sociology

Fulfills 1 Natural Science + 1 Social Science + Cultural Diversity

How does our biology and the larger society shape our understanding of ourselves, health, and illness?

These paired courses address enduring questions about nature and nurture by exploring fundamental human experiences of health and illness from both biological and sociological perspectives. One aim is to examine the concept of self in relation to genomics, the microbiome, and society. Another aim is to critically appraise human difference from biological, social, and environmental perspectives. Using examples from biomedical discovery and precision healthcare, students will examine their values and discuss how we as a society can manage the ethical, legal, and societal implications of this rapidly changing healthcare landscape.

The Good Life: Literary Perspectives CLAS1707

The Good Life: Theological Perspectives THEO1731

Thomas Epstein, Classical Studies

Jeremy Wilkins, Theology

Fulfills Literature + 1 Theology (Christian Theology)

What is the good life?

These paired courses explore the question of the good life from a variety of perspectives and from two disciplines: literature/literary analysis and theology. What constitutes a good life? How can I know it? What must I do? In what shall I believe? Grounded in careful reading of great works of literature by Tolstoy, Dostoevsky, and Chekhov, along with theology and the Bible, each course will center on discussion, reflection, and writing about the great questions of life as expressed both by others (in the texts we read) and by ourselves. Reflection sessions will seek to deepen our understanding and our commitments by meeting with people outside the Boston College community and engaging in dialogue among ourselves.

Folk Wisdom: History and Anthropology HIST1732

Folk Wisdom: Literature and Environment ENGL1744

Guy Beiner, History

Colleen Taylor, English

Fulfills History II + Literature + Cultural Diversity

What is the value of tradition in the modern world?

What insights can we find in local vernacular knowledge that address global concerns about excesses of scientific-technological innovation, postcolonial injustices, geopolitical conflicts, and environmental crises? These paired courses uncover the many ways in which traditional knowledge and oral storytelling continues to inform and contribute to our understanding of the past and the present. Bringing history and anthropology in dialogue with literature and environmental humanities, these courses critically examine traditions and customs from around the world, with a special interest in the folklore of Ireland.

Where We Are: Reading in Place ENGL1745**Where We Are: Writing in Place ENGL1746***Christy Pottroff, English**Rebekah Mitsein, English***Fulfills Literature + Writing + Cultural Diversity***What is the relationship between where we are and who we are?*

Where we are shapes our being, enables our thinking, inspires creativity, and facilitates connection. In these paired courses, students will think about where we are at a range of scales, from the local (What does it mean to be at BC?) to the historical (How are we part of the story of Boston?) to the global (What does the far-away have to do with us?). Students will cultivate a mindful and ethical relationship to place by bridging the imaginative possibilities that literary analysis facilitates with the sense of empowerment and personal agency that writing affords.

From Loneliness to Connection: The Literature of Human Connection ENGL1747**From Loneliness to Connection: The Literacy of Human Connection ENGL1748***Jean Franzino, English**Vincent Portillo, English***Fulfills Literature + Writing***How can we learn to overcome loneliness and foster connection?*

In recent years a number of government officials have recognized loneliness as a public health crisis, with U.S. Surgeon General Dr. Vivek Murthy describing loneliness as an epidemic, and the U.K. appointing an official Minister of Loneliness. Media has followed suit, with articles entitled “Why Is the Loneliness Epidemic So Hard to Cure?” (The New York Times) and “How We Learned to Be Lonely” (The Atlantic). These paired courses will explore the causes, experience, and consequences of loneliness by thinking through its relationship to reading and writing. Further, they will explore how norms around literacy (reading and writing) have alienated certain populations while providing a mode of expression for others, and how reading, writing, and discussing literature may both elucidate and ameliorate the experience of loneliness.

Poverty and Progress: Critical Perspectives on Political Economy UNAS1737**Poverty and Progress: Literary Perspectives on Causes and Consequences ENGL1742***Peter Giraud, Core Fellow**Gayathri Goel, Core Fellow***Fulfills 1 Social Science + Literature + Cultural Diversity***Why does poverty persist and how can we remedy it?*

In an individualistic society such as ours, poverty is often framed as a personal failing. In these paired courses, however, we will look at some of the systemic factors, notably capitalism, as mechanisms that create and sustain a poorer class of people. We will also consider how poverty complicates narratives of markets as fostering progress and individual freedom. If freedom for some requires the regimentation and exclusion of the many, is it genuine progress? By examining enduring accounts of poverty, we will explore its origins as a mass phenomenon, consequences for civic bonds, and influence on political participation. In addition to making poverty visible, literary texts will also demystify the complex nexus of factors that produce poverty and inhibit true progress. Understanding what causes poverty is the first step in alleviating the suffering of the poor, so that everyone has the right to a life of dignity and fulfillment.

Justice & The Common Good Living and Learning Community

The Justice & The Common Good Living and Learning Community is a residential community for first-year students in the Morrissey College who would like to deepen their interests in social justice, cultural diversity, and the common good. Students in the JCG LLC gain new tools for reflecting on and leading social transformation in pursuit of justice, equity, and universal flourishing.

Members of the JCG LLC live in the Claver/Loyola/Xavier/Fenwick community on Upper Campus. In the fall, LLC students enroll in one of the Complex Problem course offerings and take one of two First-Year Topic Seminars—either UNCS224506 Living and Learning Justice or UNCS224522 Conversations In/Justice. The Complex Problem course will fulfill up to three (3) Core requirements, including Cultural Diversity. The First-Year Topic Seminar, taught by students' pre-major faculty advisors, meets once per week to discuss themes surrounding justice and life at Boston College.

Registration in the JCG LLC is limited to 30 students. To apply, please email core@bc.edu.

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 three-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 also have the opportunity to participate in less formal group activities outside of the classroom that explore Boston's cultural offerings.

This seminar is offered to first-year students who may choose to take it either in the fall or spring semester. For those Morrissey College students taking this course in the fall semester, the instructor will serve as your pre-major academic advisor until you move into major advising sometime in your sophomore year. Students from the Carroll School and the Lynch School will be assigned academic advisors in their respective schools. 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

First-Year Topic Seminar (UNCS2245)

The First-Year Topic Seminar (FTS) is the twelve-week, one-credit Cornerstone option for students in the Morrissey College of Arts and Sciences. These seminars are taught by faculty who lead the discussion on a research topic within their academic discipline and their specific area of expertise. First-Year Topic Seminars offer students the opportunity to explore academic areas of interest without having to commit to a major just yet. Enrolling in an FTS is a unique opportunity to test the waters in such disciplines as Economics, Theatre, Political Science, History, English, etc. The faculty instructor for your FTS will also be your pre-major academic advisor for your first year and until you are assigned an academic advisor in your major sometime in your sophomore year. FTS sections also incorporate outside-of-the-classroom activities in and around campus and the City of Boston into the course curriculum. Graded on the scale of Pass/Fail, this course ends the week before Thanksgiving Break.

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

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

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

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

bc.edu/cornerstone

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

UNIQUE OPPORTUNITIES

Perspectives on Western Culture

Perspectives on Western Culture (PHIL1090–1091/ THEO1090–1091) 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 University 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.

Love of Learning and the Desire for Excellence: The Perspectives Living and Learning Community

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

The Perspectives Living and Learning Community is a unique opportunity for freshmen to experience a residential 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, and calling, and search for answers to questions such as: How do I live a creative and examined life? How ought I to truly live my life? What are my gifts and talents?

The Perspectives Living and Learning Community is offered through two sections of the Perspectives on Western Culture year-long course that will bring faculty and students into conversation with ancient, modern, and contemporary thinkers. Students who choose to participate in this program will be housed in Duchesne Hall on the Newton campus. The Wednesday night class (common to all Perspectives classes) will also be held on the Newton campus. The two sections of Perspectives on Western Culture designated as part of the Living and Learning Community are listed below.

Courses

- PHIL1090/THEO1090 Perspectives on Western Culture Professor Matthew Petillo
- PHIL1090/THEO1090 Perspectives on Western Culture Professor Matthew Petillo

Registration will be limited to 50 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.

Living Learning Communities Information

Students who are accepted to participate in the following Living Learning Communities are required to enroll in a 1-credit Pass/Fail seminar in the fall semester:

- BCFIRST
- Fr. Rutilio Grande, S.J. Intercultural Experience
- Kostka Women’s Experience
- Shaw Leadership Program

Students are not permitted to drop these courses once they have been placed in their housing assignment and should not register for a conflicting course.

Information about these LLCs can be found at bc.edu/llc.

MORRISSEY COLLEGE OF ARTS AND SCIENCES

The first year in the Morrissey College of Arts and Sciences is a time for exploring academic 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, social sciences, and the arts, introducing them to the forces that have shaped world history and culture. This focus broadens their 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. Ninety-six (96) of the 120 credits must be from MCAS departments. While many entering students indicated on their applications for admission tentative plans to major in particular departments or to pursue specific professions, students in MCAS 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 University Core to explore your academic 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 by searching for solutions to global problems and by grappling with universal questions. Other opportunities to expand your world and yourself include Perspectives, PULSE, seminars in the Cornerstone Program, and 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.

University Core Curriculum

The following fifteen requirements comprise the University Core Curriculum and must be taken for all students at Boston College to graduate. All University Core courses must be three credits or more and cannot be taken pass/fail. In addition to the specific courses named below, Complex Problem and Enduring Question courses count for University Core credit and are limited to first-year students. Please visit bc.edu/core for more information and the list of courses approved to fulfill University Core requirements each semester.

1 course in the Arts

1 course in Cultural Diversity

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

2 courses in History

One History I course (pre-1800) and one History II course (post-1800)

1 course in Literature*

1 course in Mathematics

2 courses in Natural Science

2 courses in Philosophy

One Philosophy I course and one Philosophy II course: PHIL1070–1071 Philosophy of the Person I and II (in sequence), PHIL1088–1089/THEO1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), or PHIL1090–1091/THEO1090–1091 Perspectives on Western Culture I and II (in sequence). Complex Problem or Enduring Question courses may fulfill one Philosophy Core course.

2 courses in Social Science

2 courses in Theology

One Christian Theology (CT) course and one Sacred Texts and Traditions (STT) course, THEO1088–1089/PHIL1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), THEO1090–1091/PHIL1090–1091 Perspectives on Western Culture I and II (in sequence), or Complex Problem or Enduring Question Theology courses

1 course in Writing*

All students are required to take this course in their first year.

* Students for whom English is not their first language have special options for meeting these requirements.

In addition to the fifteen University 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 the Language Proficiency Requirement section of this workbook for more information.

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 Core or Literature Core course, introductory course(s) for your prospective major if you have already made a tentative choice, and courses that fulfill other University 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 may discover a variety of disciplines.

You are expected to take a minimum of 15 credits each semester of your first year. University 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 University Core, major, and language courses during your first two years.

Advising

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.

Guidelines for Selecting Courses in Potential Majors and Minors

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 an approved Literature Core course (which includes select Complex Problem and Enduring Question Literature Core courses), plus the courses designated by the department(s) in which you are most interested as listed below. Also choose the specified number of additional courses.

African and African Diaspora Studies

Required course: AADS1110 Introduction to African Diaspora Studies is the foundation course for both the AADS major and minor. We would direct first-year students to our introductory courses: AADS1110 Introduction to African Diaspora Studies, AADS1114/THEO2114 Introduction to African & African Diaspora Religions, AADS1139/SOCY1039 African World Perspective, AADS1155/SOCY1043 Introduction to African-American Society, AADS2199 Introduction to Caribbean Writers, AADS2250/ARTH2250 Introduction to African Arts and Visual Culture, and AADS2483/ENGL2483 Introduction to African American Literature.

Art History

Required courses: We recommend that first-year students take ARTH1101 Art: Prehistoric to Middle Ages and/or ARTH1102 Art: Renaissance to Modern Times. These courses also fulfill the university Arts Core requirement. You may also consider taking one of the following courses: ARTH2212 East Asian Art and Architecture, ARTH2213 Islamic Art and Architecture, or ARTH2250 Introduction to African Art and Visual Culture. Students entering with an AP score of 5 in Art History can waive both ARTH1101 and ARTH1102, and students with an AP score of 4 in Art History can waive either ARTH1101 or ARTH1102, but not both. The total number of courses needed to complete the major (11) remains the same.

Applied Physics

Required courses: PHYS2200 Introductory Physics I and PHYS2050 Introductory Physics Lab I. It is important that students considering a major in Applied Physics or Physics take the Introductory Physics course sequence with labs 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.

Biochemistry

Required courses: During the first semester, Biochemistry majors are advised to take CHEM1109 General Chemistry I and CHEM1111 General Chemistry Lab I, and a calculus course, depending on their calculus background (see below). During the first year, Biochemistry majors are advised to enroll in BIOL2000 Molecules and Cells and BIOL2010 Ecology and Evolution (in any order). BIOL2010 may be substituted with BIOL3030 Comparative Vertebrate Physiology.

Students who earned a 5 on the Biology AP exam in their senior year may choose to bypass the 2000-level lecture courses (BIOL2000 and BIOL2010) and take 6 credits of additional biology courses, 3000-level or above, in subsequent semesters. If you have questions about bypassing the 2000-level courses, please consult a Biology advisor during registration. Students with high school calculus background should enroll in MATH1100 Calculus I or MATH1101 Calculus II, depending on AP scores. Students with a strong calculus background may enroll in MATH1102 Calculus I or MATH1103 Calculus II (Mathematics/Science majors) or MATH2202 Multivariable Calculus, after consultation with a Mathematics advisor. Students without a pre-calculus background or with questions about calculus preparedness should see a Mathematics advisor during registration or contact Juliana Belding (beldingj@bc.edu) in the Mathematics Department to enroll in MATH1002 Functions and Differential Calculus I. Biochemistry majors must take a Calculus course at Boston College regardless of their AP scores.

Biology

Required courses: Biology majors in the regular B.S. and B.A. programs are advised to enroll in CHEM1109 General Chemistry I and CHEM1111 General Chemistry Lab I and a calculus course (see below) during their first semester.

For incoming freshmen who feel they are lacking the preparation necessary to take General Chemistry during

their first year, a spring semester chemistry course will be available for a limited number of students that emphasizes relevant problem solving and math skills, in addition to an introduction to basic general chemistry topics. Interested students can contact Lynne O'Connell (oconnell@bc.edu), Director of Undergraduate Studies, for more information.

Students with a high school calculus background should enroll in MATH1100 Calculus I or MATH1101 Calculus II, depending on AP scores. Students without a pre-calculus background or with questions about calculus preparedness should see a Mathematics advisor during registration or contact Juliana Belding (beldingj@bc.edu) in the Mathematics Department to enroll in MATH1002 Functions and Differential Calculus I.

Students with strong high school preparation in math and science may take BIOL2000 Molecules and Cells or BIOL2010 Ecology and Evolution during the fall semester in addition to General Chemistry and a calculus course. Students who received a score of 5 on the AP Biology exam in their senior year of high school may wish to consider bypassing BIOL2000 and take BIOL3040 Cell Biology. 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 they take BIOL2000. For further information you may email Sile Ni Scanlain (sile.niscanlain@bc.edu), Assistant Director of Undergraduate Programs or Eric Folker (eric.folker@bc.edu), Director of Undergraduate Studies. Freshmen who are interested in biology but feel unprepared to go directly into BIOL2000 or who simply want to explore the discipline should consider enrolling in BIOL1100 General Biology (fall), a University Core class that satisfies the Natural Science Core but cannot be applied to the Biology 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.

Students without a pre-calculus background or with questions about calculus preparedness should see a Mathematics

advisor during registration and take a placement exam. For such students, MATH1002–1003 Functions and Differential Calculus I may be the best initial course (in lieu of MATH1102). For questions or to enroll, contact Juliana Belding (beldingj@bc.edu) in the Mathematics department.

Classical Studies

There are two tracks within the Classical Studies Major: Classical Language and Classical Cultures. The former emphasizes study of the ancient world through Latin and Greek while the latter offers interdisciplinary study of ancient literature, history, art, performance, science, and more in English. We also offer minors in Latin, Ancient Greek, and an interdisciplinary minor in Ancient Civilization.

Recommended courses, Classical Language: 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. A placement test we offer can also help students determine their Latin level. Students interested in majoring or minoring in Classical Languages should take a language course as soon as possible; they should also consider taking a course in ancient civilization.

Recommended courses, Classical Cultures: We recommend starting with one of our foundational courses: Classical Mythology (CLAS2230), Greek History (CLAS2205), Roman History (CLAS2206), Greek Civilization (CLAS1186), or City of Rome (CLAS2262).

Communication

Required course: One or more of the following courses: COMM1010 Rhetorical Tradition, COMM1020 Introduction to Media Studies (with co-requisite lab COMM1065 Fundamentals of Creative 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 register for CSCI1103 Accelerated Computer Science or contact the Computer Science Department's Director of Undergraduate Studies, Associate Professor of the Practice, Maíra Marques Samary, about the course placement test. You may email her at cs_undergrad@bc.edu.

Students interested in Data Science normally take CSCI1090 Data Science Principles in their first year. CSCI1090 and MATH2250 Mathematical Foundations of Data Science must be completed before the end of sophomore year to be accepted into the Data Science Minor.

Students interested in the Computer Science B.A., Computer Science B.S., or the Data Science Minor should take MATH1102 Calculus I (Mathematics/Science Majors) and MATH1103 Calculus II (Mathematics/Science Majors) (if the student has no Math AP) before the end of their sophomore year. Visit bc.edu/content/bc-web/schools/morrissey/departments/math/undergraduate/course-offerings.html 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 University Core requirements through First-Year Writing Seminar (ENGL1010) and Literature Core (ENGL1080). Some students may choose to fulfill these requirements through Complex Problem, Enduring Question, and/or cross-listed courses noted as Writing Core or Literature Core. Multilingual students may fulfill both University Core requirements by taking First-Year Writing Seminar for Multilingual Students (ENGL1009) and Literature Core for Multilingual Students (ENGL1079). Multilingual 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 in the Advanced Placement and International Baccalaureate sections of the workbook. Students who have fulfilled both Writing Core and Literature 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 Writing Core and Literature Core requirements through AP or IB and are planning on another major are encouraged to further their proficiency in critical thinking, reading, and writing by enrolling in an English elective at the 2000–3000 level 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 Writing Core or Literature 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 with laboratories (EESC2201–EESC2208) or Exploring the Earth with laboratory (EESC1132) during

their first year. The corequisite science requirement (Calculus II (MATH1101 or MATH1103) and Chemistry, Physics, or Biology with labs) should be taken during the first or second year.

Environmental Studies

All students are welcome to declare an ENVS minor by emailing envstudy@bc.edu. Majors, however, are only accepted by application in early February of their first year. First-year students who are interested in the Environmental Studies major should consider taking University Core courses with an environmental focus, such as BIOL2010 Ecology and Evolution; CHEM1105 and CHEM1106 Chemistry and Society I and II; EESC1170 Rivers and the Environment; EESC1174 Climate Change and Society; EESC1720/ENGL1733 Crisis and Storytelling in the Age of Climate Change; HIST1505/SOCY1509 Planet in Peril: The History and Future of Human Impacts on the Planet; or EESC1704/UNAS1733 Climate Change and the Corporation. For more information on the major and minor, please visit our website bc.edu/bc-web/schools/mcas/sites/envstudies/.

To reach us with questions, please email envstudy@bc.edu.

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 with laboratory (EESC1132), Earth Materials with laboratory (EESC2220), two semesters of Calculus (MATH1102–1103), two semesters of Chemistry (CHEM1109–1110) with laboratories (CHEM1111–1112).

German Studies

In addition to helping students fulfill their foreign language proficiency requirement, German Studies offers a major and a minor for students interested in German language and culture, as well as an interdisciplinary minor for those interested in courses on German topics taught in English. We encourage students to deepen their cultural competence with us and to study abroad to jumpstart their careers.

Recommended courses: Students interested in German should take a German-language course at an appropriate level in their first semester, either GERM1001 for true beginners or a higher-level course after taking the online placement exam. German Studies offers courses in English and German that fulfill Arts Core, Cultural Diversity Core, and Literature Core, which also count toward the major and minors. Visit bc.edu/core for a list of applicable courses. Students with questions about gauging language levels and placement, declaring the major or one of the minors, choosing an elective, or studying abroad should contact the Director of Undergraduate Studies, Professor Daniel Bowles (bowlesd@bc.edu).

History

Required courses: Students should complete History Core, consisting of one History I course (pre-1800) and one History II course (post-1800), in their first year. History Core offerings are marked as such in Course information and Schedule and are also listed on the History Department website. Students may also fulfill History Core by taking Complex Problem and Enduring Question History Core courses, which are described elsewhere in this workbook. Students who scored a 4 or 5 on the World History or European History AP exam do not need to take the History Core courses and can begin taking history electives in their first semester.

Students interested in majoring or minoring in History should complete at least one of the two required History Core courses before taking History electives. One History Core course, either History I or History II, counts toward one requirement in the History major or minor. The World/Euro AP test scores of 4 or 5 also fulfill one requirement in the History major or History minor.

Recommended courses: Students with a strong foundation in History, including those who scored a 4 or 5 on the World History or European History AP exam, may take a History elective at the HIST 2000-level in their first year. Given the significant reading and writing requirements in 4000-level electives, we recommend that you start with a 2000-level elective. If you have any questions, get in touch with the Director of Undergraduate Studies, Prof. Penelope Ismay at ismay@bc.edu.

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 1 (Calc). They should also take either ENGR1026: Innovation Through Engineering Design or ENGR1801/HIST1627 Making the Modern World: Design, Ethics, and Engineering. Students should take a Calculus 1 course determined in consultation with their advisor. Students do not need to enroll in PHYS2050 Introductory Physics Laboratory 1.

International Studies

Although the International Studies (IS) program accepts all students into the minor, majors are only accepted by application in February of freshman year. We encourage freshmen who are considering an IS major to enroll in one or more classes that take up international issues, are approved for the IS core, 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 Complex Problem or Enduring Question courses or others that meet University Core requirements, especially if they have an international component. See our website 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 (POL11041 and POL11042), Arts (any Arts Core), Theology (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 for prospective majors or minors: LING1201 General Linguistics, which is offered every fall. In most semesters there are also additional courses that are appropriate starting points for the study of Linguistics,

and that students can enroll in without prerequisites.

These courses—offered on a rotating basis, some in the fall semester, some in the spring semester—include the following: LING1307 Writing Systems of the World; LING1308 Invented Languages; LING2102 The Linguistic Structure of English; LING2479 Language and Ethnicity; LING2480 Language in Society. Consult 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.

Students without pre-calculus background or with questions about calculus preparedness should discuss with an advisor about taking MATH1002–1003 Functions and Differential Calculus sequence which fulfills the Calculus I Mathematics major requirement.

In addition to taking a Calculus course, students interested in majoring in Mathematics may also consider taking MATH2210 (Linear Algebra) and MATH2216 (Introduction to Abstract Mathematics) in their first year. MATH2210 and MATH2216 can be taken in any order and simultaneously with any Calculus courses. For further information or advice, consult a Mathematics advisor or visit the website: bc.edu/content/bc-web/schools/morrissey/departments/math/undergraduate/course-offerings.html.

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 Arts Core could also consider MUSA1200 Introduction to Music, MUSA1300 History of Popular Music, or Enduring Question course offerings.

Neuroscience

Required courses: The following four courses should be distributed across the first two semesters: PSYC1110 Brain, Mind, and Behavior, BIOL2000 Molecules and Cells, CHEM1109/1110 General Chemistry I and 2 with lab, and MATH1100 Calculus I or MATH1102 Calculus I. The mathematics course can be deferred to a later semester.

Students with a score of 4 or 5 on the AP Psychology exam may choose to bypass PSYC1110 and enroll in PSYC2285 Behavioral Neuroscience and take an additional Psychology elective at a later point in time. For other AP credit, please refer to the Biology, Chemistry, and Mathematics Departments guidelines on AP credit. Note that for these specific AP credits you do not need to take another course for the major requirement. We do not accept AP Statistics credit.

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 Question courses available to freshmen only. Students may satisfy the Philosophy Core by completing a one-semester Enduring Question course, paired with one semester of Philosophy of the Person. Consult the Complex Problem and Enduring Question University Core Courses 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 Marius Stan (marius.stan@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 or Applied Physics take Introductory Physics with labs 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 mathematics 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, as well as Pre-Health 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 (spring), or POLI1091 Introduction to Comparative Politics (fall/spring).

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 Brain, Mind, and Behavior or PSYC1111 Self, Mind, and Society. Students may enroll in both courses simultaneously or sequentially, in either order.

Students with a score of 4 or 5 on the AP Psychology exam may choose to bypass either PSYC1110 or PSYC1111 and take an additional 2000 level Psychology elective at a later point in time. We do not accept AP Statistics credit.

Psychology B.S.

Required course: PSYC1110 Brain, Mind, and Behavior or PSYC1111 Self, Mind, and Society. Students may enroll in both courses simultaneously or sequentially, in either order.

Students with a score of 4 or 5 on the AP Psychology exam may choose to bypass either PSYC1110 or PSYC1111 and take an additional 2000 level Psychology elective at a later point in time. We do not accept AP Statistics credit.

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 web page (bc.edu/rll).

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, Hispanic, and Italian Studies, the lowest entry-level course for the major and minor is Conversation, Composition, and Reading I (CCR I).

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, visit the department contact web page: www.bc.edu/rll.

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

Russian

The Russian program provides in-depth training in the Russian language and in the Russian-language literatures and cultures of the past and present. It is a close-knit and dynamic community with numerous co-curricular activities, such as Russian Tea and trips to the Boston Symphony. Students have gone on to first-rate law and graduate schools and won prestigious fellowships such as Fulbright, Truman, Rangel, and Critical Language Scholarships.

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 or SLAV2169 Introduction to Slavic Peoples and Cultures.

Slavic Studies

The Slavic program provides broad training in languages, literatures, and cultures of Slavic lands, peoples, and nations. It is a close-knit and dynamic community with numerous co-curricular activities, such as Russian Tea or Slavic Club. Students have gone on to first-rate law and graduate schools and won prestigious fellowships such as Fulbright, Truman, Rangel, and Critical Language Scholarships.

Required course: Russian language SLAV1121 Elementary Russian I or appropriate level, 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 or SLAV2169 Introduction to Slavic Peoples and Cultures.

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. First-year students may enroll in either

course, but space will be reserved specifically for first-year students in SOCY1001. All University Core courses offered by the Sociology Department (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, ARTS1138 Introduction to 3D: Sculpture, ARTS1141 Ceramics I, ARTS1156 Photoshop and Illustrator, ARTS1161 Photography I, or ARTS1163 Introduction to Digital Photography. Three of these courses (Drawing I, Painting I, Design: Seeing is Believing) fulfill Arts Core. The others courses may be applied toward the major, but are not University 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 after taking at least one 2000-level or above courses.

Theatre Arts

Required course: THTR1172 Dramatic Structure and Theatrical Process. This course, which satisfies Arts Core, 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 (see below) or a two-semester sequence of either PHIL1088–1089 Person and Social Responsibility I and II (PULSE) or PHIL1090–1091 Perspectives on Western Culture I and II.

Christian Theology (CT) Courses

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

Sacred Texts and Traditions (STT) Courses

- THEO1420 The Everlasting Covenant: The Hebrew Bible
- THEO1421 Inscripting 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 Question course identified as counting toward the Sacred Texts and Traditions requirement

For Enduring Question courses see the Complex Problem and Enduring Question University Core Courses section of this workbook. Note: a student may not fulfill their Theology Core with two Enduring Question Theology courses.

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

Pre-Health Program

The University 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' 2022–2023 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 2022–2023 application cycle: Humanities—50%, Mathematics and Statistics—45%, Physical Sciences—46%, Biological Sciences—40%, and Social Sciences—40% (*derived from data supplied in Table A-17 of the AAMC summary*).

“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 University 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 Pre-Health 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 they will excel.

UTILIZING THE PRE-HEALTH TEAM TO MAXIMIZE SUCCESS

Irrespective of major (humanities or STEM), the BC Pre-Health team meets 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 PRE-HEALTH 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 integration 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."

We encourage students to allow 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 University Core Curriculum which fosters a broad and diverse perspective of the humanities, the natural sciences, the social sciences, and the arts.

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 Foundational 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 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 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 to 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 Core Curriculum, a Management Core which imparts a “common body of management knowledge,” and at least one concentration. Concentrations are available in Accounting, Accounting for Finance and Consulting, Business Analytics, Finance, General Management, Management and Leadership, and Marketing. 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.

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 Problem or Enduring Question course. Though not required, you might consider the challenge of a foreign language. 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 at the end of this section.

University 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 fifteen requirements in the University Core Curriculum are distributed as follows for CSOM students. All courses must be three credits or more and cannot be taken pass/fail.

1 course in the Arts

1 course in Cultural Diversity

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

2 courses in History

One History I course (pre-1800) and one History II course (post-1800)

1 course in Literature*

1 course in Mathematics

CSOM students must take BZAN1135 Statistical Analysis.

2 courses in Natural Science

2 courses in Philosophy

One Philosophy I course and one Philosophy II course: PHIL1070–1071 Philosophy of the Person I and II (in sequence), PHIL1088–1089/THEO1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), or PHIL1090–1091/THEO1090–1091 Perspectives on Western Culture I and II (in sequence). Complex Problem or Enduring Question courses may fulfill one Philosophy Core course.

2 courses in Social Science

CSOM students must take ECON1101 Principles of Economics and one additional Social Science Core course.

2 courses in Theology

One Christian Theology (CT) course and one Sacred Texts and Traditions (STT) course, THEO1088–1089/PHIL1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), THEO1090–1091/PHIL1090–1091 Perspectives on Western Culture I and II (in sequence), or Complex Problem or Enduring Question Theology courses

1 course in Writing*

All students are required to take this course in their first year.

* Students for whom English is not their first language have special options for meeting these requirements.

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 to be completed in the freshman year, we specify four, 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)
- Statistical Analysis (BZAN1135)
- the First-Year Writing Seminar (ENGL1010)
- a Literature Core 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., Arts, Cultural Diversity, Natural Science, Philosophy, Theology)
- a language course (to build or maintain proficiency, or begin acquisition)
- Principles of Economics (ECON1101)
- Introduction to Business Law (BSLW1021)
- 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 the next page. Register for Portico as well as University Core courses in Writing and/or Literature; otherwise, you may tailor your course selections to fit your interests. 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	Statistical Analysis

ALTERNATE:

Course No.	Course Title
PRTO1000	Portico
ENGL1744	Folk Wisdom: Literature and the Environment
HIST1732	Folk Wisdom: History and Anthropology
ECON1101	Principles of Economics
BSLW1021	Law I: Introduction to Law and the Legal Process
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. 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 University Core or elective, including the course you prefer and an alternate. **Note:** If you are taking a 6-credit course such as a Complex Problem or Enduring Question 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 University Core or elective.

PREFERENCE:

Course No.	Course Title	Course No.	Course Title

ALTERNATE:

	Lab

Section V. Indicate course selection in Statistics, Intro to Law, 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	Statistical Analysis	

ALTERNATE:

	Course Title
	PRTO1000 Portico
	ENGL1744I Folk Wisdom: Literature and the Environment
	HIST1732 Folk Wisdom: History and Anthropology
	ECON1101 Principles of Economics
	BSLW102I Law I: Introduction to Law and the Legal Process
	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 University Core Curriculum and the elementary or secondary education major. Secondary education students must also complete an appropriate second major. Students who are Transformative Educational Studies majors or Applied Psychology and Human Development majors must successfully complete 120 credits which must include the University Core Curriculum and their major requirements.

The University Core Curriculum offers an essential liberal arts foundation that grounds and informs most of the coursework you will explore during your time at Boston College. Although some students complete much of the University Core by the end of sophomore year, we suggest that you consider University Core course options carefully. The interdisciplinary Complex Problem and Enduring Question Core University courses are available to freshmen only and fulfill up to three Core requirements.

LSEHD students who wish to enroll in Complex Problem or Enduring Question Core courses should select them carefully. Some LSEHD major requirements also satisfy part of the University Core Curriculum, including Cultural Diversity and Social Science. Please consult the pages that follow. At the conclusion of this section, you will find a worksheet that will help you plan your course schedule for the fall semester.

University Core Curriculum

The fifteen requirements in the University Core Curriculum are distributed as follows for LSEHD students. All courses must be three credits or more and cannot be taken pass/fail.

1 course in the Arts

1 course in Cultural Diversity

LSEHD students take APSY1031/EDUC1031 Family, School, and Society, FORM1051 Reimagining School and Society, or FORM2051 Learning Cultures.

2 courses in History

One History I course (pre-1800) and one History II course (post-1800)

1 course in Literature†

1 course in Mathematics

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

2 courses in Natural Science

2 courses in Philosophy

One Philosophy I course and one Philosophy II course: PHIL1070–1071 Philosophy of the Person I and II (in sequence), PHIL1088–1089/THEO1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), or PHIL1090–1091/THEO1090–1091 Perspectives on Western Culture I and II (in sequence). Complex Problem or Enduring Question courses may fulfill one Philosophy Core course.

2 courses in Social Science

LSEHD students can fulfill this requirement by taking APSY/EDUC1030* Child Development and either APSY/EDUC1031* Family, School and Society, FORM1051 Reimagining School and Society, or FORM2051 Learning Cultures.

2 courses in Theology

One Christian Theology (CT) course and one Sacred Texts and Traditions (STT) course, THEO1088–1089/PHIL1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), THEO1088–1089/PHIL1090–1091 Perspectives on Western Culture I and II (in sequence), or Complex Problem or Enduring Question Theology courses

1 course in Writing†

All students are required to take this course in their first year.

* Students who plan to major in either Elementary Education or Secondary Education should register under the EDUC prefix for EDUC1030 Child Development and EDUC1031 Family, School, and Society, when they take these courses. See course options under each major.

Students who only declare Applied Psychology and Human Development as their primary Lynch School major should register under the APSY prefix for APSY1030 Child Development and APSY1031 Family, School, and Society.

† Students for whom English is not their first language have special options for meeting these requirements.

Majors and Minors 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 not required to declare a second major or minors; however, many students declare a second major in a Lynch School interdisciplinary major such as: American Heritages, Mathematics/Computer Science, Perspectives on Spanish America, or a major in 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, 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 University 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, lsehdungrd@bc.edu.

Registration Procedures

- All students select ENGL1010 First-Year Writing Seminar (FWS) or a Literature Core course. Students receiving AP or IB credit for the English Language exam and/or English Literature exam should refer to the list of acceptable scores located in this workbook.
- It is recommended that students choose one of the following options: (1) the History Core during the first year and the Philosophy and Theology Core sequence during sophomore year; or (2) the Philosophy and Theology Core sequence in the first year and the History Core in sophomore year. Students who plan to major in History are encouraged to enroll in the History Core during freshman year.
- 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 first-year LSEHD students. All first-year LSEHD students will learn more about the course during their group Orientation advisement session.
- Major sequences are 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 one Lynch School course. Typically students elect EDUC1030 Child Development in the fall. This course will also satisfy one Social Science Core requirement. In the spring, students should enroll in one Lynch School course, typically EDUC1031 Family, School, and Society or FORM1051 Reimagining Schools and Society. This course will satisfy one Social Science Core requirement and the Cultural Diversity Core requirement. Students may also elect to begin the sequence for their second major, if applicable.

Secondary Education

Students should enroll in one Lynch School course in the fall. Typically students elect either EDUC1030 Child Development (Social Science Core) or FORM2051 Learning Cultures in the fall. In the spring, students should enroll in one Lynch School course, typically either EDUC1031 Family, School, and Society (Social Science Core and Cultural Diversity Core) or FORM1051 Reimagining School and

Society (Social Science Core and Cultural Diversity Core). Students may also elect to begin the sequence for their desired second major. In particular, students declaring a major in mathematics or the sciences 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, 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 one Lynch School course. Typically students elect either FORM1050 The Educational Conversation (major requirement), FORM1051 Reimagining School and Society (Social Science Core and Cultural Diversity Core), or FORM2051 Learning Cultures (Social Science Core and Cultural Diversity Core). In the spring, students should enroll in one Lynch School course, typically selected from the courses listed above. 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 one Lynch School course. Typically students elect APSY1030 Child Development in the fall. This course will also satisfy one Social Science Core requirement. In the spring, students should enroll in one Lynch School course, typically APSY1031 Family, School, and Society. 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).

Courses for Lynch Students

All LSEHD first-years must register for at least one Lynch School foundational course. Students will be advised according to their major, and students should refer to the requirements for each major listed above.

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 first-year Lynch students only and is required in both the fall and spring semesters for a total of 3 credits.

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 at the end of this section.

University Core Curriculum

The fifteen requirements in the University Core Curriculum, plus two additional courses in Natural Science required for CSON students, are distributed as follows. All courses must be three credits or more and cannot be taken pass/fail. It is strongly advised that students take Philosophy or Theology early in their plan of study.

1 course in the Arts

1 course in Cultural Diversity

Nursing majors take NURS4264. Global Public Health and the Common Good majors take PHCG3600.

2 courses in History

One History I course (pre-1800) and one History II course (post-1800)

1 course in Literature*

1 course in Mathematics

CSON students must take MATH1180 Principles of Statistics for the Health Sciences (spring).

4 courses in Natural Science

ADBI1130/1131 Anatomy and Physiology I, ADBI1132/1133 Anatomy and Physiology II, CHEM1161/1163 Life Science Chemistry, BIOL2200/2210 Microbiology

2 courses in Philosophy

One Philosophy I course and one Philosophy II course: PHIL1070–1071 Philosophy of the Person I and II (in sequence), PHIL1088–1089/THEO1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), or PHIL1090–1091/THEO1090–1091 Perspectives on Western Culture I and II (in sequence). Complex Problem or Enduring Question courses may fulfill one Philosophy Core course.

2 courses in Social Science

CSON students must take NURS2122 Nursing Assessment Theory and NURS4264 Role of Professional Nurse.

2 courses in Theology

One Christian Theology (CT) course and one Sacred Texts and Traditions (STT) course, THEO1088–1089/PHIL1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), THEO/PHIL1090–1091 Perspectives on Western Culture I and II (in sequence), or Complex Problem or Enduring Question Theology courses

1 course in Writing*

All students are required to take this course in their first year.

* Students for whom English is not their first language have special options for meeting these requirements.

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
University Core Course (Theology or Philosophy)*	3
University Core Course (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
University Core Course (Theology or Philosophy)*	3
University Core Course (Writing or Literature)*	3
Introduction to Professional Nursing	2

* Other University 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).

Advising

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.

At the end of this section, you will find a worksheet 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 University Core classes. Students should prioritize First-Year Writing Seminar, Literature, Theology, and Philosophy.

PREFERENCE:

Course No. Course Title Course No. Course Title

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ALTERNATE:

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Section IV. See instructions above in Section III.

PREFERENCE:

Course No. Course Title Course No. Course Title

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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	Math Core/MATH1100 or MATH1102 course equivalent
Calculus BC	4	6	Math Core/MATH1100, MATH1101, MATH1102, or MATH1103 course equivalent
Chemistry	4	6	2 Natural Science Core
Chinese Language and Culture	4	6	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 I Core and History II Core
French Language and Culture	3	0	Demonstrates Language Proficiency
	4	3	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	0	Demonstrates Language Proficiency
	4	3	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	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
Precalculus	N/A	N/A	No BC equivalent
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	0	Demonstrates Language Proficiency
	4	3	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 I Core and History II Core

* 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 CSOM students. CSOM 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 I Core and History II Core
History of Asia and Oceania	6/7	6	History I Core and History II Core
History of Europe	6/7	6	History I Core and History II Core
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	6	1 Social Science Core and 1 Natural Science Core
Social and Cultural Anthropology	6/7	3	1 Social Science Core
World Religion	6/7	3	1 Theology Elective

* 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.

** Psychology majors will satisfy both PSYC1110 and PSYC1111. Neuroscience majors will satisfy PSYC1110. Psychology majors will need to take two additional Psychology electives, and Neuroscience majors will need to take one additional Neuroscience elective should they use their IB Psychology credit to bypass the introduction course(s). Please consult with your respective major requirements checklists for more information.

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*
Analysis and Approaches	6/7	3	Mathematics Core
Applications and Interpretations	6/7	3	Mathematics Core
Mathematics	6/7	3	Mathematics Core
Further Mathematics	6/7	3	Mathematics Core

Language

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

[^] 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	Arts Core
Art (Fine Art)	A/B/C	3	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	1 Social Science Core/Placement for ECON1101 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	Arts Core
Geography	N/A	N/A	N/A
History	A/B/C	6	History I Core and History II Core
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	Mathematics Core/Mathematics elective Mathematics 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 Social Science 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	Arts Core

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

French Baccalaureate

- 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 International Baccalaureate (BFI)/French Baccalaureate 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 Baccalaureate 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 **as well as the verification form signed by a high school administrator** 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

Subject	AP Score
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.

Seals of Biliteracy

MCAS students can now fulfill the language requirement by submitting to the Academic Advising Center documentation of their having received one of the two following Seals of Biliteracy conferred by their high school:

The Global Seal of Biliteracy conferred by the international Global Seal of Biliteracy Organization.

The Seal of Biliteracy conferred by the various U.S. states upon high school students who have achieved a level of "Intermediate Mid" or higher on a nationally recognized, proctored language proficiency exam (such as those of ACTFL, the AP program, and Avant Assessment).

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, Mandarin Chinese, French, German, Greek (Classical or Modern), Hebrew, Japanese, Korean, Latin, Polish, Russian, and Spanish.

Information on placement tests, including who to reach out to schedule an exam, is available on the Degree Requirements web page of the Academic Advising Center website: www.bc.edu/bc-web/schools/mcas/undergraduate/advising/degree-requirements/. Online placement exams are offered for some languages, including Latin.

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	ITAL2213 CCRI (Italian)
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 Elementary Italian 2
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 spend 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 University Curriculum, please 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., please 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 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 students' primary academic advisor, but additional help is available in the Undergraduate Dean's Office.
- 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.

- 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.
- 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 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 for MCAS students and will meet with them regularly to discuss their course of studies.

In all sections of The Courage to Know (UNCS2201) and First-Year Topic Seminars (UNCS2245), instructors serve as the MCAS 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 (EDUC1100) and Professional Development Seminar (NURS1010) are required small group sessions for LSEHD and CSON students respectively to discuss college adjustment, course and program requirements, and career plans.

Frequently Asked Questions

Can I only register for University Core courses?

Most first-year students enroll in several University Core courses, but you should also consider a course in your prospective major or an elective. When doing so, please consult with your faculty advisor or academic administrator to make sure there are no prerequisites. For more information, please visit bc.edu/core.

How do I fulfill the Cultural Diversity Core requirement?

The Cultural Diversity requirement may be fulfilled by an approved course taken to fulfill a University Core, a major or minor requirement, or an elective. As an integral part of a liberal arts education in the twenty-first century, Cultural Diversity courses challenge students to envision societies in which all can flourish in freedom, integrity, and fullness of life.

What if I want to transfer to another school within the University?

Students may apply for internal transfer to the Connell School of Nursing, the Lynch School of Education and Human Development, and the Carroll School of Management at the end of their freshman year. Students must have completed their first two semesters at Boston College. Enrollment is limited, and internal transfer may not be possible. Students may apply for internal transfer to the Morrissey College of Arts and Sciences after completing the first semester of their freshman year.

Students 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 LSEHD and CSON) 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 Associate Dean Treseanne Ainsworth.

Applicants who wish to transfer to the Connell School of Nursing should reach out to the Associate Dean to discuss requirements and course sequencing. The only access point for transferring into CSON is the start of sophomore year. Internal transfer applications are due in March for a fall start. Please note there are several prerequisites students must complete in order to be admitted. Students should contact ugnurse@bc.edu for more inquiries about transferring into CSON. It is recommended that students reach out by the

end of their first semester for academic planning required to complete prerequisites.

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.

Where do I go if I have questions about Advanced Placement or International Baccalaureate credit?

For additional information on Advanced Placement or International Baccalaureate credit, please 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 access 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.

How do I drop or withdraw from a course?

For the 2025–2026 academic year, students may, with the permission of their dean, drop a course no later than Thursday, October 2, 2025 for the fall semester and Monday, February 16, 2026 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 Wednesday, November 26, 2025 for the fall semester and Thursday, April 23, 2026 for the spring semester. A withdrawal means that the course will remain on your transcript with a W instead of a grade.

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:

- Ethan Sullivan, Carroll School of Management
- Colleen Simonelli, Connell School of Nursing

- Julia DeVoy, Lynch School of Education and Human Development
- Joseph Desciak, Morrissey College of Arts and Sciences

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 permanent 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 provides services for students with learning disabilities. If you have questions about those services, contact Dr. Kathleen Duggan. For more information regarding students with medical disabilities, please contact Rory Stein, Assistant Dean for Students with Disabilities.

When is Family Weekend?

Information about Family Weekend, including dates, events, and resources, can be found at bc.edu/familyweekend.

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/student-services 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 call 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 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	BC Email Account
Career Services	Address/Phone/Emergency Contact	Address/Alias Settings
Classmate Roster / My Courses	Applicant Status Portal	Enter Gmail
Course Evaluations	Campus Loans	Campus Groups
Courses and Grades	Change BC Password	Directory Search
EA Degree Audit	Change Challenge Questions	Event Space Reservation System
EagleApps Course Information and Schedule	Change Secondary Password (for BC Email)	MyBC
EagleApps Planning & Registration for Students	Demographic	Voicemail Services
Enrollment Certification Request	Eagle One Card - Add Funds	
Exam Schedule	Eagle One Card Activity Summary	
Navigate Academic Support	Eagle One Card Deactivate (Lost/Stolen)	

Keywords

Active Filters: Clear All Filters **Term: Fall 2023** **Subject Area: ENGL - English** (88 items)

Apply 0 To Search

Term

- Fall 2023
- Spring 2023
- Summer 2023

Days

M T W H F S Su

Session

- Half Fall 1 2023
- Half Fall 2 2023

Time of day

Time of day

- Early morning (00:00-09:59)
- Late morning (10:00-11:59)
- Early afternoon (12:00-13:59)
- Late afternoon (14:00-17:59)
- Evening (18:00-23:59)

[See All](#)

Major Requirements, Elective Requirements

ENGL1009 First Year Writing Seminar for Multilingual Students >

Limited to 15 students; Satisfies core requirement for writing; **Department Permission Required**

This course, the first half of a year-long sequence of core English courses, is designed for students whose first language is something other than English. In this workshop, students will develop a portfolio of personal and academic writing and provide ongoing feedback to one another as part of a writing community. They will write and rewrite essays throughout the semester, discuss their works-in-progress, and receive feedback during individual conferences with the instructor. Students read a wide range of texts and consider the structure and organization of English rhetoric as they work to develop their own prose. Seats are prioritized for students who have been recommended for targeted language support. This course may be taken in place of ENGL 1010. Students place into this course based on BC's English Writing Assessment taken during the summer prior to freshmen year or in consultation with the director of the program, lyne.anderson@bc.edu

Prerequisite: Permission of Department

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

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

Required Permissions:

- Department

Writing

ENGL1010 First Year Writing Seminar >

Limited to 15 students.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual

EAGLEAPPS REGISTRATION PLANS

The EagleApps Registration Planning tool is the most popular tool for Boston College students to plan their schedules for the upcoming semester, thanks to its direct connection to the course catalog and features such as displaying the total number of credits in a proposed schedule. The website is simple to use, and students can build two registration plans, including an alternate plan in case seats in their preferred classes fill up.

Students can also use filters, such as subject area, number of credits, or if a course fulfills University Core requirements, to narrow down their options.

To access the Planning and Registration Module, sign in to the Agora Portal using your BC credentials and select the EagleApps Planning and Registration link in the Academics and Courses area.

For more information on how to use the planning module, visit www.bc.edu/eastudent and view the Student Planning and Registration Guide PDF.

EagleApps Student Registration

Fall 2024 | Classes Begin: 08-26-2024 | Classes End: 12-09-2024 | Registration Appointment: 04-09-2024 9:45 AM EDT

Planned Courses: 5 Credits: 15.0 | Registered Courses: 0 Credits: 0.0

My Schedule | Search Courses | Print Schedule | Course Syllabi Search | Course Evaluations

Student Schedule

Registered

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
9am		08: 8:00 HIST1077 01 : Globalization I Bergin Hall 121	08: 10:15 THEO1401 04 : Engaging Catholicism - Stokes Hall 461S	08: 8:00 HIST1077 01 : Globalization I Bergin Hall 121	08: 10:15 THEO1401 04 : Engaging Catholicism - Stokes Hall 461S	08: 8:00 HIST1077 01 : Globalization I Bergin Hall 121	
10am		08: 8:00 ACCT1822 01 : Managerial Accounting - Fulton Hall 110		08: 8:00 ACCT1822 01 : Managerial Accounting - Fulton Hall 110		08: 8:00 ACCT1822 01 : Managerial Accounting - Fulton Hall 110	
11am							
12pm		12:00 : 1:15 ARTH2251 01 : Modern Architecture - Devlin Hall 018	12:00 : 1:15 CSCI1080 01 : Principles of Computer Science - 450 Beacon Street Room 102	12:00 : 1:15 ARTH2251 01 : Modern Architecture - Devlin Hall 018	12:00 : 1:15 CSCI1080 01 : Principles of Computer Science - 450 Beacon Street Room 102		
1pm							

EagleApps Student Registration

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Course Code * | Section Code | View Course | Course Search

Student Registration Plans

Registration Plan 1

Priority	Section	Course Title	Format	Days	Time Slot	Building	Room	Instructors	Credits	Grading	Status
<input type="radio"/>	<input type="checkbox"/>	THEO1401 04	Engaging Catholicism	Lecture	T Th	09:00 AM - 10:15 AM	Stokes Hall	461S	Bergin, William N	3.0	Letter
<input type="radio"/>	<input type="checkbox"/>	ARTH2251 01	Modern Architecture	Lecture	M W	12:00 PM - 01:15 PM	Devlin Hall	018	Orwig, Timothy T	3.0	Letter
<input type="radio"/>	<input type="checkbox"/>	CSCI1080 01	Principles of Computer Science	Lecture	T Th	12:00 PM - 01:15 PM	245 Beacon Street	102	Marques Samary, Maira R	3.0	Letter
<input type="radio"/>	<input type="checkbox"/>	HIST1077 01	Globalization I	Lecture	M W F	09:00 AM - 09:50 AM	Mcguinn Hall	121	Cole, Emily	3.0	Letter
<input type="radio"/>	<input type="checkbox"/>	ACCT1822 01	Managerial Accounting	Lecture	M W F	10:00 AM - 10:50 AM	Fulton Hall	110	Quinn, Elizabeth A	3.0	Letter

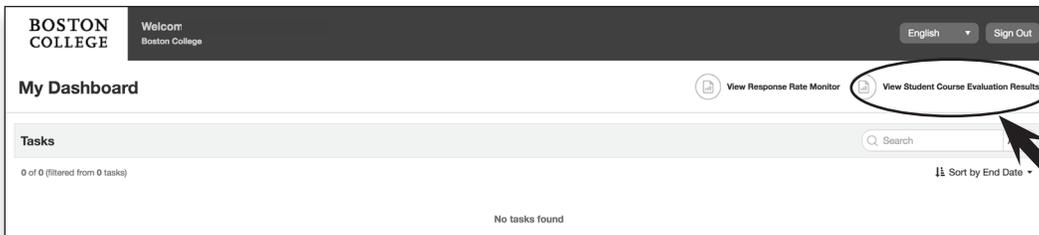
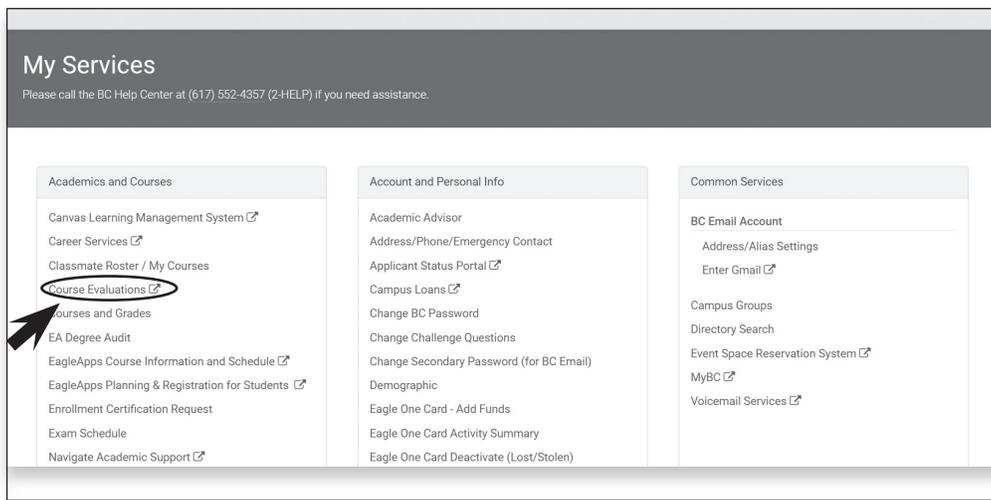
Add Plan | Edit Plan Name | Remove Plan | Remove Selected | Verify Plan | Register

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.”

A link to Course Evaluations is also available in EagleApps Course Information and Schedule.



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 Gillihan	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	ENGL777201	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	ENGL335501	Fall 2016	English	Morrissey College of Arts and Sciences	Rebekah Mitsein	4.14	3.82	4.37	4.07	[23/28]

Boston College
Office of Student Services
Lyons Hall
140 Commonwealth Avenue
Chestnut Hill, MA 02467-3804
studentservices@bc.edu