



**FROM THE HEART
THE STATE OF THE CORE
2023-2024**

University Core Curriculum
Boston College

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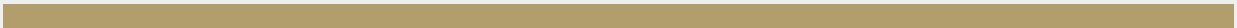
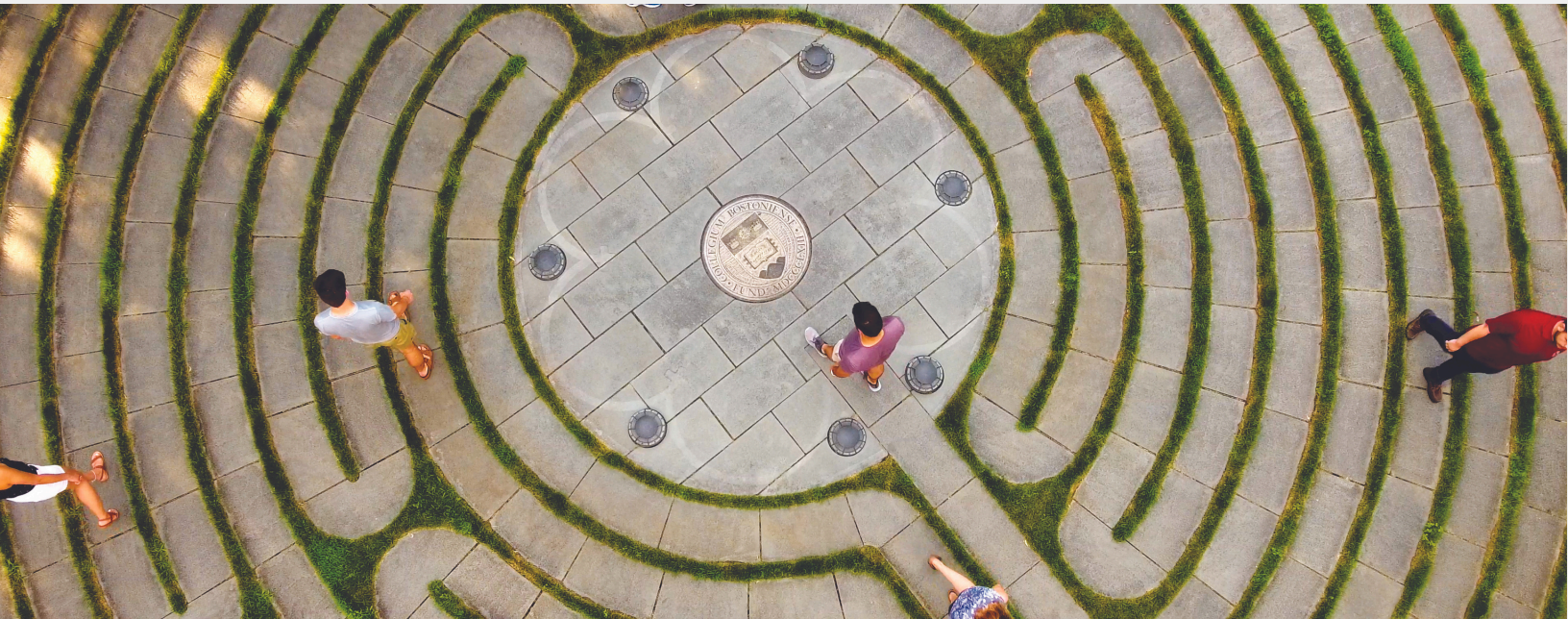
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ADMINISTRATION



From the Heart: The State of the Core

This is the ninth annual State of the Core Report generated on behalf of the University Core Renewal Committee (UCRC).

The Core is the heart of a Catholic, Jesuit liberal arts education. It is the curriculum that links all students to each other and to the University’s mission. Through these courses, students explore the disciplines, ask enduring questions, grapple with complex problems, develop their talents and skills, and form their characters. Words that Boston College students often associate with the renewed Core are “integrated,” “holistic,” “discernment,” and “love.” The Core Curriculum pairs the practicality of the humanities and sciences with the desires of the human heart. As one recent graduate shared, these foundational studies prompted him to “see God in all things.”

In 1548, when the first Jesuit school opened in Messina, Sicily, Jeronimo Nadal, S.J., asserted that, “the primacy of *pietas*, or maturity of character,” was the heart of Jesuit education. “Everything is to be so arranged,” he said, “so that in the pursuit of these studies *pietas* holds first place.” Formative education has been balanced with intellectual rigor since the beginning. In 1599, when the *Ratio Studiorum* was released, the top faculties were scripture, scholastic theology, ethics, philosophy, rhetoric, and grammar. Saint Ignatius Loyola’s ultimate goals never changed, although he encouraged himself and others to change paths through a process of discernment. Upholding the foundational structures of nearly 500 years of excellence in education allows for the ability to adapt to both the needs of students and the challenges of our time. Even to this day, deep critical thinking, grounded in theology, philosophy, and literature remains foundational to Jesuit pedagogy for intellectual and spiritual formation. Core requirements in Jesuit, Catholic institutions include theology, philosophy, history, writing, literature, mathematics, natural science, social science, arts and cultural diversity courses. (Elizabeth Shlala, *C21 Resources Magazine*, Summer/Fall 2024)

Looking Back to Look Forward

Approaching 10 Years of Core Renewal

Boston College has a long-standing tradition of renewing its Core to stay at the forefront of liberal arts education. Although the most recent Core Renewal process started nearly 10 years ago with the introduction of Complex Problem and Enduring Question courses in 2015, University administrators and faculty have been renewing the Core for decades. In 1969, President Joyce appointed the University Committee on Liberal Education (U.N.C.L.E) to bring Boston College forward and join the ranks of “contemporary universities” effecting social change. The professional schools, particularly the School of Management, complained that the existing quality of education differed greatly across schools. In response, U.N.C.L.E proposed the introduction of a University Core taken by undergraduate students across all four undergraduate schools.¹ In May 1971, the School of Arts and Sciences voted to approve the new Core, comprising 12 courses - 2 each of History, Philosophy, Theology, Social science, Humanities, and Natural Science/Mathematics. Every Core course would be open to all students across the University to alleviate past concerns about the access to quality education across schools.

Eighteen years later, the University recognized the need to update the Core once again. In 1989, the Academic Vice President of Boston College appointed a Task Force to evaluate and revise the University’s existing Core Curriculum in response to concerns about disconnected requirements and lack of rigor. This Task Force consisted of 21 participants from across campus, including faculty, administrators, and students.

In 1991, the Task Force produced a report that established the 15 Core requirements Boston College offers today: 1 Arts course, 1 Cultural Diversity course, 2 History courses, 1 Literature course, 1 Mathematics course, 2 Natural Science courses, 2 Philosophy courses, 2 Social Science courses, 2 Theology courses, and 1 Writing course. They established this Core framework to foster coherence across disciplines and promote students’ personal development. The Task Force intended that the new Core “address the questions and issues that are fundamental to human inquiry,” grounded in a Catholic, Jesuit approach to formative education.

The Task Force also created the University Core Development Committee (UCDC), a group intended to oversee this transition and guide the Core in the years to come. The UCDC operated from 1991 through 2015, when it was replaced by the University Core Renewal Committee (UCRC) to steward the second Core Renewal process.

¹ Charles F. Donovan, David R. Dunigan, Paul A. FitzGerald, *History of Boston College: From the Beginnings to 1990* (Chestnut Hill, MA: The University Press of Boston College, 1990), 374.

Looking Back to Look Forward (cont.)

Approaching 10 Years of Core Renewal

Provost David Quigley, Dean Andy Boynton, and Professor Mary Crane spearheaded the second round of Core Renewal, hiring a design-thinking firm in 2012 to develop new Core innovations.² This resulted in the creation of Complex Problem and Enduring Question courses, first offered in Fall 2015. Since that second Core Renewal process, we have offered 54 Complex Problem courses and 179 Enduring Question courses to over 7,600 students.

In 2018, the Core underwent a renewal process for the Cultural Diversity Core requirement. This renewal produced 2 new pathways for Cultural Diversity courses: Engaging Difference and Justice (EDJ), which focuses on global concerns, and Difference, Justice, and the Common Good (DJCG), which focuses largely on racial justice issues in the U.S. Since the renewal of the Cultural Diversity Core, over 100 new courses fulfilling these pathways have been approved.

Nearly 10 years later, Complex Problem and Enduring Question courses continue to be popular with first-year students. In 2024-2025, we are offering roughly 1,000 seats in 7 Complex Problem and 20 Enduring Question courses. Our course evaluations show that students derive meaningful experiences from their courses. They often reflect a desire for integrated courses of this type in sophomore, junior, or senior year as well. We have come very close to fulfilling the vision:

By 2023, Complex Problems and Enduring Questions courses should be a regular program, providing one way to fulfill Core requirements. We will have a stable range of year-to-year course offerings. There will be more balanced participation among departments and schools than during the pilot phase. Complex Problems and Enduring Questions courses will rest alongside other signature Core programs for first- and second-year students such as Perspectives and Pulse, and we will be able to explain how these courses embody integrative education of the whole person. The spirit of Core Renewal will have influenced Core and other classes more generally, and we should have examples in hand of how pedagogy and the curriculum at BC have been reinvigorated and improved The postdoctoral teaching program will similarly be firmly established, providing early career development opportunities and pedagogical formation to a regular number of Core Fellows. By 2023, we expect significant progress to be made in the planning and implementation of new programming related to a Capstone experience, the Cultural Diversity Core requirement, and the Schiller Institute for Integrated Science and Society. (Cornerstones: Core Renewal, 2018–2023)

² Dan Berrett, “Boston College, to Refresh its Aging Curriculum, Turns to Design Thinkers,” The Chronicle of Higher Education, April 6, 2015, <https://www.chronicle.com/article/boston-college-to-refresh-its-aging-curriculum-turns-to-design-thinkers/>.

Cumulative Core Requirements Fulfilled by CP/EQ Courses, 2015-24

Arts: **34**
 History I/II: **83**
 Literature: **106**
 Mathematics: **4**
 Natural Science: **57**
 Philosophy: **22**
 Social Science: **111**
 Theology: **35**
 Writing: **10**

2015-2019	2015-2024
<p>Approximately 1,700 CP/EQ seats offered to undergraduate students from 2015-2019.</p>	<p>A total of 7,626 CP/EQ seats offered to undergraduate students since 2015 (an average of 424 seats per semester over the past 18 semesters), with 947 seats planned for the 2024-2025 academic year.</p>
<p>18 Complex Problem courses, 76 Enduring Question pairs</p>	<p>27 Complex Problem courses, 89 Enduring Question pairs</p>
<p>By May 2019, 126 faculty members from all Boston College schools had participated in developing and teaching CP/EQ courses. One-third of participating faculty had taught more than one CP/EQ course.</p>	<p>By May 2024, 184 faculty members from all Boston College schools had participated in developing and teaching CP/EQ courses. On average, faculty teach these courses 2.59 times, with 20 faculty members returning to teach CP/EQ courses 5 or more times.</p>
<p>The greatest faculty participation had been English (22 faculty members), History (13), Sociology (8), and Philosophy (7).</p>	<p>The greatest faculty participation has been Social Science (53 faculty members), English (36), History (32), and Natural Science (23).</p>
<p>The most seats offered had been History (1,178 seats), Sociology (798), English (703), and Political Science (399).</p>	<p>The most seats offered have been Social Science (2,502 seats), History (1,763), Natural Science (1,480), and English (1,083).</p>

University Core Curriculum Administrative Team

2023-2024 was a year of administrative changes in the University Core Office as each role was filled by a new person. Hiring took up much of the fall semester. Associate Dean Shlala was joined by Professor Mary Crane and Senior Associate Dean Ethan Sullivan on the hiring committee for the Assistant Director, a position that had more than 70 applicants. Professor Gail Hoffman, Associate Registrar Amy Scangarello, and Associate Dean Shlala formed the hiring committee for the Administrative Assistant position. Both searches were successful.

Elizabeth H. Shlala, Ph.D.

Elizabeth Shlala assumed the role of Associate Dean for the Core at the start of the 2023-2024 academic year. She is a historian of the Middle East and North Africa and is Professor of the Practice at Boston College. She previously served as the Assistant Dean for the Core. She holds a B.S.F.S., M.A., and Ph.D. from Georgetown University. She was a Fulbright Hays DDRA fellow in Egypt. She held research positions at Oxford, the LSE, and Harvard before coming to Boston College.

Deanna Danforth, Ph.D.

Deanna Danforth joined the Core as Assistant Director in January 2024. She is a scholar of early modern British literature and culture and Assistant Professor of the Practice in the Core Curriculum with an appointment in the English Department. She has taught a variety of sections of the First-Year Writing Seminar (FWS) and Literature Core on topics such as food, place, and memory and the construction of history. Prior to returning to BC, she was Assistant Professor of Practice in the Honors Program at Merrimack College.

Anna Seraikas, M.A., M.S.W. (in progress)

Anna Seraikas is the Graduate Assistant for the Core Curriculum. She is a rising second-year clinical M.S.W student in the Boston College School of Social Work. Prior to coming to BC, Anna completed a B.S. in Psychology at Union College in 2016 and an M.A. in Psychology at Boston University in 2022.

Jenny Witt, BC Class of 2023

Jenny Witt is the Administrative Assistant for both the Core Curriculum and Classical Studies Department. She graduated from Boston College in 2023 with a B.A. in Political Science and History. This fall, she will begin her M.A. in History at BC.

UNIVERSITY CORE RENEWAL COMMITTEE (UCRC)



The University Core Renewal Committee (UCRC) met eight times throughout the year to review new Core credit proposals, approve new Complex Problem (CP) and Enduring Question (EQ) courses, and evaluate the Core Curriculum within the broader context of student and programmatic needs. The meetings were hosted in Gasson 105 and attended by the 16 members of the UCRC. The four UCRC subcommittees held individual meetings over the year. New CP/EQ proposals were due on October 15, 2023. Courses requesting new core credit were accepted on: October 1, 2023, December 1, 2023, February 1, 2024 and April 1, 2024.

2023-2024 UCRC Members

Elizabeth Shlala, Ph.D., UCRC Chair

Associate Dean for the Core, Morrissey College of Arts & Sciences

Deanna Danforth, Ph.D., Appointed (January 2024)

Assistant Director for the Core, Morrissey College of Arts & Sciences

Mary Crane, Ph.D., Appointed

Director, Institute for the Liberal Arts, English Department, Morrissey College of Arts & Sciences

Nicole Eaton, Ph.D., End term June 2026

History Department, Morrissey College of Arts & Sciences

Rhonda Frederick, Ph.D., End term June 2025

English Department, Morrissey College of Arts & Sciences

Stacy Grooters, Ph.D., Appointed

Executive Director, Center for Teaching Excellence

Laura Hake, Ph.D., End term June 2026

Biology Department, Morrissey College of Arts & Sciences

Elida Laski, Ph.D., End term June 2025

Program Director, Applied Psychology and Human Development B.A. Program, Counseling, Developmental & Educational Psychology Department, Lynch School of Education & Human Development

Marina McCoy, Ph.D., End term June 2027

Philosophy Department, Morrissey College of Arts & Sciences

Brian Robinette, Ph.D., Appointed

Theology Department, Morrissey College of Arts & Sciences

Geoffrey Sanzenbacher, Ph.D., End term June 2025

Economics Department, Morrissey College of Arts & Sciences

Akua Sarr, Ph.D., Appointed

Vice Provost for Undergraduate Academic Affairs

Colleen Simonelli, Ph.D., Appointed

Associate Dean for Student Services, Connell School of Nursing

Ethan Sullivan, Ph.D., Appointed

Senior Associate Dean for Undergraduate Programs, Carroll School of Management

Jenna Tonn, Ph.D., End term June 2025

Director of Undergraduate Studies, Engineering Department, Morrissey College of Arts & Sciences

Celeste Wells, Ph.D., Appointed

Communication Department, Morrissey College of Arts & Sciences

Julia Whitcavitch-DeVoy, Ph.D., Appointed

Associate Dean of Undergraduate Students and Programs, Lynch School of Education & Human Development

Oluchi Ota, Student Representative, Class of '24

Connell School of Nursing

University Core Curriculum Subcommittee

Core Curriculum Subcommittee Members: Elizabeth Shlala (chair), Deanna Danforth (joined January 2024), Elida Laski, Brian Robinette, Geoffrey Sanzenbacher

12 Newly-Approved Core Courses

Arts

- ARTH2232 Northern Renaissance Art
- ARTH3012 After Genghis Khan: Art and Architecture in Iran and Central Asia
- ARTH3356 Postwar: Art After 1945
- GERM2205 Vienna Art and Architecture

Cultural Diversity

- COMM2257 From Coffee to Collective Action: Studying Sustainable and Socially-Responsible Organizations in Melbourne
- HIST1844 American Capitalism and Its Critics
- SOCY1500 Global Perspectives on Climate Justice

Literature

- EALC2330 Contemporary Korean Literature and Culture: A Critical Exploration of Transmodernity
- SLAV2060 Israeli Literature: History, Memory, Identity
- UNAS1603 Perspectives on Art: Sacred Texts and Their Interpretation

Philosophy & Theology

- PHIL1729 THEO1729 A Life of Virtue (EQ)

Social Science

- MCCS2286 Data, Ethics, and Society

Messina College & the University Core

The UCRC carefully continues to review, approve, and properly update Core courses created for Messina College students. In Fall 2024, the Foundation students will all be enrolled in the Complex Problem course, *ENGR1801/HIST1627 Making the Modern World: Design, Ethics, and Engineering*, which fulfills Natural Science, History II and Cultural Diversity (DJCG) Cores. They will each have a seat in an Enduring Question course in Spring 2025. Given the alignment between the UCRC and Messina College, we recommend that the Associate Dean for Messina College, Alicia LaPolla, be appointed as an ex-officio representative to the committee next year.

Second-Semester Freshman Transfer Students from Woods College & Core Courses

Guaranteed deferred January admission for second-semester freshmen is new this academic year. For philosophical and practical reasons, we hope that the college of choice for these freshmen will be the Woods College of Advancing Studies. Working with Jeff Gallant (Admissions), Michelle Elias Bloomer (Woods College Associate Dean), Treasanne Ainsworth (MCAS Associate Dean), the relevant departments, and the Core Curriculum Subcommittee, we generated a list of 14 Woods courses that these freshmen students could take that will count for Core when they transfer in the spring. We updated the Registrar's office on these changes, and the Woods advising team will work with the freshmen when registering for courses. We recommend that students receive advising from their respective colleges in November when registering for the spring semester.

Our hope going forward is that the Core's procedure for evaluating these courses would be the same as that used for all other new Core courses proposed by faculty. Syllabi from Woods College faculty (approved by Dean Bloomer) would be submitted to the Core. They would be reviewed by the UCRC Curriculum Subcommittee, and then they would be discussed and voted on by the full UCRC. However, these courses would be restricted to Woods students.

Associate Dean Shlala and Associate Dean Bloomer have worked together for the past five years to ensure that although the University Core and Woods Core are separate, they are closely aligned and grounded in our Catholic, Jesuit tradition. Associate Dean Shlala serves on the Woods EPC.

New Complex Problem and Enduring Question Courses

New CP/EQ Subcommittee Members: Elizabeth Shlala (chair), Mary Crane, Colleen Simonelli, Ethan Sullivan, Julia Whitcavitch-DeVoy

2 New Complex Problems Courses

Climate Change and the Corporation: Risks, Rewards, and Responsibilities

EESC1704 + UNAS1733

Tara Pisani Gareau (Earth & Environmental Science) & Mary Ellen Carter (CSOM Accounting)

Fulfills Natural Science and Social Science

Climate change is a complex, existential threat to humanity, manifesting in heat waves, droughts, wildfires, and flooding. Corporate America is a contributor to climate change through greenhouse gas emissions. In addition, corporations are impacted by climate change as it threatens their physical assets and their ability to supply goods and services. Through an integrated approach that blends scientific analysis of climate change with case studies of corporations, students will learn the science behind climate risk and study how businesses are managing and communicating to stakeholders both the impacts of climate change on the firm as well as the firm's impact on the environment.

Exchange and Values: Stories and Measures of Inequality

ENGL1738 + ECON1503

Kalpna Seshadri (English) & Can Erbil (Economics)

Fulfills Literature, Social Science, and Cultural Diversity (EDJ)

This course explores inequality through a blend of literature and economics, providing a rich, interdisciplinary perspective. By examining real world cases, literary narratives, and economic data, students will understand different forms of inequality in society. The course is organized around five key themes and includes interactive lectures and labs for in-depth analysis. It is designed to foster critical thinking about social justice, encouraging students to reflect on their values and aspirations in relation to societal inequities. This engaging course aims to deepen students' awareness and understanding of the economic and social aspects of inequality.

6 New Enduring Questions Courses

The Self and Its Limits: Classical and Contemporary Perspectives/Greco-Roman Slavery

PHIL1727 + CLAS1706

Dermot Moran (Philosophy) & Thomas Sapsford (Classical Studies)

Fulfills Philosophy, Literature, and Cultural Diversity (EDJ)

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

6 New Enduring Questions Courses (cont.)

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.

How Sports Explain America: The History of Sports in the United States/The Sociology of Sports in the United States

HIST1718 + SOCY1718

Thomas Mogan (History) & Kyoung-yim Kim (Sociology)

Fulfills History II, Social Science, and Cultural Diversity (DJCG)

How have sports served to define and illustrate the essence of American society and culture throughout history and in contemporary times?

These paired courses will explore the complex relationship between sports and society. Through an interdisciplinary approach to history and sociology, students will analyze the evolution of sports, assess how they mirror the changing dynamics of American society and culture, and investigate the multifaceted roles sports have played and continue to play in shaping our society. By the end of these courses, students will understand how sports serve as a microcosm of American society and a platform for social change, fostering critical thinking and a deep appreciation of the nation's cultural fabric.

Reckoning With Incarceration: Social Perspectives/Biological Perspectives

COMM2183 + UNAS1734

Celeste Wells (Communication) & Jessica Black (School of Social Work)

Fulfills Social Science, Natural Science, and Cultural Diversity (DJCG)

How do stories concerning justice, retribution, and rehabilitation shape the physical, mental, and social health of individuals?

These paired courses will examine how the universal needs of justice and safety are institutionalized by legal, social, health, and cultural fields, and how victims, perpetrators of crime, and the families of both come to understand them. One course will explore the stories and unequal impacts of the retribution versus rehabilitation design of the U.S. incarceration model, while the other course will examine how experiences like toxic stress, social exclusion, and poor sleep impact physical and mental health on a biological level and

6 New Enduring Questions Courses (cont.)

throughout the lifespan.

Crafting Alternative Futures: Communication, Agency, and World-Making/Imagined Worlds in Literature

COMM2205 + ENGL1739

Kalemba Kizito (Communication) & Krithika Vachali (English)

Fulfills Social Science, Literature, and Cultural Diversity (EDJ)

How can we harness the power of imagination to build alternative societies?

These transformative paired courses invite students to explore the power of public imagination as a tool for constructing alternative societies. By working with critical, media, and communication theories alongside literature and film about speculative future worlds, students will interrogate existing systems and envision futures that challenge the status quo. Students will be encouraged to take agency in the process of creating new futures by collaborating on projects and crafting narratives and blueprints for societies that prioritize sustainability, equity, and the common good. Through the course, students will develop the tools to critically examine scholarship and literature in social, political, intellectual, and literary contexts while learning to use persuasion to mobilize communities and take an active role in shaping the future

Changing America: Political/Religious Texts

SOCY1819 + THEO1728

Eve Spangler (Sociology) & Fr. Mark Massa, S.J. (Theology)

Fulfills Social Science, Theology (CT), and Cultural Diversity (DJCG)

How do people become actors for social justice?

How do people become actors for social justice? These paired courses examine answers to this question from interdisciplinary historical perspectives. How have religious and social activists named their struggles and their tools over three periods in American history? How do those answers echo in the present? Students will study three eras: pre-Civil War America, industrializing America, and contemporary America in a globalizing world. Students will learn to explore the development of religious ideas and their influence on cultural values, to recognize socio-political determinants of social structure, and to use close reading of texts, theory-grounded observational techniques, documentary analysis, and case studies to develop their own social justice agendas.

6 New Enduring Questions Courses (cont.)

Utopian Imaginings: Literary Texts/Separatist Experiments

ENGL1741 + UNAS1736

Deanna Danforth (University Core Curriculum and English) & Ethan Tupelo (Core Fellow)
Fulfills Literature, Social Science, and Cultural Diversity (EDJ)

How do we create a just society?

Utopia, a word derived from Greek and literally translating to “no place,” has, since the sixteenth century, come to mean an ideal, perfect society. While utopias thus may seem to exist only as imaginary spaces, separatist groups throughout history have experimented with turning them into realities, communalizing land and resources. In these paired courses, students will examine the contexts, motivating ideologies, and social structures of a series of these attempts as well as literary texts that spawned and responded to them. Following reflection on the successes and failures of these endeavors as ways of life, social experimentation, and lasting legacies, students will exercise collective imagination in envisioning a just and hopeful future by designing their own utopian communities.

BC Study Abroad Core Courses in Summer 2024

Arts

- ARTH3330 Spanish Art History: from Al-Andalus to Picasso
- ARTS1115 Imagination and Creativity in the Irish Landscape
- GERM2205 Vienna Art and Architecture

Cultural Diversity

- COMM2257 From Coffee to Collective Action: Studying Sustainable and Socially-Responsible Organizations in Melbourne
- ECON2289 Which is Better? An Economic Comparison of Health and Health Care in the UK, the US, and France
- HIST1401 History of the Italian Mediterranean: Una Faccia, Una Razza
- INTL2856 Contentious History and the Politics of Contemporary Korea
- PHIL3275 Borders and Refugees: The Ethics of Migration

History II

- HIST1401 History of the Italian Mediterranean: Una Faccia, Una Razza
- INTL2856 Contentious History and the Politics of Contemporary Korea

Social Science

- PHCG1210 Principles of Public Health: Gateway to Europe

Theology

- THEO1223 Saints and Sinners

CP/EQ Course Offerings AY24

Fall 2023

Hillary	Palevsky	Complex Problem	Crisis in Storytelling in the Age of Climate Change (EESC1720)	Natural Science
Min	Song	Complex Problem	Crisis in Storytelling in the Age of Climate Change (ENGL1733)	Literature
Geoffrey	Sanzenbacher	Complex Problem	Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity (ECON1704)	Social Science, Cultural Diversity (EDJ)
Neil	McCullagh	Complex Problem	Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity (UNAS1725)	Social Science
Jonathan	Krones	Complex Problem	Making the Modern World (ENGR1801)	Natural Science
Jenna	Tonn	Complex Problem	Making the Modern World (HIST1627)	History II, Cultural Diversity (DJCG)
Aurelia	Campbell	Enduring Question	Artistic and Ritual Responses to Suffering: Buddhism in Practice (ARTH1725)	Arts
Matthew	Vale	Enduring Question	Contemplative Responses to Suffering: Buddhism and Christianity (THEO1725)	Theology (CT)
John	Michalcyk	Enduring Question	Coming of Age in Film (FILM1701)	Arts
Susan	Michalcyk	Enduring Question	Coming of Age in Literature (UNAS1708)	Literature

Fall 2023 (cont.)

Hanne	Eisenfeld	Enduring Question	Death in Ancient Greece: Achilles to Alexander the Great (CLAS1701)	History I
Thomas	Epstein	Enduring Question	Death in Russian Literature: Heroes, Cowards, Humans (CLAS1705)	Literature
Deborah	De Chiara-Quenzer	Enduring Question	Exploring the Mystery of God: A Philosophical Perspective (PHIL1726)	Philosophy
Matthew	Petillo	Enduring Question	Exploring the Mystery of God: A Theological Perspective (THEO1726)	Theology (CT)
Ingu	Hwang	Enduring Question	From Hiroshima to K-Pop: Historical Perspectives (UNAS1716)	History II
Tina	Klein	Enduring Question	From Hiroshima to K-Pop: Filmmakers' Perspectives (UNAS1717)	Arts, Cultural Diversity (EDJ)
Tara	Casebolt	Enduring Question	Maternity and Science: Society, Culture, & Public Health (PHCG1701)	Social Science
Jessica	Black	Enduring Question	Maternity and Sciences: Neuroscience and Genetics (UNAS1718)	Natural Science
Suzanne	Matson	Enduring Question	Nature and Power: Reading the American Place (ENGL1724)	Literature
Ling	Zhang	Enduring Question	Nature and Power: Making the Modern World (HIST1710)	History II
Brian	Robinette	Enduring Question	Spiritual Exercises: Engagement, Empathy, Ethics (THEO1701)	Theology (CT)
Daniel	Callahan	Enduring Question	Aesthetic Exercises: Engagement, Empathy, Ethics (MUSA1701)	Arts

Fall 2023 (cont.)

Jonathan	Laurence	Enduring Question	Shifting Forms: Political Belonging in Song and Film (POLI1033)	Social Science
Kevin	Ohi	Enduring Question	Shifting Forms: Sexuality and Belonging in Modern Literature and Film (ENGL1732)	Literature
Michael	Magree	Enduring Question	The Formation of Early Christian Thought: A Theological Examination (THEO1722)	Theology (CT)
Sarah	Byers	Enduring Question	The Formation of Early Christian Thought: A Philosophical Examination (PHIL1722)	Philosophy
David	Quigley	Enduring Question	The Meaning of Boston: History and Memory (HIST1630)	History II
Carlo	Rotella	Enduring Question	The Meaning of Boston: Literature and Culture (ENGL1735)	Literature
Marla	DeRosa	Enduring Question	The Role of Literature and Understanding the Complex Meaning of Justice (ENGL1729)	Literature, Cultural Diversity (DJCG)
Michael	Cassidy	Enduring Question	The Rule of Law and the Complex Meaning of Justice (UNAS1719)	Social Science
Aeron	Hunt	Enduring Question	The Value of Work: Significance through Literature (ENGL1728)	Literature
Micah	Lott	Enduring Question	The Value of Work: A Philosophical Examination (PHIL1721)	Philosophy
Vena	Offen	Enduring Question	The World With Us: Conserving Nature in a Time of Crisis (ENVS1702)	Natural Science, Cultural Diversity (EDJ)

Fall 2023 (cont.)

John	Yargo	Enduring Question	The World With Us: Environmental Literature in a Time of Crisis (ENGL1737)	Literature
Amy	Boesky	Enduring Question	What is Memory, and Why Does it Matter? The Literature of Remembering (ENGL1736)	Literature
Elizabeth	Kensinger	Enduring Question	What is Memory, and Why Does it Matter? The Science of Remembering (PSYC1701)	Natural Science

Total: 3 CPs, 15 EQs

Spring 2024

Stephen	Pope	Complex Problem	Faith, Ethics, and the Sciences in the 21st Century (THEO1723)	Theology (CT)
Holly	Vandewall	Complex Problem	Faith, Ethics, and the Sciences in the 21st Century (PHIL1723)	Philosophy
Heather	Olins	Complex Problem	Understanding and Protecting our Oceans (BIOL1707)	Natural Science, Cultural Diversity (EDJ)
Vena	Offen	Complex Problem	Understanding and Protecting our Oceans (ENVS1075)	Natural Science
Daniel	Bowles	Enduring Question	Constructing Deviance: Madmen, Hysterics, and Criminals (GERM1701)	Literature
Stephen	Pfohl	Enduring Question	Constructing Deviance: Power, Control, Resistance (SOCY1710)	Social Science, Cultural Diversity (EDJ)
Mary	Ann Chirba	Enduring Question	Life, Liberty & Health: Policy, Politic, and Law (UNAS1702)	History II, Cultural Diversity (EDJ)

Spring 2024 (cont.)

Tracy	Regan	Enduring Question	Life, Liberty & Health: The Economics of Healthcare (ECON1702)	Social Science
Mary	Crane	Enduring Question	Revolutionary Media: How Reading Changes Us (ENGL1715)	Literature
Virginia	Reinburg	Enduring Question	Revolutionary Media: How Books Changed History (HIST1705)	History I
Lori	Harrison-Kahan	Enduring Question	Reading In/Justice: Literature as Activism from Abolitionism to #BlackLivesMatter (ENGL1718)	Literature, Cultural Diversity (DJCG)
Alex	Puente	Enduring Question	Writing in/Justice: The Power of Response (ENGL1719)	Writing
Ryan	Hanley	Enduring Question	The Making of the Modern Mind: Morality (POLI1034)	Social Science
Avner	Ash	Enduring Question	The Making of the Modern Mind: Mathematics (MATH1702)	Math

Total: 2 CPs, 5 EQs

Ongoing Assessment in the Core

Assessment Subcommittee Members: Celeste Wells (chair), Elizabeth Shlala, Deanna Danforth (joined January 2024), Nicole Eaton, Stacy Grooters, Marina McCoy, and Ethan Sullivan

Fall 2023 Assessment Report provided to the University Core Committee by the Assessment Subcommittee

Learning Goal #5 - Direct Assessment

The committee saw 16 of 17 faculty pairs participate this year. One pair was unable to participate as they mistakenly thought presentations were being recorded on Panopto and they were not.

Faculty Participation (by percent completed)	Fall 2018/Spring 2019	Fall 2019	Spring 2020 (COVID)	Fall 2020 (COVID)	Spring 2021 (COVID)	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
	70%	93%	85%	79%	100%	100%	100%	100%	85%	94%

The assessment committee aims to assess 20% of student population within a course.

The following data indicates the rate at which the 20% threshold was met.

The common reasons 20% of assignments are not submitted for assessment include lack retrievable assignment

(e.g., a live experience), simple error, and choice).

Rate at which the assessment threshold was met	Fall 2018/Spring 2019	Fall 2019	Spring 2020 (COVID)	Fall 2020 (COVID)	Spring 2021 (COVID)	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
	*benchmark at this time was 15%. Benchmark met at 90%	89%	92%	87%	95%	98%	100%	100%	92%	98%

Submissions Meeting the Learning Goal Benchmark in both CP/EQ Courses	Fall 2018/Spring 2019	Fall 2019	Spring 2020 (COVID)	Fall 2020 (COVID)	Spring 2021 (COVID)	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
	68%	85.5%	77%	99%	75%	93%	88%	96%	100%	99%
Submissions Meeting the Learning Goal by percentage of percentage submitted										
	61%	76%	71%	86%	71%	91%	88%	96%	92%	97%

Percentage of courses requesting feedback	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
	19%	29%	42%	66%	25%

Indirect Assessment of Core Curriculum Learning Goal #7

Demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives) and determined that to assess this learning goal, indirect data (i.e., data gathered directly from student opinion) would be ideal. Data collection began in Fall 2022.

1. The learning experience in this course led me to examine my values							
	Strongly Agreed	Agreed	Uncertain	Disagreed	Strongly Disagreed	NA	
Fall 2022	59.90%	27.57%	9.03%	2.02%	0.58%	0.86%	(Response Count: 1041; Mean 4.46; Median 5; StDev 0.79)
Spring 2023	55.72%	35.41%	5.37%	2.57%	0.39%	0.54%	(Response Count:1285; Mean 4.44; Median 5; StDev. .75)
Fall 2023	52.90%	33.80%	7.90%	2.82%	0.63%	1.93%	(Response Count: 1917; Mean 4.38, Median 5; StDev. .8)
2. The learning experience in this course has aided me in developing principles that guide my life							
	Strongly Agreed	Agreed	Uncertain	Disagreed	Strongly Disagreed	NA	
Fall 2022	55.72%	30.64%	9.03%	3.36%	0.48%	0.77%	(Response Count: 1041; Mean 4.39; Median 5; StDev 0.83)
Spring 2023	51.82%	38.04%	6.39%	3.27%	0.39%	0.39%	(Response Count: 1283; Mean 4.38; Median 5; StDev. .78)
Fall 2023	49.40%	34.41%	9.35%	3.92%	0.94%	1.98%	(Response Count: 1915; Mean 4.30; Median 5; StDev. .87)
3. The learning experience in this course led me to act differently in a specific situation than I would have in the past.							
	Strongly Agreed	Agreed	Uncertain	Disagreed	Strongly Disagreed	NA	
Fall 2022	54.05%	28.42%	13.01%	2.99%	0.39%	1.16%	(Response Count: 1041; Mean 4.34; Median 5; StDev 0.85)
Spring 2023	48.32%	37.69%	9.46%	3.91%	0.23%	0.39%	(Response Count:1279; Mean 4.30, Median 4; StDev. .82)
Fall 2023	48.17%	30.02%	13.13%	5.33%	0.89%	2.46%	(Response Count:1912; Mean 4.22, Median 4; StDev. .94)
Average Across Questions	52.89%	32.89%	9.19%	3.35%	0.55%	1.16%	
Total	Strongly Agreed & Agreed		Uncertain & NA	Disagreed & Strongly Disagreed			
	85.78%		10.35%	3.90%			

Diversity Subcommittee

Diversity Subcommittee Members: Elizabeth Shlala (chair), Deanna Danforth (joined January 2024), Laura Hake, Rhonda Frederick, and Akua Sarr

AP African American Studies

The College Board first began offering AP African American Studies in the 2022-2023 academic year as a pilot program at 60 high schools. Last year, the pilot program expanded to 700+ high schools, and in the fall of 2024, the course will be available for any high school in the country to offer. The Admission Office asked for the UCRC to consider if Boston College should count AP African American Studies for a Core requirement, specifically Cultural Diversity. The Cultural Diversity requirement recently underwent an extensive Core Renewal process, leading to the creation of two pathways through which a course can fulfill the requirement: Engaging Difference and Justice (EDJ), which focuses on global concerns, or Difference, Justice, and the Common Good (DJCG), which focuses largely on racial justice issues in the U.S. At present, no AP courses fulfill the Cultural Diversity requirement.

In order to learn more about the exam, the UCRC invited Professor Lorelle Semley, Director of Boston College's African & African Diaspora Studies program, to share her thoughts on AP African American Studies at the February 28, 2024 meeting. Professor Semley attended the presentation of the course at the College Board and has followed the process of its development. She stated that the course takes a strong interdisciplinary approach, covering a wide breadth of topics and using a variety of primary sources. However, she noted that the course is very American-centric, stating that she viewed it as most similar to an African-American History course. She raised concerns about the dearth of secondary sources used and the lack of standardization of course materials across schools. Ultimately, she suggested that the UCRC wait a few years to see what is happening with the course and how the curriculum evolves, and then re-evaluate if it should fulfill Cultural Diversity with the data available.

The UCRC also raised the point that AP U.S. History does not presently fulfill any Core requirements. If the course covers content similar to an American History class, perhaps that could be used as a precedent. Members suggested that the course instead could be used to fulfill an entry-level course in the African & African Diaspora Studies major, much like how AP U.S. History does not fulfill Core, but does qualify for the U.S. History requirement for History majors. After discussion, the committee agreed with Professor Semley's recommendation, and decided to re-evaluate the course fulfilling Core after it has run for several years and there is a greater quantity of available data.

Student Reflection on the Core

Three students reflected on their experiences with the Core Curriculum in the most recent edition of *C21 Resources Magazine - Liberal Arts Education: Its Value and Impact*. Aidan Mackey, Foday Nabbie, and Lauren Evans, all students in the Class of 2025, shared how they used the Core to explore their academic and personal interests. Aidan Mackey (CSON '25), a Nursing major, has served Boston College as a Student Admissions Representative, a Women's Basketball Manager, and an undergraduate Student Leader in the Justice and the Common Good Living Learning Community. Foday Nabbie (MCAS '25), a Neuroscience major with a minor in Applied Psychology and Human Development, is a QuestBridge student, a member of the Gateway Scholars program, and secretary of the Boston College QuestBridge Scholars program. Nabbie is also a Stride lead, a member of BC Mock Trial, and has served as a First-Year Orientation Leader. Lauren Evans (MCAS, CSOM '25), a History and English major with a Finance minor and a Pre-Law concentration, is captain of the Boston College Mock Trial team and Programming Director for The Common Tones of Boston College, a service-based a cappella group of Boston College.

Aidan Mackey shared that his “courses in art, philosophy, and literature have informed [his] nursing practice beyond what [he] originally thought possible.” He highlighted the Enduring Question course pair, *Geographies of Imperialism*, as an example of an interdisciplinary model that looked at the past through both a historical and theological lens, heightening his engagement with the material.

Foday Nabbie emphasized the important role that formative education has played in his time at Boston College. He wrote that as he progressed through the Core, “a host of opportunities for growth and learning that [he] wouldn't have explored otherwise opened up for [him].” Nabbie found that this approach to the Core Curriculum significantly “enriched...[his] Catholic, Jesuit education.”

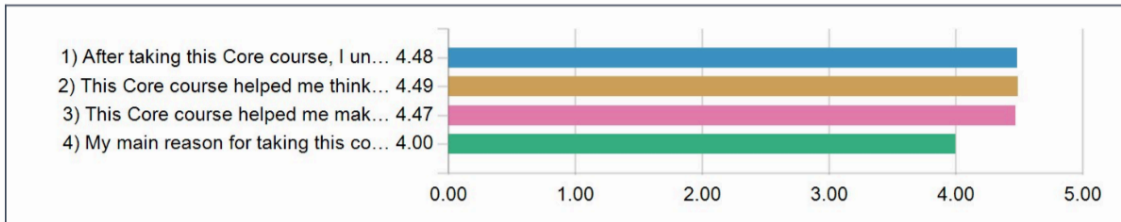
Lauren Evans concurred, describing the ways in which her mindset has changed as a direct result of the Core courses she has taken at Boston College. Evans went from thinking that “any classes that didn't fulfill [her] majors were a waste of time” to learning that “it was more important to try to discover what empowered [her] or what [she] felt passionate about.” She concluded that her Core courses helped her curate her understanding of the Jesuit concept of *cura personalis* and focus more on her growth as a human being.

Student Evaluation Data, Fall 2023

Core Survey Questions for All Core Pilot Courses

Raters	Students
Responded	1185
Invited	1624
Response Ratio	72.97%

Core: Select your agreement level with the following statements about this course.



Core: Select your agreement level with the following statements about this course.

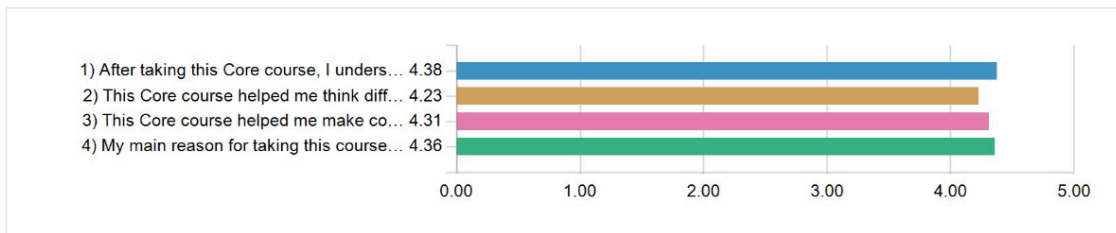
Statement	Response Distribution	Statistics										
1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.	<ul style="list-style-type: none"> 5 Strongly Agree (577) 53.53% 4 Agree (421) 39.05% 3 Uncertain (32) 2.97% 2 Disagree (13) 1.21% 1 Strongly Disagree (6) 0.56% N/A N/A (29) 2.69% [Total (1078)] 	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>1078</td> </tr> <tr> <td>Mean</td> <td>4.48</td> </tr> <tr> <td>Median</td> <td>5.00</td> </tr> <tr> <td>Standard Deviation</td> <td>0.67</td> </tr> </tbody> </table>	Statistics	Value	Response Count	1078	Mean	4.48	Median	5.00	Standard Deviation	0.67
Statistics	Value											
Response Count	1078											
Mean	4.48											
Median	5.00											
Standard Deviation	0.67											
2. This Core course helped me think differently about other disciplines.	<ul style="list-style-type: none"> 5 Strongly Agree (579) 53.71% 4 Agree (420) 38.96% 3 Uncertain (37) 3.43% 2 Disagree (11) 1.02% 1 Strongly Disagree (2) 0.19% N/A N/A (29) 2.69% [Total (1078)] 	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>1078</td> </tr> <tr> <td>Mean</td> <td>4.49</td> </tr> <tr> <td>Median</td> <td>5.00</td> </tr> <tr> <td>Standard Deviation</td> <td>0.64</td> </tr> </tbody> </table>	Statistics	Value	Response Count	1078	Mean	4.49	Median	5.00	Standard Deviation	0.64
Statistics	Value											
Response Count	1078											
Mean	4.49											
Median	5.00											
Standard Deviation	0.64											
3. This Core course helped me make connections and integrate what I have learned elsewhere.	<ul style="list-style-type: none"> 5 Strongly Agree (572) 53.11% 4 Agree (416) 38.63% 3 Uncertain (40) 3.71% 2 Disagree (17) 1.58% 1 Strongly Disagree (3) 0.28% N/A N/A (29) 2.69% [Total (1077)] 	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>1077</td> </tr> <tr> <td>Mean</td> <td>4.47</td> </tr> <tr> <td>Median</td> <td>5.00</td> </tr> <tr> <td>Standard Deviation</td> <td>0.68</td> </tr> </tbody> </table>	Statistics	Value	Response Count	1077	Mean	4.47	Median	5.00	Standard Deviation	0.68
Statistics	Value											
Response Count	1077											
Mean	4.47											
Median	5.00											
Standard Deviation	0.68											
4. My main reason for taking this course was to fulfill a Core requirement.	<ul style="list-style-type: none"> 5 Strongly Agree (472) 43.91% 4 Agree (322) 29.95% 3 Uncertain (71) 6.60% 2 Disagree (134) 12.47% 1 Strongly Disagree (46) 4.28% N/A N/A (30) 2.79% [Total (1075)] 	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>1075</td> </tr> <tr> <td>Mean</td> <td>4.00</td> </tr> <tr> <td>Median</td> <td>4.00</td> </tr> <tr> <td>Standard Deviation</td> <td>1.20</td> </tr> </tbody> </table>	Statistics	Value	Response Count	1075	Mean	4.00	Median	4.00	Standard Deviation	1.20
Statistics	Value											
Response Count	1075											
Mean	4.00											
Median	4.00											
Standard Deviation	1.20											

Student Evaluation Data, Spring 2024

Core Survey Questions for All Core Pilot Courses

Raters	Students
Responded	354
Invited	438
Response Ratio	80.82%

Core: Select your agreement level with the following statements about this course.



Core: Select your agreement level with the following statements about this course.

1. After taking this Core course, I understand the basic concepts, methods, and/or content of the course's discipline.

5 Strongly Agree	167	47.99%
4 Agree	151	43.39%
3 Uncertain	18	5.17%
2 Disagree	6	1.72%
1 Strongly Disagree	2	0.57%
N/A N/A	4	1.15%
Total	348	0% 50% 100%

Statistics	Value
Response Count	348
Mean	4.38
Median	4.00
Standard Deviation	0.72

2. This Core course helped me think differently about other disciplines.

5 Strongly Agree	154	44.25%
4 Agree	141	40.52%
3 Uncertain	26	7.47%
2 Disagree	20	5.75%
1 Strongly Disagree	3	0.86%
N/A N/A	4	1.15%
Total	348	0% 50% 100%

Statistics	Value
Response Count	348
Mean	4.23
Median	4.00
Standard Deviation	0.89

3. This Core course helped me make connections and integrate what I have learned elsewhere.

5 Strongly Agree	169	48.56%
4 Agree	135	38.79%
3 Uncertain	20	5.75%
2 Disagree	16	4.60%
1 Strongly Disagree	4	1.15%
N/A N/A	4	1.15%
Total	348	0% 50% 100%

Statistics	Value
Response Count	348
Mean	4.31
Median	4.00
Standard Deviation	0.87

4. My main reason for taking this course was to fulfill a Core requirement.

5 Strongly Agree	201	57.76%
4 Agree	96	27.59%
3 Uncertain	23	6.61%
2 Disagree	17	4.89%
1 Strongly Disagree	7	2.01%
N/A N/A	4	1.15%
Total	348	0% 50% 100%

Statistics	Value
Response Count	348
Mean	4.36
Median	5.00
Standard Deviation	0.95

AP Credit Impact on the University Core

Boston College's Advanced Placement Policies

In general, a student scoring four or five on the majority of AP Exams will be awarded advanced placement. In most cases, the student does not earn actual credit, but the AP units fulfill corresponding requirements in the University Core Curriculum.

Advanced Placement Exam	Minimum Score	Adv. Placement Units	Requirements Fulfilled
English Language and Composition	4	3	Writing Core
English Literature and Composition	4	3	Literature Core
Biology	4	6	2 Natural Science Core
Chemistry	4	6	2 Natural Science Core
Physics 1	4	3	1 Natural Science Core
Physics 2	4	3	1 Natural Science Core
Physics C E+M	4	3	1 Natural Science Core
Physics C Mechanics	4	3	1 Natural Science Core
Environmental Science	4	3	1 Natural Science Core
Calculus AB (or AB sub score)	4	3	Math Core
Calculus BC	4	6	Math Core
Comparative Government and Politics	4	3	1 Social Science Core
U.S. Government and Politics	4	3	1 Social Science Core
Economics (Macro)	4	3	1 Social Science Core
Economics (Micro)	4	3	1 Social Science Core
Psychology	4	3	1 Social Science Core
European History	4	6	History Core I and II
World History	4	6	History Core I and II
Art History	4	3	Arts Core
Music Theory	4	3	Arts Core
French Language and Culture*	4	3	1 Romance Language Elective and Language Proficiency
Italian Language and Culture*	4	3	1 Romance Language Elective and Language Proficiency
Spanish Language and Culture*	4	3	1 Romance Language Elective and Language Proficiency
Spanish Literature and Culture*	4	3	1 Romance Language Elective and Language Proficiency
Chinese Language and Culture	4	6	2 Slavic Language Electives and Language Proficiency
German Language and Culture	4	6	Demonstrates Language Proficiency
Japanese Language and Culture	4	6	2 Slavic Language Electives and Language Proficiency
Latin	4	6	2 Classical Language Electives and Language Proficiency
Statistics	5	3	Statistics Requirement (CSOM)
Studio Art	4	3	1 Fine Arts Elective
U.S. History	4	6	Units included when students apply for Advanced Standing
Computer Science (A or Principles)	N/A	N/A	Placement determined by department
Human Geography	N/A	N/A	No BC equivalent
Research	N/A	N/A	No BC equivalent
Seminar	N/A	N/A	No BC equivalent

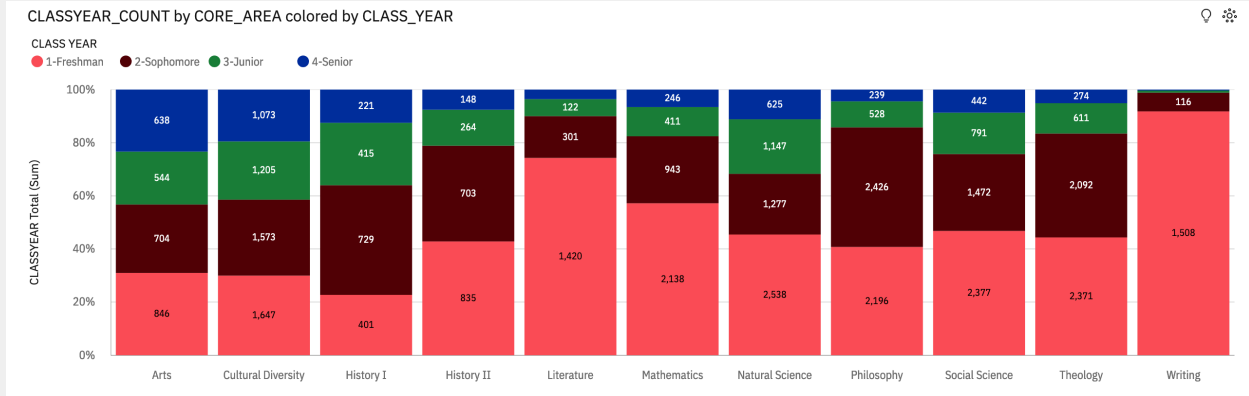
* Language Proficiency is satisfied with a score of "3", but no Advanced Placement units are earned

Students Satisfying Specific Core Requirements with Qualifying AP Scores

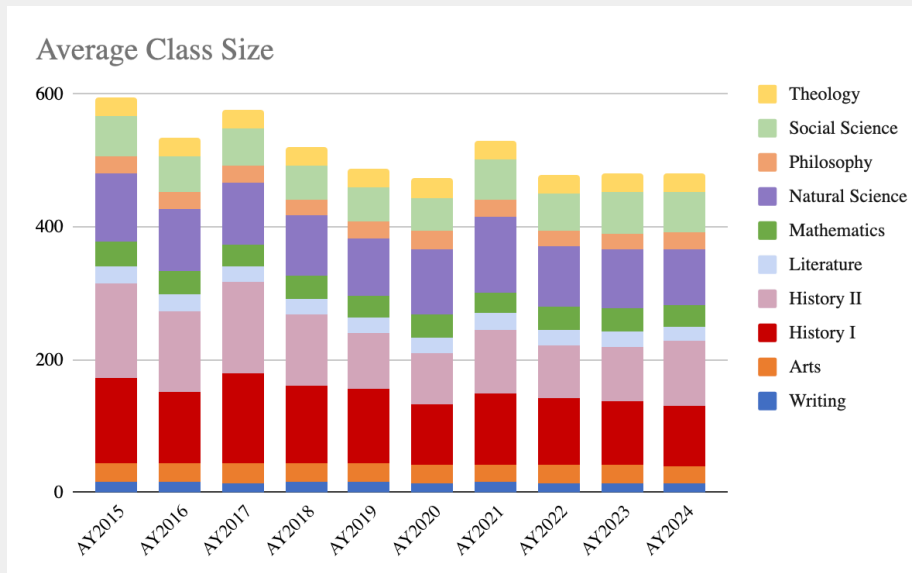
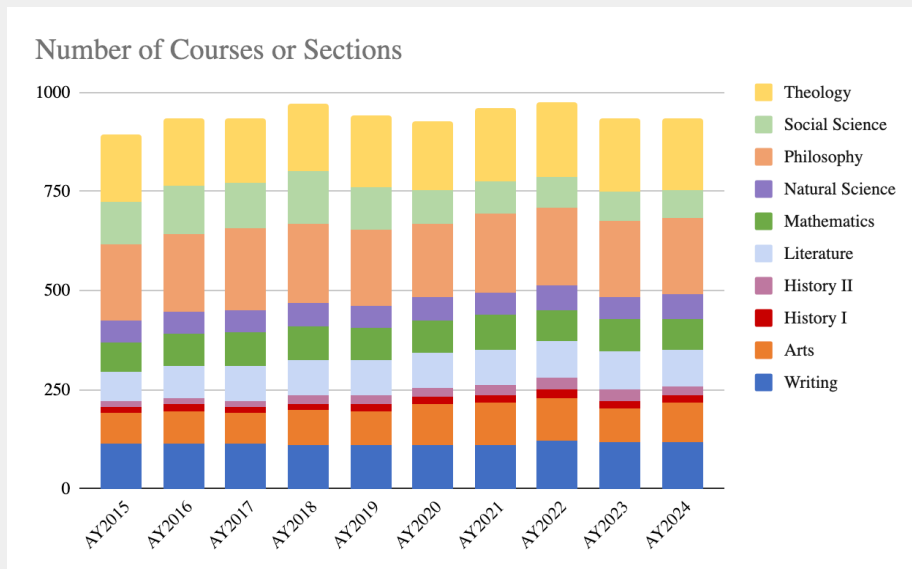
This table includes all students who entered Boston College as first-year, full-time students in the Class of 2025 and Class of 2026 (IPEDS 2021FALL and 2022FALL cohorts). Having a qualifying AP score that would satisfy a Core Requirement does not preclude the student from enrolling in similar Core courses (e.g., students who earned a 4 or 5 on the AP English Language and Composition exam may still enroll in the First-year Writing Seminar).

Core Requirement	Count of Students with Qualifying AP Scores					Percentage of the Combined Cohorts				
	MCAS	CSOM	CSOM	LSEHD	Total	MCAS	CSOM	CSOM	LSEHD	Total
1 Writing	1,020	330	50	73	1,473	32%	28%	25%	29%	30%
2 Literature	695	191	27	55	968	21%	16%	13%	22%	20%
3 Natural Science 1	1,046	322	36	45	1,449	32%	28%	18%	18%	30%
4 Natural Science 2	779	185	29	27	1,020	24%	16%	14%	11%	21%
5 Math	923	330	27	34	1,314	29%	28%	13%	14%	27%
6 Social Science 1	1,095	381	44	74	1,594	34%	33%	22%	30%	33%
7 Social Science 2	291	115	4	18	428	9%	10%	2%	7%	9%
8 History 1	626	205	28	47	906	19%	18%	14%	19%	19%
9 History 2	626	205	28	47	906	19%	18%	14%	19%	19%
10 Arts	81	18	4	3	106	3%	2%	2%	1%	2%
11 Philosophy 1										
12 Philosophy 1										
13 Theology 1			No AP Equivalent					No AP Equivalent		
14 Theology 1										
15 Cultural Diversity										
Total Students in Cohorts	3,238	1,158	204	249	4,849					

AY24 Core Course Enrollment By Class Year



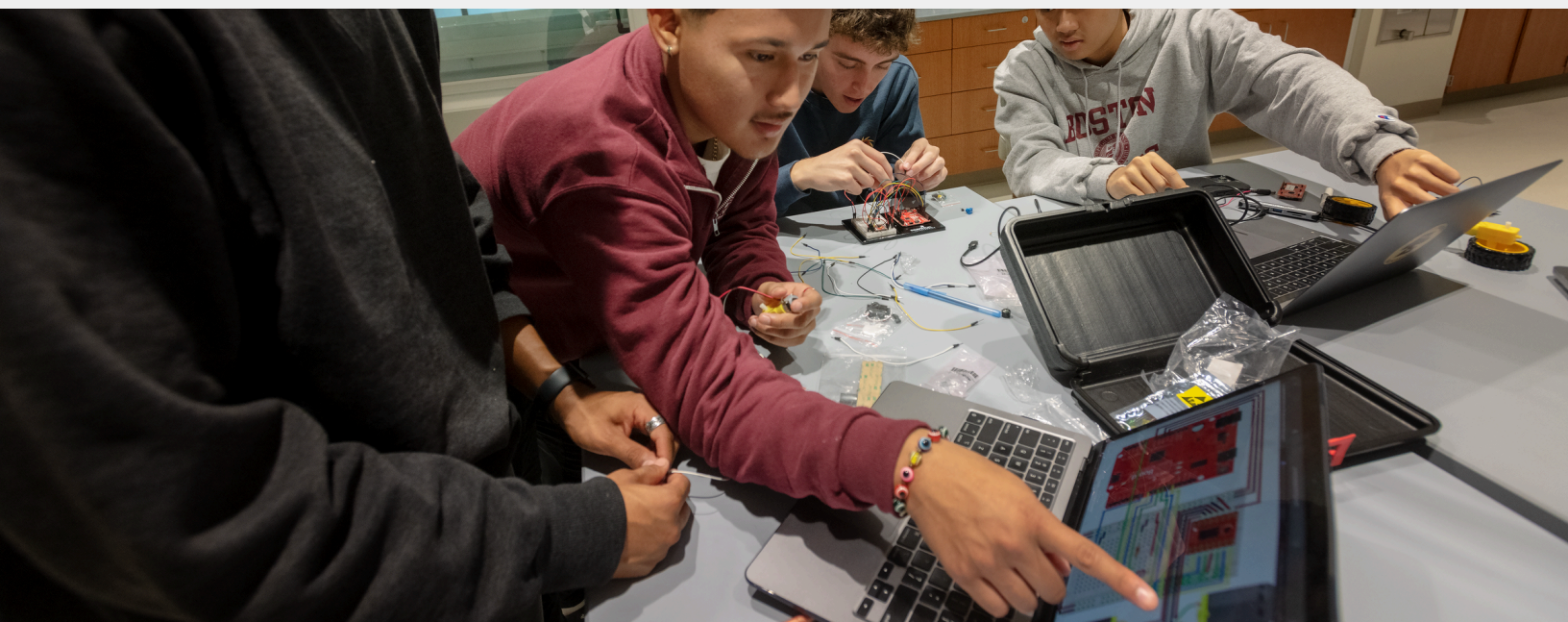
Core Courses and Class Size Data from IR&P



Comparative Charts of Average Class Size By Core



INTERDISCIPLINARY CURRICULAR INNOVATION IN THE CORE



Course Design Workshops

The Core held four Course Design Workshops over the course of the spring semester to guide faculty members through the creation of new Complex Problem and Enduring Question courses. Each workshop covered a different aspect of the unique CP/EQ teaching experience, including the incorporation of Jesuit, Catholic pedagogy, Reflection sessions, and joint assessment design. Seven teaching pairs attended, resulting in the development of two new CP courses and five new EQ courses for the 2024-2025 academic year. Almost all new Core Renewal courses fulfill Cultural Diversity core requirements.

Workshop	Topic	Date & Location	Facilitator(s)
Workshop 1	Catholic, Jesuit Pedagogy, Engagement, and Veteran EQ Faculty	Friday, February 16, 2024 9:30am-11:00am Gasson 105	Dean Gregory Kalscheur, S.J. & Associate Dean Elizabeth Shlala
Workshop 2	Team Teaching, Communication, Learning Goals	Friday, March 1, 2024 9:00am-11:00am Virtual	Associate Dean Elizabeth Shlala
Workshop 3	Reflection/Integration in Class and as a Person	Friday, March 15, 2024 9:00am-11:00am Virtual	Associate Dean Elizabeth Shlala
Workshop 4	Joint Assessment Design	Friday, April 26, 2024 9:00am-11:00am CTE Innovation Lab	Associate Dean Elizabeth Shlala & Celeste Wells

Complex Problem Faculty

Mary Ellen Carter Tara Pisani Gareau
Kalpana Seshadri Can Erbil

Enduring Question Faculty

Dermot Moran Thomas Sapsford
Krithika Vachali Kalemba Kizito
Thomas Mogan Kyoung-yim Kim
Eve Spangler Fr. Mark Massa, S.J.
Celeste Wells Jessica Black

Faculty Participation in Core Renewal

In the years ahead, we hope to have continued participation from faculty within and beyond MCAS in Core Renewal courses. The Associate Dean for the Core has had conversations with the deans and chairs to identify faculty members who may be able to participate.

Since Renewal began, we have had the following faculty participation from the other schools: Melissa Fitzpatrick, Spencer Harrison, and Neil McCullagh in the Carroll School of Management; Melissa Kelley in the Clough School of Theology and Ministry; Jane Ashley in the Connell School of Nursing; Michael Cassidy, Mary Ann Chirba, and Alfred Yen in the Law School; Andrés Castro Samayoa, Lisa Goodman, Penny Hauser-Cram, Oh Myo Kim, Belle Liang, and Gabrielle Oliveira in the Lynch School of Education and Human Development; Jessica Black in the School of Social Work; and Colin Connors in the Woods College of Advancing Studies.

CP and EQ Courses Taught

Melissa Fitzpatrick, Carroll School of Management

- Animals in the Moral Imagination: Beyond Human Justice (PHIL1720) x2

Spencer Harrison, Carroll School of Management

- Can Creativity Save the World? (SOCY1507)

Neil McCullagh, Carroll School of Management

- Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity (UNAS1725) x2

Melissa Kelley, Clough School of Theology and Ministry

- Neuroscience and Religion: Conflict, Coexistence, or Collaboration (THEO1711)

Jane Ashley, Connell School of Nursing

- The Body in Sickness and Health (SOCY1702) x2

Michael Cassidy, Law School

- The Rule of Law and the Complex Meaning of Justice (UNAS1719) x3

Mary Ann Chirba, Law School

- Life, Liberty & Health: The Economics, Policy and Law of Healthcare (UNAS1702) x6

Alfred Yen, Law School

- Privacy, Fairness, and Law (UNAS1710)

Andrés Castro Samayoa, Lynch School of Education and Human Development

- Citizenship, Immigration & Belonging in the United States: Can Education Save Us? (HIST1715) x2

Lisa Goodman, Lynch School of Education and Human Development

- Oppression and Change in the Contemporary United States: Sociocultural and Psychological Perspectives (UNAS1701) x2

Penny Hauser-Cram, Lynch School of Education and Human Development

- When Life Happens: Psychology Views Disability (UNAS1705) x4

Oh Myo Kim, Lynch School of Education and Human Development

- Family Matters: Psychology and Adoption (SOCY1715) x2

Belle Liang, Lynch School of Education and Human Development

- Passion, Power, and Purpose: Adolescence in a Digital Age (SOCY1707) x2

Gabrielle Oliveira, Lynch School of Education and Human Development

- Citizenship, Immigration & Belonging in the United States: Can Education Save Us? (SOCY1713) x2

Jessica Black, School of Social Work

- Neuroscience and Religion: Conflict, Coexistence, or Collaboration (UNAS1711)
- Maternity and Science: Neuroscience and Genetics (UNAS1718) x2
- Institutional Disparity: Equity and Global Education (UNAS1730)
- Modern Science and Ancient Faith: Neuroscientific (UNAS1707)

Colin Connors, Woods College of Advancing Studies

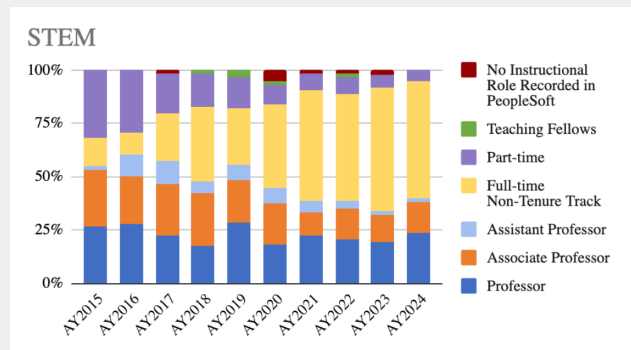
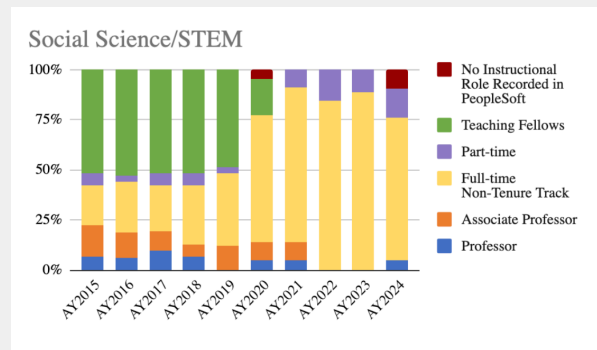
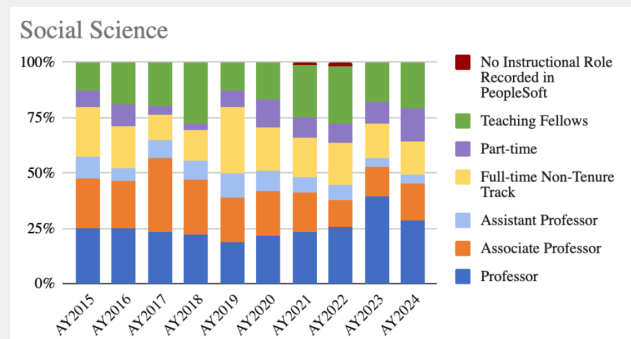
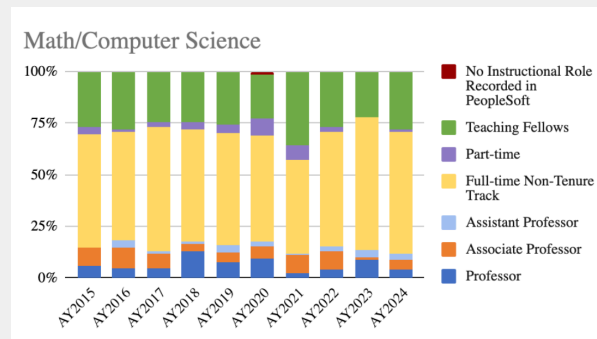
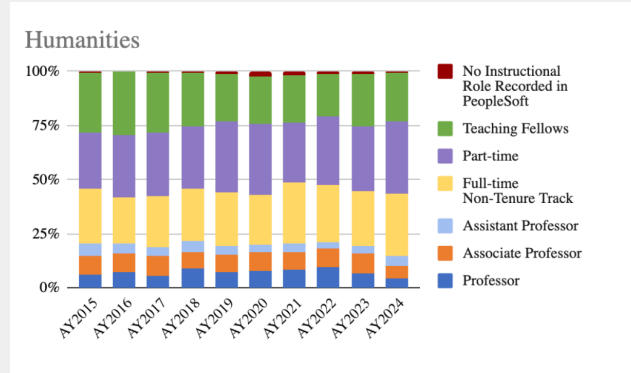
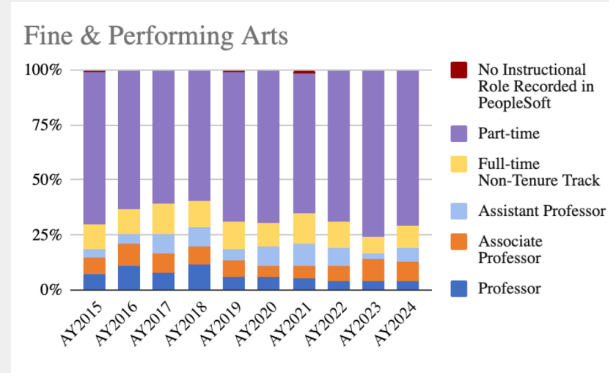
- Being Human: The Philosophical Problem of Nature and Mathematical Knowledge (PHIL1705)

Faculty Participation in Teaching Core Courses

Core Course Sections by Discipline and Faculty Rank from IR&P

It is important for full-time, tenure and non-tenure track faculty to teach Core courses as a part of the distinctive Catholic, Jesuit education that students and families expect from Boston College. Part of the value of the Core is exposing students to expert faculty who can inspire and guide them.

Core Course Sections by Discipline and Faculty Rank from IR&P (cont.)



The Core Fellows Program

Boston College is a Jesuit, Catholic university that strives to integrate research excellence with a foundational commitment to formative liberal arts education. The Core Fellows Program is designed to help newly-minted Ph.D. holders in their scholarly pursuits as well as in becoming outstanding instructors through pedagogical training focused on the education of the whole person. The program is both a costly and fruitful aspect of Core Renewal, and we hope that one day, it might be named and funded for continuity and prestige.

The Core Fellows Program is a major component of the Complex Problem and Enduring Question courses. Core Fellows teach Complex Problem labs, Enduring Question courses, and departmental electives. A cohort of six Core Fellows was first hired for AY18 to replace part-time faculty and Teaching Assistants in response to student evaluations and instructor feedback. In AY20 two additional Core Fellow positions were added, bringing the total number of Core Fellows to eight. Core Fellows are compensated competitively and receive a research stipend. They also participate in a number of activities that require University Core Curriculum resources to facilitate. As a result, the budget necessary to support the program is expected to increase in the coming year. Once hired, the Core Fellows attend a faculty orientation to build instructional skills and to familiarize the cohort with Jesuit, Catholic educational principles. Feedback and mentorship is an important part of the CFP with the Assistant Director holding monthly meetings to gain insight into the experiences of the Core Fellows and to provide advice and guidance.

Core Fellows spread the national reputation of Boston College when they achieve academic appointments elsewhere. Since the beginning of the program, 16 Core Fellows have moved on to full-time positions at other universities. A panel featuring three of these previous Fellows will present to the current Fellows this fall about how they leveraged their experience in the program for the academic job market.

This year, three Core fellows ended their appointments: Megan Tara Casebolt, Vena Offen, and John Yargo. Megan Tara Casebolt was hired by the Core for her expertise in global public health. We hoped that she would immediately contribute to the **Global Public Health and the Common Good** program, and she did. She developed four new courses under the new PCGH prefix including: *PHCG 1701 Maternity and Science: Society, Culture and Public Health*, *PHCG 1702 Institutional Disparity: Equity and Global Health*, *PHCG 3300 Global Health: Theory to Practice*, and *PHCG 3810 Public Health Planning, Practice, and Evaluation*. Tara taught both her own seminar-style Enduring Question courses and served as the third faculty member on the larger Complex Problem courses. Extending curricular content beyond the classroom she designed and taught the lab component of *Life, Liberty*

The Core Fellows Program (cont.)

& *Health: The Economics, Policy and Law of Healthcare* in Fall 2021. In January 2024, **Megan Tara Casebolt** started a new teaching-line position as Assistant Professor of Public Health at Loyola University Chicago. **John Yargo** was hired as a tenure-line faculty member in the English department at Boston College.

As the fall was busy with hiring the administrative staff in the Core, the spring was equally busy hiring four new Core Fellows for positions in Environmental Humanities, Social Science, and Justice and the Common Good. We had 60 applicants. Three search committees were formed with Mary Ellen Carter and Tara Pisani Gareau, Can Erbil and Kalpana Seshadri, and Neil McCullagh and Geoffrey Sanzenbacher. We made four new hires: Peter Giraudó (Princeton), Gayathri Goel (Tufts), Andrei Guadarrama (Columbia), and Ethan Tupelo (UMASS Amherst).

Peter Giraudó is a Core Fellow/Visiting Assistant Professor in Justice and the Common Good with a courtesy appointment in Political Science. His book project, *Political Trade Unionism: Industrial Cooperation and the Construction of the Class Struggle in Fin de siècle Europe*, discloses a tradition of thought that saw socialist unions as ‘laboratories’ of a new cooperative culture and institutions that trained working-class representatives to faithfully represent worker interests in the class struggle. His scholarship has been published in *History of European Ideas*. Peter received a Ph.D. in Politics from Princeton University (2023). During the 2023-2024 academic year he was a postdoctoral fellow at the Justitia Center for Advanced Study at Goethe University Frankfurt. In the summer of 2025, he will be a visiting fellow at the Institute for Human Sciences in Vienna.

Gayathri Goel is a Core Fellow/Visiting Assistant Professor in Environmental Humanities with a courtesy appointment in English. She received a Ph.D. in English from Tufts University (2023). Her research focuses on representations of resource extraction and environmental conflicts in global Anglophone literatures. Her work attends to various interdependencies among humans, more-than-human beings, and places, and examines the way unsustainable capitalist extraction impacts human-nature relationships. Among other research projects, Gayathri is co-editing a collection of place-based essays that expand the lexicon of resource extraction beyond the conventional focus on fossil fuels, natural gas, and minerals to include the commodification of any part of nature that results in its impoverishment and harm. Gayathri is animated by interdisciplinary work that calls for collaboration with environmental scholars from various disciplines. She has been the recipient of numerous fellowships for research and teaching, including the prestigious year-long interdisciplinary research fellowship at Tufts Institute of the Environment (TIE).

The Core Fellows Program (cont.)

Andrei Guadarrama is a Core Fellow/Visiting Assistant Professor in History and Social Science with a courtesy appointment in History. He will soon earn a Ph.D. in History from Columbia University (2024). His scholarship focuses on the political economy of infrastructure and the social geography of modern cities. As an urban and public historian, he has experience with digital cartography, museum work, and community-based participatory research. Andrei is currently working on his first book manuscript, *Circuits of Power: Economic Elites and the Politics of Development in Mexico City, 1870-1970*. Based on original research, he curated the bilingual digital exhibit “Mobilities and the City” for Memorica Museum and Columbia University. His research has been funded by the International Dissertation Research Fellowship-Social Science Research Council (IDRF-SSRC), the Humanities New York Public History Grant, and several other fellowships. Andrei has taught courses on the history of the Americas and beyond. His teaching practice highlights the applications of historical thinking and interdisciplinary methods in ways that encourage students to value a diversity of experiences and thought in the past and present.

Ethan Tupelo is a Core Fellow/Visiting Assistant Professor in Environmental Humanities with a courtesy appointment in Political Science. His work is at the interdisciplinary intersection of environmental politics, political theory, and social movements, and he has taught courses on utopian separatism, the State, radical political theory, comparative politics, the politics of waste and recycling, and ethnographic and qualitative research methodologies. Ethan received his Ph.D. in Political Science from the University of Massachusetts Amherst (2022), and was Visiting Assistant Professor of Critical Social Thought at Hampshire College from 2022-24. Ethan’s book manuscript, *Debris of Progress: A Political Ethnography of Critical Infrastructure*, is based on his five year ethnographic study of Pedal People, a twenty year-old worker cooperative that is one of the main waste haulers in Northampton, Massachusetts, but does all of its work by bicycle, hauling eight-foot long trailers filled with over 300 pounds of waste. Ethan shows how they challenge the destructiveness of waste infrastructure by eliminating the use of fossil fuels, providing worker ownership and control, and reclaiming the value of dirty work.

Core Fellows’ Publications and Updates

Courtney Humphries contributed a case study, “Boston, Massachusetts: Re-centering Equity and Justice in Resilience Planning,” to the Urban Climate Change Research Network’s (UCCRN’s) Third Assessment Report on Climate Change and Cities (ARC3.3), and is a co-author of the “Governance, Enabling Policy Environments, and Just Transitions” element of the UCCRN’s upcoming ARC3.3 report, which synthesizes research on urban climate change and policy based on input from a global network of scholars. The case study highlights Boston’s recent focus on social equity in planning for

Core Fellows' Publications and Updates (cont.)

rising temperatures and is related to Humphries' book project in process, *Climate Change and the Future of Boston*, to be published by Anthem Press. Humphries, who also teaches environmental journalism at BC, spoke to a nationwide group of student journalists about covering climate change at the Journalism Education Association/National Scholastic Press Association (JEA/NSPA) National High School Journalism Convention in Boston last November. This year, Humphries also launched a research project on coastal climate adaptation in San Francisco and has an abstract accepted to the upcoming Association of Collegiate Schools of Planning (ACSP) Annual Meeting in November 2024, titled "Filling for the Future: Governance of Sediment in San Francisco Bay."

Héctor E. Rodríguez-Simmonds delivered several presentations at this year's annual American Society for Engineering Education conference. One of those presentations included round table discussions where he and his co-authors discussed their collaborative autoethnographic book chapter published this year entitled "Ser marica es pa' machos [Ser bicha é pra macho]: Agency, activism, and coping while engineering." The book chapter appeared in the edited volume exploring the growing population of underrepresented engineering students who identify as Latin*. The collaborative autoethnographic book chapter explored shared and individual elements that made up the experiences of four Latin* gay engineering educators by elaborating on coping mechanisms they exercised to deal with hostilities experienced in engineering. Rodríguez-Simmonds also presented a workshop and co-authored a work-in-progress paper exploring neurodivergence in engineering education to expose less visible concepts of in/accessibility, challenge ableist structures and practices, and cultivate neurodivergent engagement and inclusion. The findings helped launch a community for neurodivergent staff, faculty, and students in engineering education. In addition, Rodríguez-Simmonds co-authored and presented a paper on the culture of Electrical and Computer Engineering and student mental health in a computer architecture course published at FIE 2023. The paper explored how the compounding nature of ECE courses and inefficient study techniques may affect a student's academic satisfaction and well-being and provided recommendations for teaching similar courses. These presentations encompass his research agenda investigating less visible identities in engineering. An individual's less visible identities, such as their sexual orientation or religious identities, can affect their sense of belonging in different spaces as they negotiate cultural landscapes that may oppress or marginalize those identities, making it imperative that we make spaces more open to the ways individuals experience moments of exclusion. Alongside these accomplishments, Rodríguez-Simmonds mentored six undergraduate research fellows through the qualitative analysis phase of several research projects and attended two Boston College writing retreats over the summer.

Core Fellows' Publications and Updates (cont.)

Luke Perreault co-authored a review article with collaborators at Northeastern University in *Circulation Research* entitled “Impact of Wildfires on Cardiovascular Health.” The article highlights current epidemiological *in vivo* and *in vitro* research studies exploring effects of wildfire smoke on cardiovascular health and mortality. This work forms a foundation for research Perreault is conducting in the Department of Engineering, developing *in vitro* engineered cardiac tissues to model effects of wildfire smoke exposure on heart tissue remodeling. Perreault also published a research paper coalescing cardiac tissue research from his doctoral studies, “Characterization of cardiac fibroblast-extracellular matrix crosstalk across developmental ages provides insight into age-related changes in cardiac repair,” in *Frontiers in Cell Development and Biology* (2024). His research into tissue engineering applications for cellular agriculture (i.e., lab-grown meat), work extending from his postdoctoral studies with Engineering Chair Glenn Gaudette, has also progressed. He recently co-authored the paper, “Recycling spent animal cell culture media using thermally-resistant microalga *Chlorella sorokiniana*” in *Systems Microbiology and Biomanufacturing* with the Gaudette Lab (first author Richard Thyden). Perreault presented related work in a talk at the annual Biomedical Engineering Society (BMES) meeting in Seattle in October 2023 titled “Generating biomaterials from agricultural waste: decellularized plant-based scaffolds for tissue engineering,” which highlighted efforts undertaken by Perreault in Gaudette’s laboratory to produce low-cost materials for cellular agriculture from harvest wastes like corn husks.

Hongyan Yang completed an Oral History Project, titled “Places of Their Own,” which aims to document and share the oral history of Chinese immigrants in Milwaukee, Wisconsin, and how they strived for survival and success through family businesses in the twentieth century. She was a recipient of the 2024 SAH IDEAS Research Fellowship, which supports research that challenges existing paradigms and represents under-recognized directions for architectural history. Intended for emerging scholars, the \$1,000 fellowship award also includes one year of close mentorship from a senior colleague from the SAH community as well as guided lateral interaction across the cohort to encourage peer support. Additionally, her Enduring Question course *Making American Landscapes: Building and Living in Asian America* culminated in a student exhibition on the Immigrant History Trail in Boston’s Chinatown at the Pao Arts Center on May 2, 2024, in collaboration with the Chinatown Community Land Trust.

John Yargo delivered a talk titled “Making Sense of an Ending: Sensory Experience and Environmental Catastrophe in *Paradise Lost*,” at the meeting of the English Literary

Core Fellows' Publications and Updates (cont.)

Society of Japan in Sendai, Migayi Prefecture, in May 2024. The annual conference brings together international scholars and teachers to discuss the new work in English literary studies. This talk is part of Yargo's ongoing research on literary representations of sea storms, earthquakes, and wildfires in Renaissance England. According to Yargo, a careful analysis of the sensory metaphors (smelling, tasting, touching) in Milton's 1667 epic poem attempts to attune its reader to the past, present, and future of the environments that Adam, Eve, and Satan inhabit. On campus, he was invited to give a talk at the Schiller Institute for Integrated Science and Society in March, titled "What Was Environmental Catastrophe, ca. 1609-1688?" He also shared a chapter on Aphra Behn's *Oroonoko* at the Shakespeare Association of America, held in Portland, Oregon, in April, that considered the racial implications of seventeenth-century representations of environmental catastrophe. Additionally, an excerpt from this project about Shakespeare's *The Tempest* was published earlier this year in *Shakespeare Studies* Vol. 51, under the title "Did Environmental Catastrophe Have a Renaissance?" This research shows that our attempts in the twenty-first century to create meaning from climate change rely on stories and language stretching back to writers like John Milton, Aphra Behn, and William Shakespeare in the sixteenth and seventeenth centuries.

One of the unique elements of the Core Fellows program is the range of disciplines of the Fellows Even though we are coming from different places, the events for the Core Fellows are organized in such a way that we are still able to support one another. We are all able to learn about teaching strategies, pedagogical techniques, and general academic norms that are relevant to all of our disciplines. The Core Fellows program is very unique in that it is essentially a teaching focused post-doctoral opportunity, something that is rare, particularly in the sciences.

- Megan Tara Casebolt, Core Fellow in Global Public Health, 2021-2023

Human-Centered Engineering Majors and the Core

Advanced Placement and Timing of Core Courses

APs of Human-Centered Engineering (HCE) Students

HCE students submit a number of AP test results to BC. While these scores can fulfill many Core requirements, students may also enroll in Core courses in the same discipline. For example, 13 (42%) HCE students in the Class of 2025 submitted AP scores that would satisfy the Mathematics requirement, but 11 of those students also took a higher-level Core Math course once they arrived at BC. Similarly, many students (45% overall) earn qualifying scores on one or more AP exams in the Natural Sciences, but the major's requirement means that all students will also enroll in at least one course that would also

APs of Human-Centered Engineering (HCE) Students (cont.)

satisfy the Natural Science requirements. The table below details the number of HCE students with AP scores that could satisfy each of the Core areas. The table on the following page indicates the specific AP exams submitted by HCE students.

Core Area	AP Exam Name	# With Qualifying Scores
Natural Science	AP Biology	33
	AP Chemistry	13
	AP Environmental Science	17
	AP Physics 1	16
	AP Physics 2	5
	AP Physics C: Electricity & Magnetism	6
	AP Physics C: Mechanics	14
Math	AP Calculus (AB)	33
	AP Calculus (BC)	29
	AP Calculus Subscore	34
Writing	AP English Language & Composition	47
Literature	AP English Literature & Composition	44
Social Sciences	AP Comparative Government & Politics	3
	AP Macroeconomics	12
	AP Microeconomics	8
	AP Psychology	10
	AP U.S. Government & Politics	13
History I & II	AP European History	9
	AP World History	15
Arts	AP Art History	1
	AP Music Theory	1
Language Proficiency	AP French Language	2
	AP German Language	1
	AP Italian Language and Culture	1
	AP Latin: Vergil	1
	AP Spanish Language	21
	AP Spanish Literature	3
Other	AP Computer Science A	14
	AP Statistics	14
	AP U.S. History	35
Not Accepted at BC	AP Human Geography	5
	AP Research	4
	AP Seminar	5

Most Popular History Core Courses

Because the three cohorts have not had the same amount of time to select and complete their History Core, the most popular course overall may be hard to determine. Among the Class of 2025, Globalization I and II had the most registrations. The majority of HCE students in the Class of 2026 and 2027 (60%) have enrolled in HIST1627: Making the Modern World: Design, Ethics & Engineering for the History II requirement. For the History I requirement, the most popular course as of Fall 2024 is Globalization I, *but nearly half of the Class of 2026 majors and 70% of Class of 2027 majors have not yet taken a History I class.*

History I			History II		
Course	Title	N	Course	Title	N
HIST1999	AP HISTORY	8	HIST1999	AP HISTORY	8
HIST1077	Globalization I	9	HIST1094	Modern History II	6
HIST1055	Globalization I	1	HIST1078	Globalization II	5
HIST1011	Atlantic Worlds I	3	HIST1056	Globalization II	3
HIST1001	Europe in the World I	2	HIST1012	Atlantic Worlds II	3
HIST1027	Modern History I	2	HIST1028	Modern History II	3
HIST1041	World/ Early Mod. Europe	1	HIST1068	America and the World II	1
HIST1804	African Amer. History I	1		None (as of Fall 2024)	2
HIST1999	History Transfer	1			
	None (as of Fall 2024)	3			

Specially-designed Perspectives Course

It is interesting to note that approximately two-thirds of all HCE students enrolled in Perspectives (compared to about one-third of the whole class).

Core Lifecycle for HCE Students

HCE students take Core courses throughout their tenure at Boston College but complete the majority in their first four semesters. However, patterns do vary by Core area, with more students waiting until their junior or senior years to complete their Arts, History, and Social Science requirements.

Natural Science I	100%	Philosophy I	81%
Natural Science II	96%	Philosophy II	78%
Mathematics	99%	History II	59%
Writing	98%	History I	33%
Theology I	81%	Social Science I	54%
Theology II	81%	Social Science II	20%
Literature	72%	Arts	16%

Members of the Class of 2025 cohort of HCE majors have completed the majority of their requirements, although a number of students are registered for a course in Social Science, Arts or History for the Fall 2024 term.

Core Area	PRIOR	Year 1	Year 2	Year 3	Year 4	Not Yet*	Total
Arts	3%	10%		55%	19%	13%	100%
History I	26%	10%	6%	32%	16%	10%	100%
History II	26%	13%	10%	35%	10%	6%	100%
Literature	32%	55%	6%			6%	100%
Mathematics	45%	55%					100%
Natural Science I	42%	52%	6%				100%
Natural Science II	16%	29%	45%	6%		3%	100%
Philosophy I		3%	71%	23%		3%	100%
Philosophy II		6%	71%	16%		6%	100%
Social Science I	35%	19%	13%	32%			100%
Social Science II	6%	16%		45%	26%	6%	100%
Theology I		6%	74%	13%		6%	100%
Theology II		6%	74%	13%		6%	100%
Writing	32%	61%	6%				100%

*Not registered or credited for a course as of Fall 2024

HCE’s Most Popular Writing Course

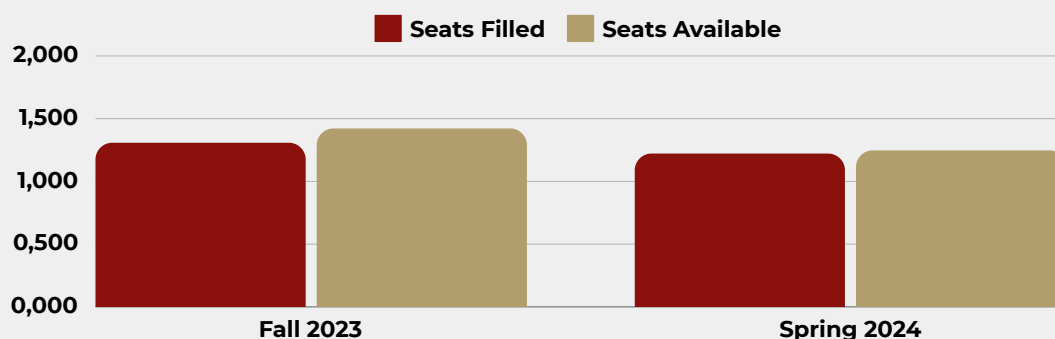
About 60% of all HCE majors take ENGL1010: First Year Writing Seminar, about 35% have a qualifying score on the AP English Language and Literature exam, and a few students complete ENGL1009: First Year Writing Seminar/ELL, or an Enduring Question course.

UNIVERSITY CORES BY REQUIREMENT



Arts

Semester	Seats Filled	Seats Available
Fall 2023	1,308 (92%)	1,422
Spring 2024	1,222 (98%)	1,247



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- 106 (2%)

CP and EQ Courses Offered in 2023-2024

Fall 2023

- ARTH1725 Artistic and Ritual Response to Suffering: Buddhism in Practice (EQ)
- FILM1701 Coming of Age in Film (EQ)
- MUSA1701 Aesthetic Exercises: Engagement, Empathy, Ethics (EQ)
- UNAS1717 From Hiroshima to K-Pop: Filmmakers' Perspectives (EQ)

Total: 76 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- ARTH2232 Northern Renaissance Art
- ARTH3012 After Genghis Khan: Art and Architecture in Iran and Central Asia
- ARTH3356 Postwar: Art After 1945
- GERM2205 Vienna Art and Architecture

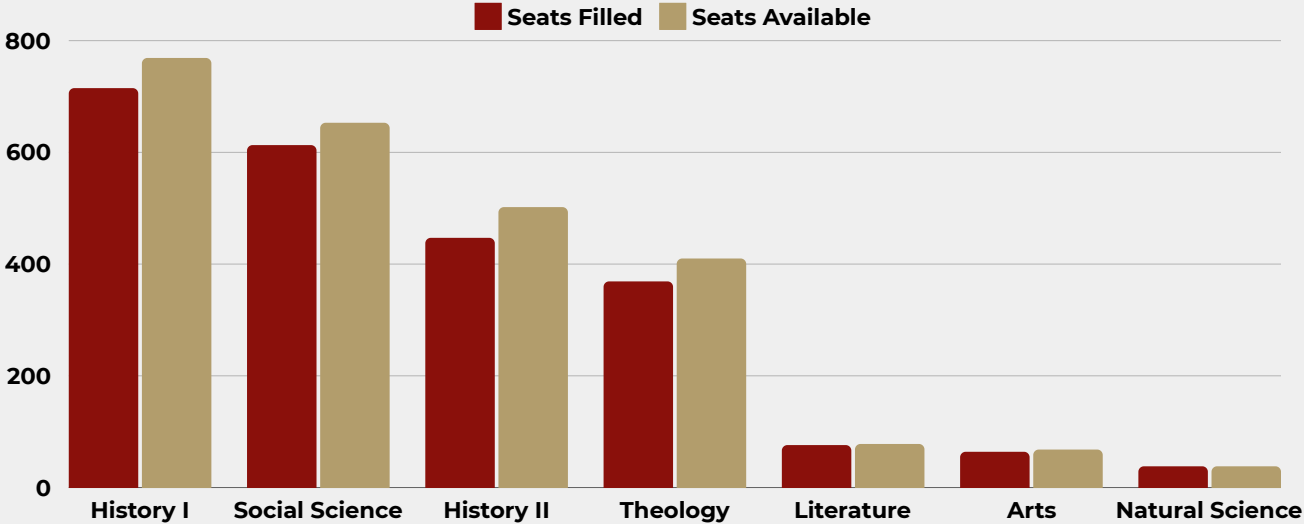
EIAs

The Music Department reviewed their policy on Arts Core offerings abroad, expanding their approvals to include music courses relevant to the local culture. The Studio Art Department has begun to discuss how to steer away from often Western, male-centric art history in its curriculum and incorporate art from overlooked communities. The Theater Department has recently undergone a similar process to diversify their Core offerings.

Cultural Diversity

Fall 2023

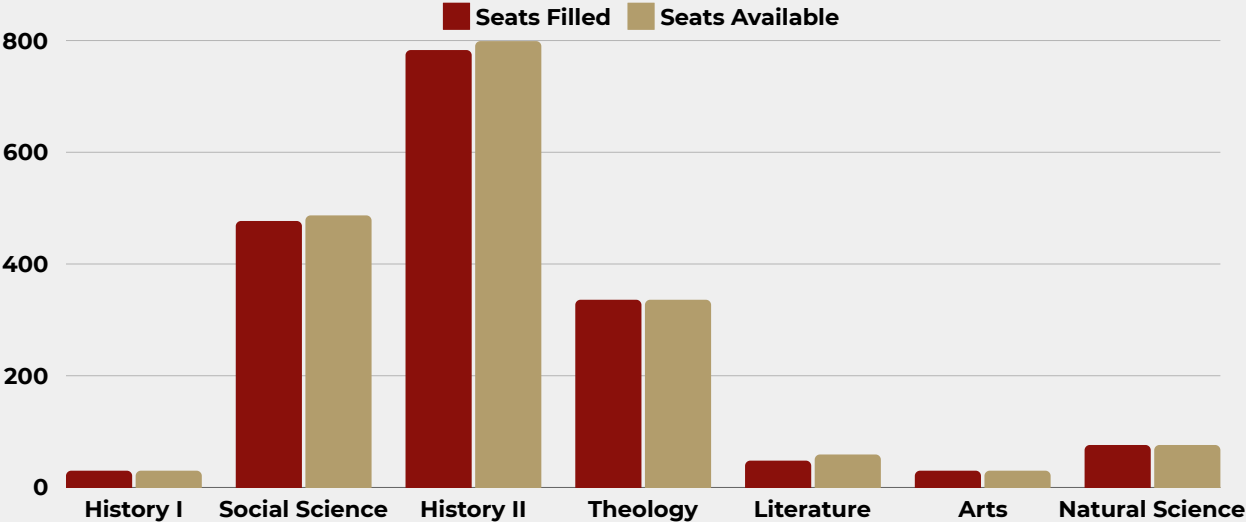
Paired Core	Seats Filled	Seats Available
History I	715 (93%)	769
Social Science	613 (94%)	653
History II	447 (89%)	502
Theology	369 (90%)	410
Literature	76 (97%)	78
Arts	64 (94%)	68
Natural Science	38 (100%)	38



Cultural Diversity

Spring 2024

Paired Core	Seats Filled	Seats Available
History I	30 (100%)	30
Social Science	477 (99%)	487
History II	783 (98%)	799
Theology	336 (100%)	336
Literature	48 (81%)	59
Arts	30 (100%)	30
Natural Science	76 (100%)	76



Cultural Diversity

Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- No AP equivalent

CP and EQ Courses Offered in 2023-2024

Fall 2023

- ENGL1737 The World With Us: Environmental Literature in a Time of Crisis (EQ)
- HIST1627 Making the Modern World: Design, Ethics & Engineering (CP)
- UNAS1719 The Rule of Law and the Complex Meaning of Justice (EQ)
- UNAS1725 Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity (CP)

Spring 2024

- BIOL1706 Understanding and Protecting Our Oceans in the Wake of Global Change (CP)
- ENGL1718 Reading In/Justice: Literature as Activism from Abolition to #BlackLivesMatter (EQ)
- GERM1701 Constructing Deviance: Madmen, Hysterics, and Criminals (EQ)
- UNAS1702 Life, Liberty, and Health: Policy, Politics, and Law (EQ)

Total: 399 seats

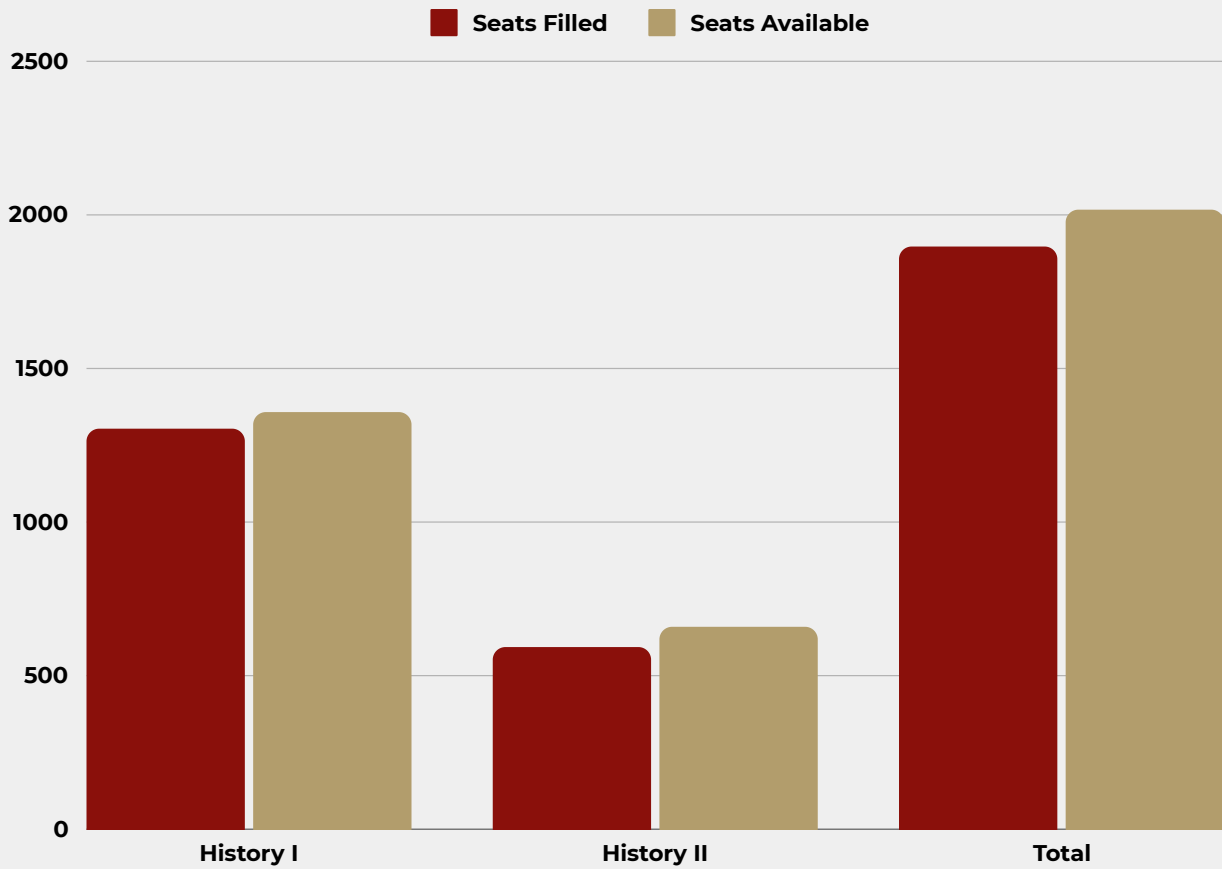
New CP, EQ, and Core Course Approvals in 2023-2024

- CLAS1706 The Self and its Limits: Greco-Roman Slavery (EQ)
- COMM2183 Reckoning with Incarceration: Social Perspectives (EQ)
- COMM2257 From Coffee to Collective Action: Studying Sustainable and Socially-Responsible Organizations in Melbourne (Abroad)
- ENGL1739 Crafting Alternative Futures: Imagined World in Literature (EQ)
- HIST1718 How Sports Explain America: The History of Sports in the United States (EQ)
- HIST1844 American Capitalism and Its Critics
- SOCY1500 Global Perspectives on Climate Justice

History

Fall 2023

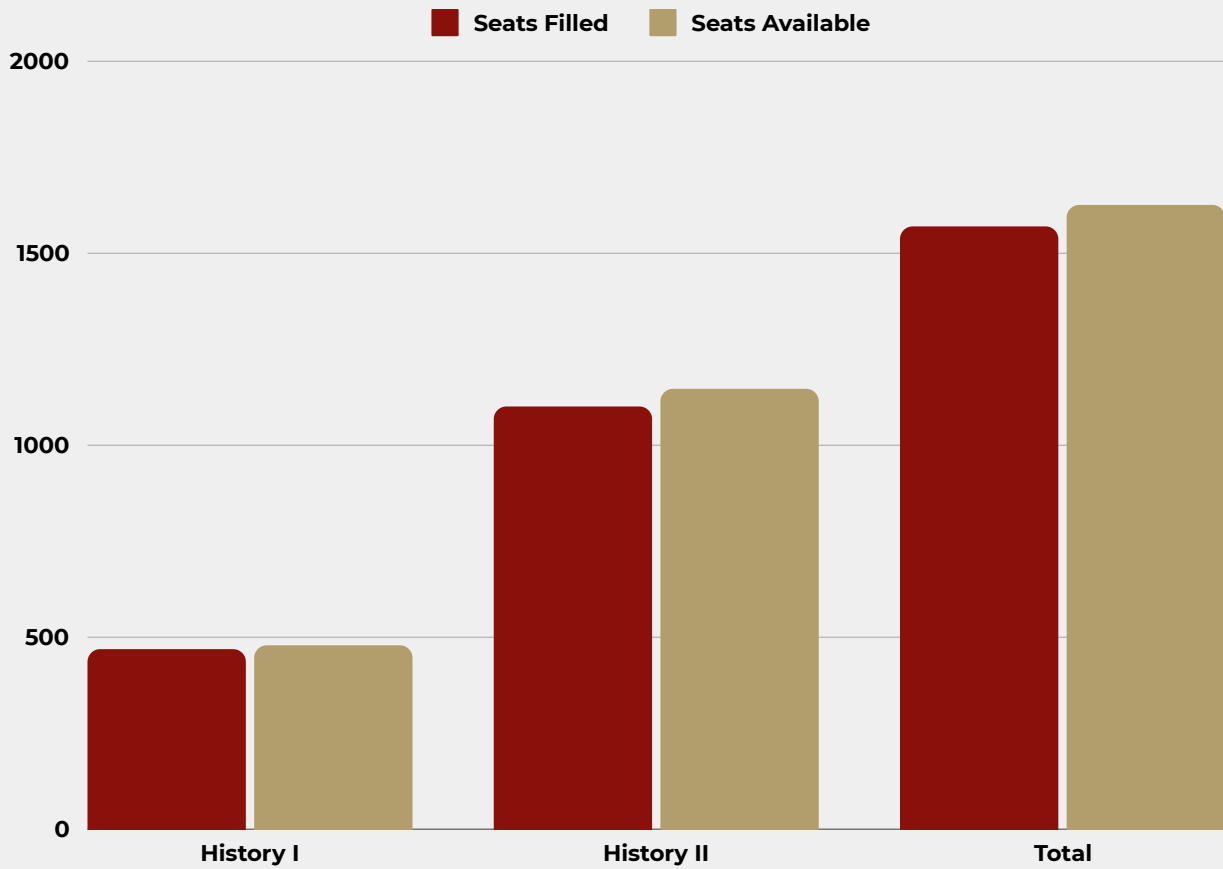
Fall 2023	Seats Filled	Seats Available
History I	1,304 (96%)	1,358
History II	593 (90%)	659
Total	1,897 (94%)	2,017



History

Spring 2024

Spring 2024	Seats Filled	Seats Available
History I	469 (98%)	479
History II	1,101 (96%)	1,147
Total	1,570 (97%)	1,626



History

Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- History I: 906 (19%)
- History II: 906 (19%)

CP and EQ Courses Offered in 2023-2024

Fall 2023

- CLAS1701 Death in Ancient Greece: Achilles to Alexander the Great (EQ) - History I
- HIST1627 Making the Modern World: Design, Ethics, and Engineering (CP) - History II
- HIST1630 The Meaning of Boston: History and Memory (EQ) - History II
- HIST1710 Nature and Power: Making the Modern World (EQ) - History II
- UNAS1716 From Hiroshima to K-Pop: Historical Perspectives (EQ) - History II

Spring 2024

- HIST1705 Revolutionary Media: How Books Changed History (EQ) - History I
- HIST1730 Making American Landscapes: Building and Living in Asian America (EQ) - History II
- UNAS1702 Life, Liberty, and Health: Policy, Politics, and Law (EQ) - History II

Total: 304 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- HIST1718 How Sports Explain America: The History of Sports in the United States (EQ) - History II

EIAs

The History Department is feeling strain from high demand for seats and low availability of instructors to teach Core courses. They are working on a plan to reform their Core policies to meet student needs.

AP Credit & History Core

Professor Penelope Ismay, Director of Undergraduate Studies for History, attended the March 27, 2024 meeting of the UCRC to propose changes to the History Department's current AP credit policies. At present, a qualifying score on either AP European History

AP Credit & History Core (cont.)

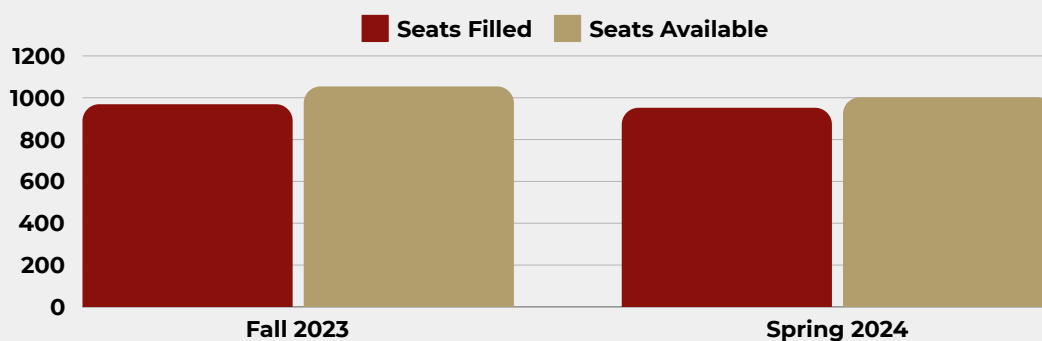
(AP Euro) or AP World History (AP World) fulfills both the History I and History II Core requirements. The College Board states this policy on their website, where they recommend that AP Euro and AP World each count for 6 credits, or two full semesters of college history courses.³ However, Professor Ismay suggested that instead, AP Euro and AP World should only count as 3 credits, fulfilling one Core requirement each. Students who scored a 4 or 5 on the AP Euro exam could have that score qualify for History II, then take a LAMA (Latin America, Asia, Middle East, Africa) elective to fulfill their other Core requirement. Students who scored a 4 or 5 on the AP World History exam could have that score qualify for History I, then take any History elective to fulfill their other Core requirement, since AP World covers LAMA history. For those students who scored a 4 or 5 on both exams, they would be excused from History Core, but encouraged to take an elective.

The changes she suggested are posed as a solution to the History Department’s staffing issues regarding Core courses. Due to the quantity of students who need to take History Core courses, many of their Core offerings are 250-seat courses and taught by VAPs or graduate students. Professor Ismay believes that this change would alleviate the departmental pressure to fulfill Core needs and allow students to fill the roughly 200 available seats in History electives. She suggested that this change could also lead to more History majors by allowing interested students to enroll in more personally-tailored History courses early on in their college careers. UCRC members shared several major concerns about the proposal, with their primary concern being the addition of extra elective courses to the Core. The UCRC felt that if they allow one department to offer a “third” Core requirement, others would want to follow suit. Additionally, members raised the issue that elective History courses do not presently fulfill Core learning goals. Relevant elective courses would need to be approved by the UCRC and likely significantly re-worked before meeting Core requirements.

³ “AP Credit-Granting Recommendations,” College Board, accessed August 9, 2024, <https://apcentral.collegeboard.org/about-ap/higher-education/setting-credit-placement-policy/credit-granting-recommendations>.

Literature

Semester	Seats Filled	Seats Available
Fall 2023	969 (92%)	1,054
Spring 2024	952 (95%)	1,002



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- 968 (20%)

CP and EQ Courses Offered in 2023-2024

Fall 2023

- CLAS1705 Death in Russian Literature: Heroes, Cowards, Humans (EQ)
- ENGL1724 Nature and Power: Reading the American Place (EQ)
- ENGL1728 The Value of Work: Significance through Literature (EQ)
- ENGL1729 The Role of Literature in Understanding the Complex Meaning of Justice (EQ)
- ENGL1732 Shifting Forms: Sexuality and Belonging in Modern Literature and Film (EQ)
- ENGL1733 Crisis in Storytelling in the Age of Climate Change (CP)
- ENGL1735 The Meaning of Boston: Literature and Culture (EQ)
- ENGL1736 What is Memory, and Why Does it Matter? The Literature of Remembering (EQ)

- ENGL1737 The World With Us: Environmental Literature in a Time of Crisis (EQ)
- UNAS1708 Coming of Age in Literature (EQ)

Spring 2024

- ENGL1715 Revolutionary Media: How Reading Changed Us (EQ)
- ENGL1718 Reading In/Justice: Literature as Activism from Abolition to #BlackLivesMatter (EQ)
- GERM1701 Constructing Deviance: Madmen, Hysterics, and Criminals (EQ)

Total: 285 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- CLAS1706 The Self and its Limits: Greco-Roman Slavery (EQ)
- EALC2330 Contemporary Korean Literature and Culture: A Critical Exploration of Transmodernity
- ENGL1739 Crafting Alternative Futures: Imagined Worlds in Literature (EQ)
- SLAV2060 Israeli Literature: History, Memory, Identity
- UNAS1603 Perspectives on Art: Sacred Texts and Their Interpretation

EIAs

The Literature Core Program learning outcomes were revised extensively in AY22. This year's English Department assessment focused on evaluating how well these new goals were incorporated into classroom instruction.

The Slavic Studies Department has implemented a more diverse, less Russo-centric reading list for their Literature Core courses.

Board of Regents

On March 26, 2024, Dean Kalscheur and Associate Dean Shlala hosted the second installment of the Board of Regents Discovery Expedition, which discussed the English Department's role in the University's Core Renewal process. English professors Min Song, Alex Puente, and Jovanna Jones participated in this conversation, as did first-year students Aaron Peters and Ally Manteiga. In his introduction, Dean Kalscheur emphasized the place of literature and writing at the heart of the Core Curriculum, saying that language is a powerful tool to promote the common good and expose students to the experiences of others. He noted that through literature and writing, students can gain a greater understanding of humanity and make more informed decisions about how to live their lives.

The English Department offers courses fulfilling two Core requirements: Literature and

Board of Regents (cont.)

Writing. 1,000+ students enroll in Literature Core each year, with courses capped at 35 students. Department Chair Min Song talked about how last year, the English Department re-examined the Literature Core learning goals in an effort to clarify how college-level courses elevate the challenge posed to students beyond what they may have experienced in high-school literature courses. At BC, Literature Core courses focus on the close, careful readings of texts and developing vibrant discussion-based connections with other students. Courses are organized around big, central themes chosen by each faculty member. In terms of curriculum, faculty are encouraged to provide at least one pre-1900s text as well as to incorporate a diversity of viewpoints into the books on their syllabus. The Department has begun a syllabi review process, evaluating them against the Core learning goals to ensure alignment.

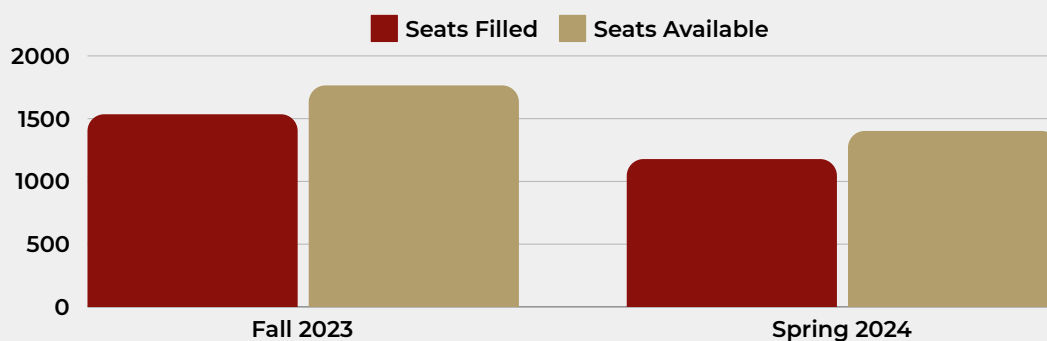
Professor Song also spoke about the changes being made to the First-Year Writing Seminar. Students described how their First-Year Writing Seminar encouraged them to find their own voice and share their ideas freely, leading to greater enjoyment of the writing process. Ally Manteiga shared that by using the Core Curriculum to explore academic interests, she's become more of an individual, learned more about herself, and re-ignited her love for learning. Aaron Peters said that as a result of the new perspectives Core courses have presented him with, he's been more open to having controversial or difficult conversations without easy answers.

Dean Kalscheur shared that “At other schools, they have general distribution requirements, but without the same intentionality around what the objectives are in terms of helping students think in an integrative way, reflect on what they’re doing, observe how these things connect to the common good, and see how different disciplines interact with one another.” In sum, he described how Boston College’s key value proposition differs from other universities due to the formative, reflective, and integrative approach to Core Renewal.

The conversation concluded with both professors and students fielding several questions from the Regents about book-banning and artificial intelligence. Dean Shlala thanked everyone for their thoughtful comments and continued participation in this series.

Mathematics

Semester	Seats Filled	Seats Available
Fall 2023	1,535 (87%)	1,765
Spring 2024	1,178 (84%)	1,402



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- 1,314: (27%)

CP and EQ Courses Offered in 2023-2024

Spring 2024

- MATH1702 The Making of the Modern Mind: Mathematics (EQ)

Total: 19 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- None

EIAs

In the last two years, the Computer Science Department created two separate Core courses. Previously, all interested students had taken CSCI1101 Computer Science 1 to fulfill Math Core. Due to increased interest, the Department added CSCI1080 Principles of Computer Science for non-majors starting in Fall 2022.

The Mathematics Department is reviewing the syllabus for the AP Stats course to decide if it is comparable in depth and mathematical sophistication to our core courses. In AY23, they reviewed MATH1007 Ideas in Math and MATH1180 Principles of Statistics for Health Professionals. In AY24, they plan to review MATH1100 Calculus I and MATH1101 Calculus II. A departmental self-study will be completed in Fall 2024 and recommendations will be made.

Recommendations

According to IR&P, we currently have the following school-specific AP policies:

- Students in CSOM can be excused from the required CSOM course, BZAN1135 Statistical Analysis, by submitting a score of 5 on the AP Statistics Exam and then taking the 1-credit BZAN1137 Statistical Computing.
- CSON students fulfill the Math Core by taking MATH1180 Principles of Statistics for Health Sciences. They cannot substitute that requirement with an AP Exam.

These courses currently satisfy Math Core for students in some schools but not others:

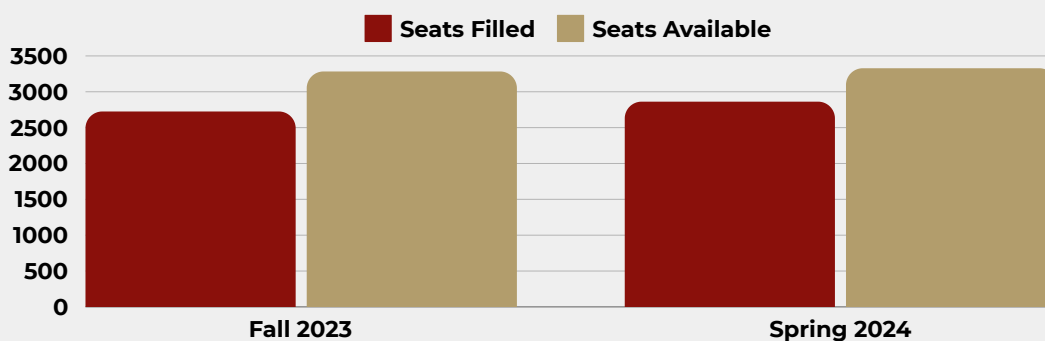
- **APSY2217 Statistics for Applied Psychology** - Only Applied Psychology and Human Development majors and minors may apply this course to the Math Core requirement.
- **BZAN1135 Statistical Analysis** - Only registered CSOM students may apply this course to the Math Core requirement.
- **MATH1180 Principles of Statistics for Health Sciences** - Only registered CSON students may apply this course to the Math Core requirement.
- **MATH1190/1191 Fundamentals of Mathematics I & II** - Only registered LSEHD students may apply either course to the Math Core requirement.
- **MATH2291 Geometry for Teachers** - Only registered LSEHD students may apply this course to the Math Core requirement.

There are two separate but related issues. First, the 6 Math Core courses bolded above to count for Math Core are not allowed to count for MCAS students. Second, the Math department is not accepting AP Statistics (with a score of 5) to count as Math Core for MCAS students although it counts for CSOM students by fulfilling *BZAN1135 Statistical Analysis*.

As there is one University Core, the Core recommends that we have one policy for all students. Any course that counts for Math Core should fulfill Math Core for any BC student who gains a seat in the course, regardless of school, so it is up to that department and school to monitor registrations and enrollments. If AP statistics with a score of 5 counts for CSOM students, we think it should count for all students. According to Admissions, in terms of our competitors, both Georgetown and Notre Dame count a 5 in AP Statistics toward fulfilling the math core requirement.

Natural Science

Semester	Seats Filled	Seats Available
Fall 2023	2,725 (83%)	3,283
Spring 2024	2,862 (86%)	3,328



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- Natural Science 1: 1,449 (30%)
- Natural Science 2: 1,020 (21%)
- CSON students cannot apply AP scores to the 2 Natural Science Cores. Those Cores are satisfied by the Nursing curriculum.

CP and EQ Courses Offered in 2023-2024

Fall 2023

- EESC1720 Crisis in Storytelling in the Age of Climate Change (CP)
- ENGR1801 Making the Modern World: Design, Ethics & Engineering (CP)
- ENVS1702 The World With Us: Conserving Nature in a Time of Crisis (EQ)
- PSYC1701 What is Memory, and Why Does it Matter? The Science of Remembering (EQ)
- UNAS1718 Maternity and Science: Neuroscience and Genetics (EQ)

Spring 2024

- BIOL1706 Understanding and Protecting Our Oceans in the Wake of Global Change (CP)
- ENVS1075 Understanding and Protecting Our Oceans in the Wake of Global Change (CP)

Total: 285 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- EESC1704 Climate Change and the Corporation: Risks, Rewards, and Responsibilities (CP)
- UNAS1734 Reckoning with Incarceration: Biological Perspectives (EQ)

EIAs

This year, the Biology Department assessed BIOL2000 Molecules and Cells and BIOL2010 Ecology and Evolution. Their data found that students had positive experiences with the courses.

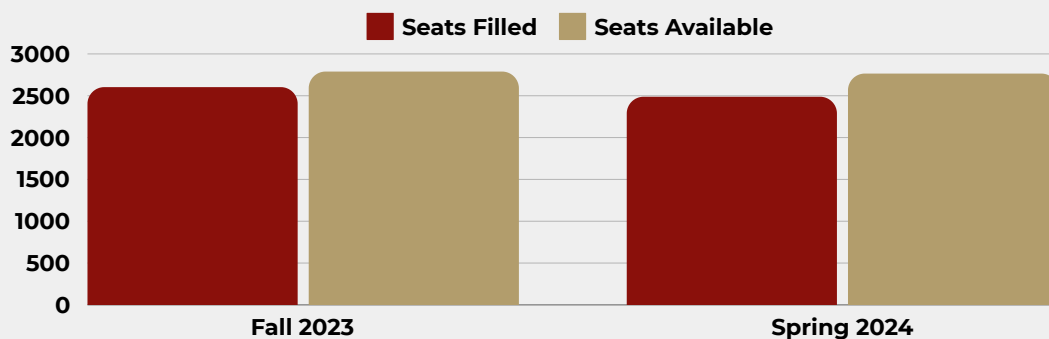
Core Renewal

The Earth and Environmental Sciences Department met on May 23, 2024 for an all-day faculty retreat. Full-time faculty reviewed the course offerings and made recommendations for improvement. The Department noted the popularity of their Core courses in attracting underclassmen into EESC majors. Since Core Renewal, they have offered 7 CP/EQ courses 20 times.

105 students are currently majoring in Environmental Studies; the program experienced a 600 percent jump in enrollment since it first became a major in 2014. Director and Professor Tara Pisani Gareau states that Environmental Studies experienced such growth thanks to the timing of the major, which coincided with Core Renewal and the launch of a slew of new interdisciplinary Environmental Studies Core courses taught by fabulous Core Fellows. The subject matter and the faculty have inspired students to pursue the interdisciplinary major. The Core has become a feeder program for Environmental Studies!

Philosophy

Semester	Seats Filled	Seats Available
Fall 2023	2,603 (93%)	2,799
Spring 2024	2,488 (90%)	2,765



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- No AP equivalent

CP and EQ Courses Offered in 2023-2024

Fall 2023

- PHIL1721 The Value of Work: A Philosophical Examination (EQ)
- PHIL1722 The Formation of Early Christian Thought: A Philosophical Examination (EQ)
- PHIL1726 Exploring the Mystery of God: A Philosophical Perspective (EQ)

Spring 2024

- PHIL1723 Faith, Ethics, and the Sciences in the 21st Century (CP)

Total: 285 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- PHIL1727 The Self and its Limits: Classical and Contemporary Perspectives (EQ)

EIAs

The Perspectives Program held year-end workshops on May 15-16, 2024. The four sessions covered topics including AI in the classroom, introducing first-year students to mysticism, basic curricular issues, and teaching Plato.

The Philosophy Department recognized a need to renew the Philosophy of the Person course. Starting this fall, Professor Eileen Sweeney will lead a committee in extensively studying the course and recommending ways in which to add enrichment and diversity to the course's approach and content.

Core Renewal

Perspectives on Art Renewal Update

Two year-long Perspectives on Art course triads were offered in AY24. Enrollment in the courses was low and two students in each triad dropped between the fall and spring semesters.

In June 2023, at the end of the Perspectives on Art Course Design Workshop, syllabi in various states were submitted by the majority of the faculty who taught in AY24. All faculty who participated in the workshop received stipends. Review of complete syllabi submitted by AY24 faculty in June 2024 illustrate only limited touch-points among the courses in each triad. Faculty feedback indicated that they either did not always have similar interests with their teaching partners or that they felt like connections were not always clear for students. Student evaluations confirm these sentiments. Few of the syllabi list clear learning goals. Some provide questions that will be considered in the course and within the course description explain what students will explore; however, as student evaluations testify, students are unclear about the specific learning goals of the course when discussed in this manner. Student evaluations also illustrate that AY24 Perspectives on Art courses fall below the benchmarks for CP/EQ courses, MCAS, and Boston College.

At the onset of the second year of the pilot, some faculty still feel that connections among their courses are unclear. Only one course triad will be offered in AY25.

Philosophy of the Person Renewal

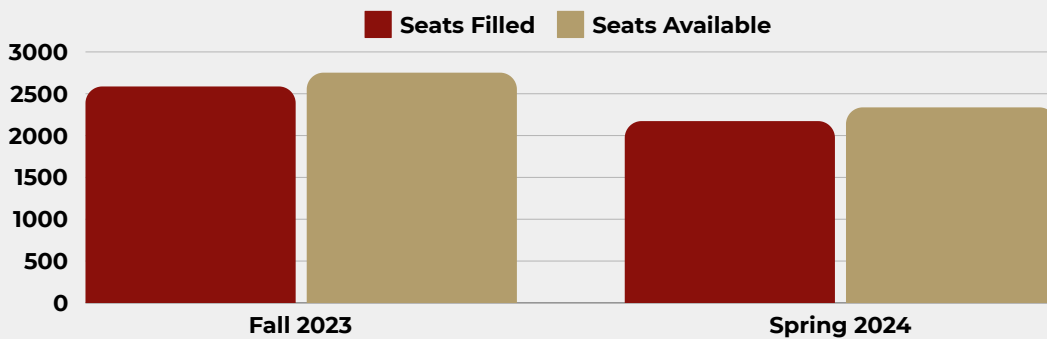
With funding from the MCAS Dean's Office to the Philosophy Department, Chair Jeff Bloechl appointed a small committee to plan and oversee a series of events meant to yield a report and set of recommendations for revising and better organizing the Philosophy of the Person course, of which there are about 40-45 sections each semester. Professor Eileen Sweeney is chairing the committee. In AY25, the Department will invite experts to give a public lecture and a half-day workshop on philosophy and race (fall), philosophy and

Philosophy of the Person Renewal (cont.)

gender (winter), and overlooked/under-appreciated gaps in the history of philosophy (spring). The lectures will be open to the public, and the workshops will be open to everyone teaching the Philosophy of Person course (including doctoral Teaching Fellows, who will be trained in a different, more expanded relation to teaching Philosophy Core courses). The chair is explicit about his wish for this process to also infuse how the department thinks of Perspectives courses. The Department is planning for 50-60 people at each of the three workshops. The committee will meet approximately once a month to shape a report due by mid-April 2025.

Social Science

Semester	Seats Filled	Seats Available
Fall 2023	2,587 (94%)	2,752
Spring 2024	2,173 (93%)	2,337



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- Social Science 1: 1,594 (33%)
- Social Science 2: 428 (9%)
- CSON students cannot apply AP scores to the 2 Social Science Cores. Those Cores are satisfied by the Nursing curriculum

CP and EQ Courses Offered in 2023-2024

Fall 2023

- ECON1725 Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity (CP)
- PHCG1701 Maternity and Science: Society, Culture & Public Health (EQ)
- POLI1033 Shifting Forms: Political Belonging in Song and Film (EQ)
- UNAS1719 The Rule of Law and the Complex Meaning of Justice (EQ)
- UNAS1725 Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity (CP)

Spring 2024

- ECON1702 Life, Liberty, and Health: The Economics of Healthcare (EQ)
- POLI1034 The Making of the Modern Mind: Morality (EQ)
- SOCY1710 Constructing Deviance: Power, Control, Resistance (EQ)

Total: 285 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- COMM2183 Reckoning with Incarceration: Social Perspectives (EQ)
- COMM2205 Crafting Alternative Futures: Communication, Agency, and World-Making (EQ)
- MCCS2286 Data, Ethics, and Society (Messina College)
- SOCY1718 How Sports Explain America: The Sociology of Sports in the United States (EQ)
- SOCY1819 Changing America: Political Texts (EQ)
- UNAS1733 Climate Change and the Corporation: Risks, Rewards, and Responsibilities (CP)

EIAs

The Economics Department announced that their Core course, ECON1101 Principles of Economics, will only be taught by full-time faculty moving forward.

The Political Science Department has noted improvements on student assessment of their learning goals since 2023.

Core Renewal

Proposal for Pedagogy Seminar for Introduction to Sociology, Fall 2024

Introduction to Sociology is the Sociology Department's most important undergraduate course. All Sociology majors and minors are required to take the course, and many other students enroll in it to satisfy their core Social Science requirement. At the moment, Introduction to Sociology is typically taught by six graduate student Teaching Fellows, and sometimes part-time instructors each covering their own 30-student courses (approximately 150-200 seats each semester). There are a number of strengths with this approach, but there are also some notable weaknesses. For example, there is an uneven quality to the current offering of the course. This is understandable given the generally novice experiences of Teaching Fellows. The present structure also does not expose students to the work of the Sociology faculty. Additionally, there is a missed opportunity to attach a Cultural Diversity Core requirement to the course.

Core Renewal

Proposal for Pedagogy Seminar for Introduction to Sociology, Fall 2024

In Spring 2024, five Sociology faculty members (Brian Gareau, Alyssa Goldman, Gustavo Morello, Lacey Satcher, and Josh Seim) began meeting to consider some alternative approaches to teaching Introduction to Sociology. They envision a revamped course to be launched in Fall 2025. Such a course will be structured as a 150-200 seat lecture taught by regular full-time faculty. This will be offered on a MWF schedule where Fridays will be reserved for “Sociology Labs” led by four to five teaching assistants. Sociology Labs will complement lectures with case- and problem-focused exercises that emphasize active learning. An “Introduction to Sociology Corpus” will also be developed for faculty members to add to and draw upon.

This radical remaking of the Sociology Department’s introductory course requires additional work. It is for these reasons that the Sociology Department proposes the funding of a faculty seminar to be run in Fall 2024. All participants in this seminar would commit to teaching Introduction to Sociology in the near future. The seminar would conclude with a collectively drafted syllabus to be submitted to the UCRC for approval for the Cultural Diversity Core requirement. Participants in the seminar will also work to develop the Introduction to Sociology Corpus for faculty to draw upon (and add to) when teaching the course.

The seminar would meet for 4 two-hour sessions and with the following topics and outcomes:

1. New Introduction to Sociology: Structure and Content

This meeting will introduce participants to the new structure of the course. Participants will then work to identify the primary content modules. This seminar will also review the Cultural Diversity Core requirement.

2. Developing an Introduction to Sociology Corpus

Once the content modules are identified, participants will work to assemble a corpus of readings and notes for the course. Faculty teaching the course would be expected to teach the selected modules but they would not be mandated to assign any, let alone all, of the material included in the corpus. Instead, the corpus would be developed as a resource for faculty to add to and draw upon as needed.

3. Assessment Strategies

Following a general consensus regarding what should (and could) be taught in Introduction to Sociology, seminar participants will develop and discuss a range of assessment strategies.

Proposal for Pedagogy Seminar for Introduction to Sociology, Fall 2024 (cont.)

In addition to brainstorming major assignments, this seminar will consider how best to orient the Sociology Labs. These ideas will then be added to the Introduction to Sociology Corpus as a resource for future teaching.

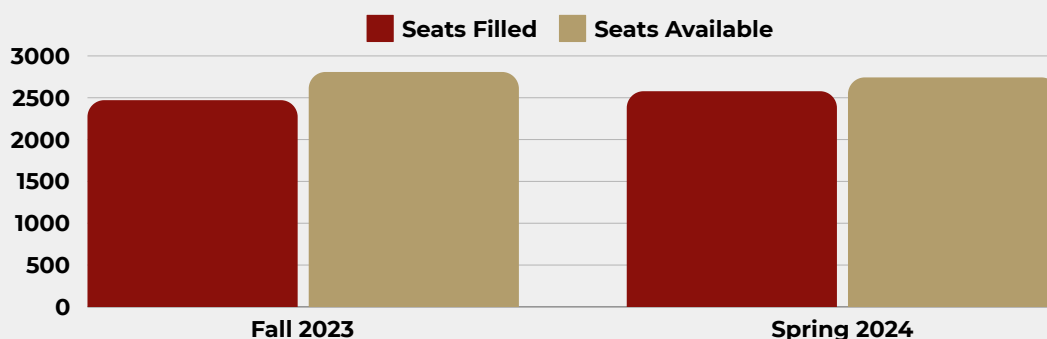
4. Syllabus Drafting

In this final seminar, participants will develop a syllabus to be submitted to UCRC. This will also be a space to wrap up any final tasks related to the development of the Introduction to Sociology Corpus.

The Department anticipates between four and eight participants, and seeks stipends from the MCAS Dean for all faculty who finish the seminar.

Theology

Semester	Seats Filled	Seats Available
Fall 2023	2,471 (88%)	2,808
Spring 2024	2,578 (94%)	2,743



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- No AP equivalent in the U.S.

A1/UK Theo Core exam: Although this exam does not currently affect many students, the Theology Department has no idea what the contents of this exam are and how they relate to Theology Core learning goals, especially in light of the Jesuit and Roman Catholic identity of the University. Furthermore, the decision to count certain performance levels on the exam as the Theology Core equivalent was made without any consultation with the Theology Department whatsoever.

CP and EQ Courses Offered in 2023-2024

Fall 2023

- THEO1701 Spiritual Exercises: Engagement, Empathy, Ethics (EQ) - *Christian Theology*
- THEO1722 The Formation of Early Christian Thought: A Theological Examination (EQ) - *Christian Theology*

- THEO1725 Contemplative Responses to Suffering: Buddhism and Christianity (EQ) - *Christian Theology*
- THEO1726 Exploring the Mystery of God: A Theological Perspective (EQ) - *Christian Theology*

Spring 2024

- THEO1723 Faith, Ethics, and the Sciences in the 21st Century (EQ) - *Christian Theology*

Total: 152 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- THEO1728 Changing America: Religious Texts (EQ) - *Christian Theology*

EIAs

In AY22, the Theology Department conducted a post-third year review of the new Theology Core which was implemented in AY19. It contained some pages of analysis and 10 pages of data. Its summary states: students understand the new Core to be fulfilling the Department Core learning goals, and it has allowed them scheduling flexibility that was not possible under the old Theology Core. As for faculty, they understand the structure of the 2019 Standard Theology Core and include its description in their syllabi. Moreover, faculty have largely come to terms with the new Theology Core's parameters (both its limitations and possibilities) and have embraced it as part of their pedagogical landscape. Finally, because of the scheduling flexibility for faculty too, every year new faculty members choose to participate in Enduring Questions and Complex Problems courses. The Department considers the new Theology Core to have been successfully conceived and implemented.

Board of Regents

Perspectives and Pulse

On April 10, 2024, Dean Kalscheur and Associate Dean Shlala hosted the third installment of the Board of Regents Discovery Expedition via Zoom. Father Michael Magree, Professor Marina McCoy, Father Henry Shea, and students Annie Zitella and Catherine May participated in an hour-long discussion centered on the Perspectives and PULSE programs. Father Shea and Father Magree spoke about their rewarding experiences teaching Perspectives courses. Reflecting on how Perspectives connects to the broader Boston College Core Curriculum, Father Shea noted that “the Perspectives program offers courses for students who want to develop integrated responses to life’s enduring questions; it’s inspired by our Jesuit tradition of providing a humanist context for professional scientific education.” Father Magree agreed with this assessment, elaborating on Father

Board of Regents

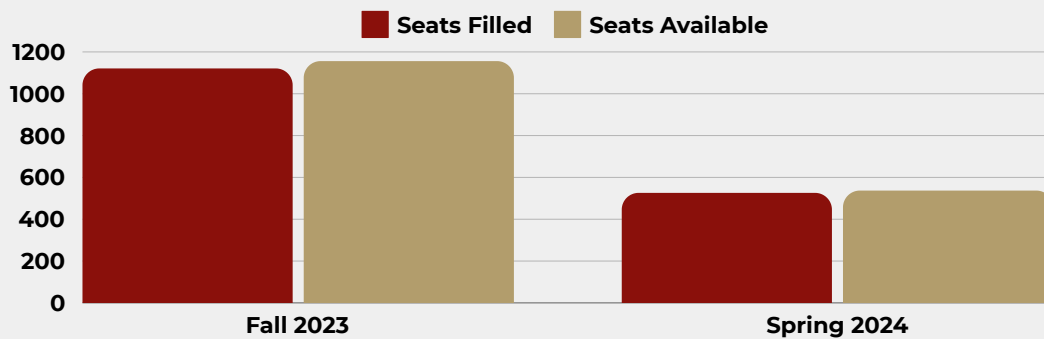
Perspectives and Pulse (cont.)

Shea's explanation by choosing to highlight the space that Perspectives provides for students to reflect on fundamental questions about truth and justice and to grow in an intellectual community early on in their college careers. Freshman Catherine May, who benefitted from this unique opportunity, referred to enrolling in Perspectives as "the best academic choice I've made so far in my time at BC" and discussed how the course's emphasis on the good life transformed her approach to her studies, particularly in her Neuroscience major, by igniting her interest in public health policy.

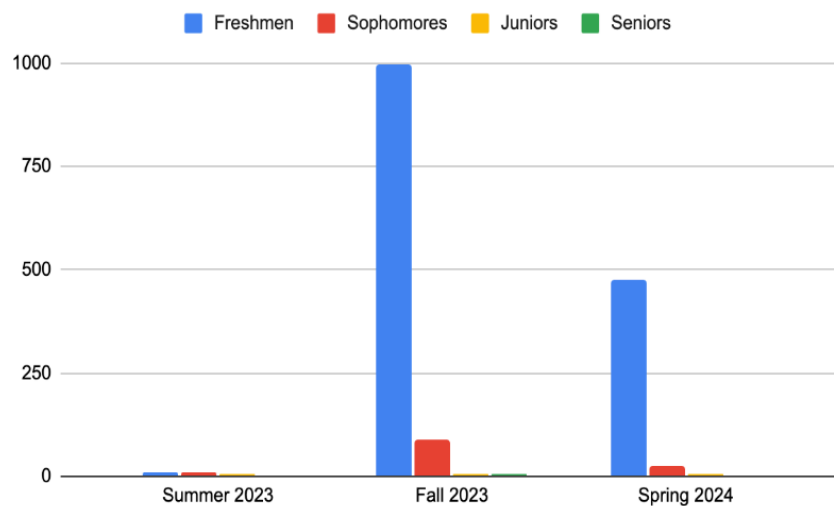
Professor Marina McCoy led the conversation about the PULSE program, noting its emphasis on incorporating important themes of Jesuit, Catholic education. She discussed how PULSE extends the student experience off campus to the larger community, requiring students to apply the seemingly abstract concepts they learn in class to actual real-world scenarios. She remarked that "students often enter the PULSE course with a sense of service as helping a particular person in a program Over time they start to understand that there's really a community of reciprocal relationships happening, that they're working with people that have something to teach them too, something to offer them as human beings." Senior Annie Zitella testified to the truth of this statement by speaking about her time in the PULSE program, first as a student and later as a leader. Zitella emphasized the importance of service learning to her formation at BC and how it impacted her future vocational aspirations in the healthcare field. Hearing from both students and faculty members provided the Regents with a well-rounded assessment of Perspectives and PULSE and enabled them to visualize how these distinctive programs contribute unique value to Boston College's Core Curriculum.

Writing

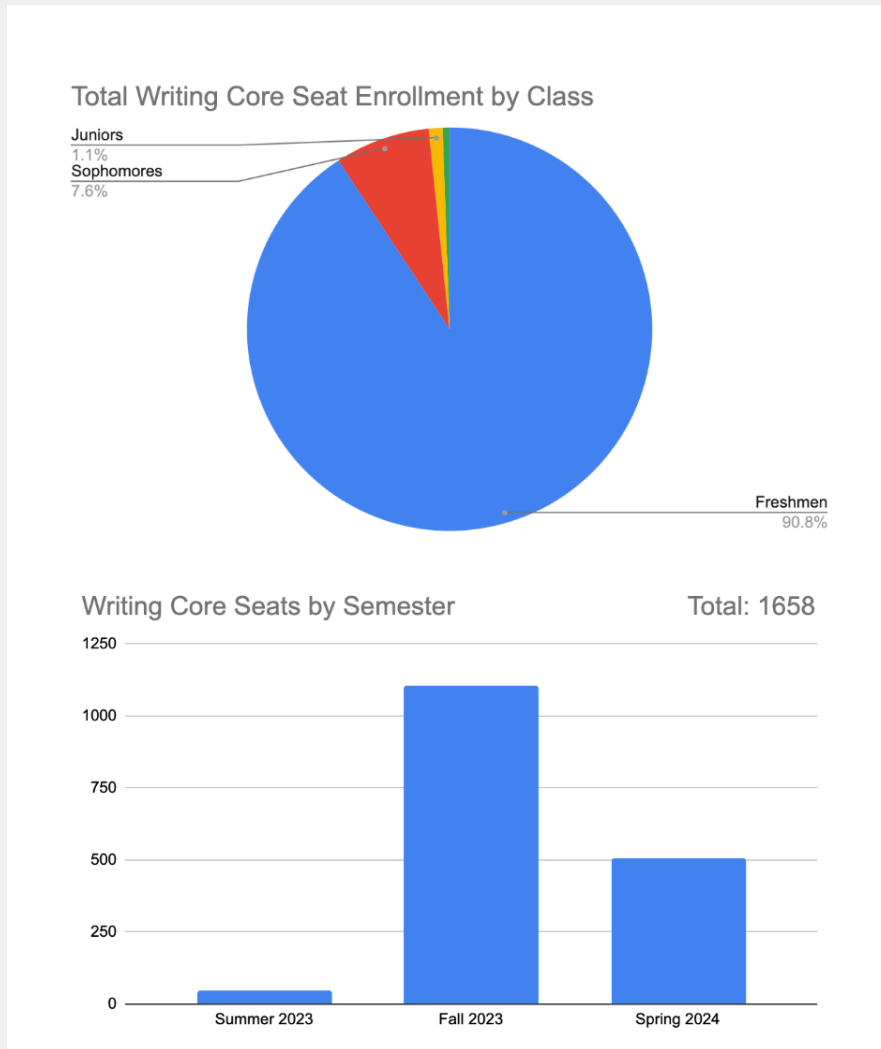
Semester	Seats Filled	Seats Available
Fall 2023	1,121 (97%)	1,156
Spring 2024	526 (98%)	537



Writing Core Seat Enrollment by Class



AY24 Writing Core course enrollment = 92% freshmen



Total number BC undergraduates in the Class of 2025 + the Class of 2026 who came in with AP course satisfying requirement

- 1,473 (30%)

CP and EQ Courses Offered in 2023-2024

Spring 2024

- ENGL1719 Writing In/Justice: The Power of Response (EQ)

Total: 19 seats

New CP, EQ, and Core Course Approvals in 2023-2024

- None

Core Renewal

FWS Renewal Workshop, Spring 2024

by Min Song, Chair of English Department

In the spring of 2024, ten full-time faculty members participated in a faculty seminar led by Paula Mathieu, Jessica Pauszek, and Vincent Portillo. The seminar consisted of four sessions, each lasting two hours, and was designed to help tenure ladder faculty and professors of the practice who haven't taught the first-year writing seminar understand the pedagogy, assignment design, and outcomes of the course. The facilitators were all experts in the field of composition and rhetoric, and graciously donated their time to prepare carefully selected readings, slide-show presentations, and small group exercises that addressed a series of practical matters: an overview of the field, assignment design and sequencing, feedback and revision, evaluation and grading, and the Jesuit tradition of mindful reflection. The first session began with a presentation by Dean Elizabeth Shlala, who emphasized the important role that FWS plays in the Core and its focus on student formation. During the last session, Dean Greg Kalscheur discussed the importance of the teaching of rhetoric as an ethical practice, focusing in particular on an essay by John Duffy on ethical dispositions in writing.

All the participants are scheduled to teach FWS either in the coming academic year or in the following year. They are required to submit a draft syllabus for review by the facilitators, who will provide feedback. With the completion of the faculty seminar, the English Department has created a significant cohort of tenure-ladder faculty (Aeron Hunt, Tina Klein, Maia McAleavy, Rebekah Mitsein, Christy Pottroff, Colleen Taylor, and myself) who will be teaching FWS as well as Literature Core in their regular teaching rotation. As they gain experience in these courses, they will become an important part of ongoing departmental discussions about the role of FWS and of writing instruction more generally in the overall curriculum of all English courses. This should have the effect of drawing FWS more into the mainstream of department life and making writing more integral to the critical work our courses do with our students. Careful, collaborative thinking that incorporates as many full-time English faculty as possible who are also actively engaged in the teaching of FWS seems more important than ever, as fast developing and untested technologies seek to automate writing tasks at the risk of undermining the essential human role in the making of meaning through written media. (Min Song, Chair of English Department)

FORMATIVE EDUCATION AND INTEGRATION IN THE CORE



Reflection in the University Core Curriculum

The Jesuits' educational mission seeks to train individuals to do great things. Their mission and the core curriculum grounded in the liberal arts are intertwined with the character formation of young men and women who will live in service to other people. How? By achieving a standard of excellence, or *magis*, in the humanities, social sciences, natural sciences, and the arts, and by methodically reflecting on what it means to be fully human. Operating in different historical contexts, the Jesuits' educational model is more important than ever – accompanying our students as they do the hard work of learning who are called to be in this world. (Elizabeth Shlala, *C21 Resources Magazine*, Summer/Fall 2024)

Through Reflection sessions, students examine how course material fits into their lives and what they are called to do in the world. As Father Jack Butler says in his essay, “Reflection and Core Renewal,” in *Curriculum by Design: Innovation and the Liberal Arts Core* (2023), “At Boston College we want students to be very intentional in their reflection and to pay attention to details internally in a systematic, structured way. This is what our university wanted to develop and promote as an essential element to Core Renewal.”

In the next ten years of Core Renewal, we will continue to be attentive to the role that Reflection plays in the Core. The Core Office is evaluating the impact of the Purposeful Ongoing Discussion (PODs) Program developed with the Center for Student Formation as an element of Complex Problem courses. We are also continuing to evaluate and grow our Core Living and Learning Community - Justice and the Common Good. Finally, we have proposed a fourth-year Core experience in response to the Provost's call that is aligned with the proposal for a Capstone experience which appears in the founding documents of Core Renewal.

Dean Shlala participated in the year-long Integrative Learning Working Group run by the Center for Digital Innovation and Learning (CDIL) and the Career Center. Many interesting conversations and connections came from the experience, and one of the main results was a clear process to evaluate the efficacy of the PODs reflection component of some Complex Problem courses. In collaboration with CDIL, Assistant Director Danforth worked on the assessment of PODs in the Fall 2023 courses, ENGR1801/HIST1627 Making the Modern World and EESC1720/ENGL1733 Crisis in Storytelling in the Age of Climate Change and created surveys for both students in the course and POD leaders that will continue next year.

POD Survey Results

Student Survey

Students who gave positive ratings (4s or 5s) in both courses pointed to the following as

valuable aspects of their PODs experience:

- **Mentorship** - Multiple students wrote about how they valued their POD leaders' mentorship, including practical tips on navigating non-academic aspects of their first year at BC.
- **Small Group Setting**—Students spoke about how the smaller group setting, compared to the lecture setting, made them feel more comfortable asking questions about the course material.
- **Community Creation** - Several students mentioned the role that their POD group membership had in creating friendships at Boston College.

Students who gave negative ratings (1 or 2s) in both courses mentioned the following:

- **Length of Time** - Several students said that they found the PODs to be too long.
- **Relevance of Sessions**—There was a difference between the two courses here. Students in *Making the Modern World* were more likely to say that they did not see how the sessions connected to the course overall and often referred to them as a “waste of time.”

Differences between Making the Modern World (MMW) and Crisis in Storytelling (CS)

Students in CS did not always understand the connection between the POD sessions and the course material, but their responses emphasized the extent to which they valued the mentorship their leaders provided. That is, the relationship they had with their POD leaders had a more positive influence on their experience than their perceived lack of connection between the POD sessions and course material.

Students in MMW frequently said that while they enjoyed the professors of the course, they did not enjoy their POD leaders. Several students either directly or indirectly mentioned what they thought might have been a lack of training or support for the leaders that influenced their student experience. One student said that she thought the leaders were “doing the best they could.” Another student wrote, “I want to see an increase in training and structure provided for the small POD leaders.” Most students did not feel the sessions connected to the course material.

Leader Survey

Leaders valued the role they played as mentors with students, mentioning being able to see their students' growth as a rewarding part of their role. One leader referenced that they drew upon pre-existing leadership knowledge to be successful in their role.

Justice and the Common Good Living and Learning Community

Faculty and Student Collaboration Across Campus

The Justice and the Common Good LLC (JCG LLC) is a living and learning community for first-year students passionate about social justice issues. Acceptance into the JCG LLC places first-year students in Gonzaga Hall on Upper Campus. In the 2023-2024 academic year, JCG LLC students were guaranteed enrollment in a Complex Problem or Enduring Question course for their first semester, as well as in a First-Year Topic Seminar taught by Dean Shlala alongside JCG LLC senior leaders. Dean Shlala also served as students' pre-major advisor. Outside of the classroom, they had regular check-ins with their senior leaders who are available to advise them academically as well as to help them navigate life at Boston College.

During the Fall 2023 semester, students enrolled in the First-Year Topic Seminar, Conversations In/Justice. Students met on Mondays from 4:30-5:45pm. in a seminar classroom in Stokes Hall. Some classes were held at other locations on campus to showcase the many resources available to first-year students, such as St. Joseph's Chapel, Gonzaga Hall, the McMullen Museum, the Hatchery, and the Lowell Lecture Series. The JCG LLC aims to engage students in conversations related to the biggest injustices facing our community and our world today. They are asked the three formative questions: What brings you joy? What are you good at? What does the world need you to be? In their first semester of their first year, they are introduced to BC's numerous resources and opportunities on their journey to becoming men and women for others in the Jesuit, Catholic tradition.

In November, the students also attended an off-campus retreat led by Sister Jeanne Gribaudo and the senior mentors. During the retreat, students heard from the Sisters involved in ending human trafficking and supporting refugees. They participated in an Emmaus walk and were given time to reflect on what concrete action they can take to combat the injustices they see in the world. The following week, students participated in a service opportunity packing boxes for the Boston Catholic Charities Thanksgiving Food Drive in Dorchester. Students were asked to journal regularly, complete three reflection assignments, and engage fully in the life of BC's community.

Conversations In/Justice First-Year Topic Seminar Highlights

- Students shared their perspectives and collaborated with their classmates to define justice and thus work towards both during the course and spring semester LLC initiatives.

- Department of Formative Education Chair Professor Chris Higgins talked with the class about Education and the Common Good and educational philosophy.
- Students were encouraged to discuss the importance and impact of education in an open forum Q&A session in Stokes Hall.
- Associate Dean of Undergraduate Students and Programs in the Lynch School of Education and Human Development Julia DeVoy talked to the class about social justice work.
- Lauren Jacobs from the BC Innocence Project told students about false confessions and how Innocence Project lawyers work to free those wrongly convicted.
- The Career Center gave students an overview of career and networking opportunities available online and in person.

JCG LLC “To Welcome the Stranger, Without Distinction” Retreat

Students went to a retreat center off campus to hear from nuns about their social justice work, listen to personal reflections from senior mentors about their Ignatian “cannonball” moments in college, and reflect on how they can act more justly in their own lives.



Freshman, Regan Bryant, and Junior, Foday Nabbie, enjoy breakfast together



Students journal on their Boston College experiences during a reflective exercise

During the spring semester, the JCG LLC community held several service events, including:

Clothing Drive for Catie’s Closet

In April, JCG LLC alum Amaris Ramos, in partnership with Strong Women Strong Girls (SWSG), ran a clothing drive for Catie’s Closet, a local non-profit that donates clothes to K-12 students in need. The clothing drive ran from April 8th through 26th as a competition against Northeastern and Boston University’s SWSG chapters to see who could donate the most clothing.

Arts Fest: Screen Printing for Social Change

The JCG LLC participated in The Hatchery’s Screen Printing for Social Change event for the second year in a row. Veronica Wells created a design featuring a quote from Chris Wilson, who spoke at an event for the LLC last year: “Look around, think of all the good you could be doing for people.” At the event, any student could receive a free t-shirt or tote. Students walked around Stokes Quad to choose which social justice club’s design they wanted to have screen printed on the item. LLC leaders then helped dozens of students screen print the design onto the tote bags.



Students visit The Hatchery to screen print

JCG LLC Student Reflections

To be in this community is to be with people who share the same passion for achieving justice. It isn't possible to make large-scale reform happen independently; it is a group effort. I am excited to see what kinds of activities we do in the spring.

I most definitely appreciate having Prof. Shlala as my advisor this semester. Not only was she a very positive bright light in my first semester, but she has helped me in several different situations which I'm really grateful for because this first semester has definitely been challenging. I'm really grateful to have her as my advisor and I really hope to continue my academic relationship with her throughout my BC journey.

I loved getting to know upperclassmen that were able to give me advice regarding starting school, classes to take, and organizations to join. It was great to have people with experience whom I felt comfortable going to with questions.

For me, the Justice and the Common Good LLC is a community of young people who are eager to make a difference in the world. Our community members are service-oriented, smart, and leaders-in-training (or already leaders) and being a part of this community is incredibly uplifting and rewarding.

Two weeks ago I received the surprising yet flattering news that I was accepted to transfer to the University of Pennsylvania. After a boatload of consideration, I have decided to stay at BC. One major factor in this decision was the prospect of being incredibly actively engaged with the JCG LLC . . . Another significant factor in my decision making was the great and kind environment you fostered with the JCG which made Boston feel more like home, and I am incredibly grateful for your tremendous positive influence on my life. You are a fantastic professor and dean, and I am excited to work with you this coming year and hopefully beyond.

Fourth-Year Core Experience

Formation and Integration through Four Years at Boston College

In line with the Core Renewal strategic plan and in recognition of the value of formation as a part of a liberal arts education, the University Core Curriculum is pleased to offer a one-credit, pass/fail course during the second semester of the fourth year that will allow students to reflect on their time at Boston College, with a particular emphasis on their educational foundation – the Core. The pass/fail component reflects the formative spirit of the course, much like that of a First-Year Topic Seminar.

We were excited to receive an acceptance from the Provost's Office in March 2024 that asked us to consider a pilot of two courses, rather than the four courses proposed – one course each year for two years – at \$5,000 per instructor. There will be a 1-2 day late summer teaching workshop for all instructors to prep their courses. Sometime after that workshop, faculty will be expected to hand in a revised syllabus. A stipend of \$2,000 will be given to faculty who participate in the workshop.

In our Fourth-Year Core Experience model, students will bond as a cohort while reflecting on their overall BC experience, thinking about how to make meaning of the undergraduate experience and how to plan for the future. There will be an emphasis on the role of the Core Curriculum during their time at BC, and hopefully a sense by the end of the semester of how they have transformed during their time in college. Students will participate in several small group chats and guided reflections. They will share meals and local excursions together, making new memories. Ample time will be given for students to get to know their classmates and have experiences with them while abroad to form a foundation for the final semester. They will also get to know their professor.

Learning Outcomes

Students will . . .

- Integrate and synthesize knowledge and skills acquired through their Core courses, major courses, study abroad, and co-curricular experiences to develop a comprehensive and multidimensional understanding of themselves and their field of study. (*Enhancing the Fourth-Year Experience, Objective #1*)
- Engage in reflective practices, assessing the ways in which their academic and co-curricular experiences both on campus and abroad have shaped their personal growth, faith and values, and ethical commitments. (*Enhancing the Fourth-Year Experience, Objective #3*)
- Engage in opportunities to explore in greater depth a series of topics to prepare them for life after college. (*Enhancing the Fourth Year Experience, Objective #6*)
- Examine their values and experiences and integrate what they have learned during their time at Boston College with the principles that guide their lives. (*Core Curriculum Learning Outcome #7*)
- Be prepared and disposed to use their talents and education as engaged global citizens and responsible leaders in the service of the common good. (*Core Curriculum Learning Outcome #8*)

Course Proposals

Professor Elizabeth H. Shlala, MCAS

Core Connections and Reflections: BC and Beyond

Where in the world are you? Where in the world have you been? Where are you going? This senior seminar is a one-credit spring course that will allow seniors to integrate their time at Boston College, with a particular emphasis on their educational foundation – the Core. In the course, students will engage in reflection, journaling, writing, art, podcasting, and presentations as they prepare to launch into the next phase of life. The course will be formative as students learn new practices to know themselves better as they “map” themselves through their BC undergraduate experience and prepare for a meaningful life of purpose after graduation!

Assigned readings include:

Steve Pemberton, *The Lighthouse Effect: How Ordinary People Can Have an Extraordinary Impact in the World* (2021)

Professor Celeste Wells, MCAS

Meaning-Making, Framing, and Communicating YOUR Personal and Professional Life

In this senior seminar, we will explore how language shapes our evaluations of ourselves, others, and the world around us; how the communicative frames we create can prompt new and different ways of thinking about the personal and professional decisions we have made and will be making in the future; and how critically thinking about our communication with others can aid us in shaping productive relationships as well as intervening in unproductive or unhealthy ones. In doing this, we will consider the ways your experiences abroad were shaped positively and negatively by communication and how those experiences of existing in new, unfamiliar places have provided you with communicative skill sets that will aid you in your emerging adulthood when managing personal and professional life.

Each week of course will be framed around different communicative concepts and skills (e.g., Listening, Framing, Conflict, Negotiation, Meaning-Making, Speaking, etc.).

We will have one assigned book and all other readings, podcasts, and videos will be available on Canvas.

Professor Jessica Black, School of Social Work

How to Tame, Train, and Maintain MY Brain Through Life Transitions: Building Connections for Good

What makes your brain tick? How do we click? In this senior seminar, we will apply recent findings from cognitive, affective, and social neuroscience to understand how your brain

responds to stress, challenge, and change, and to discover the fuel and context needed to return our brains to a balanced state as we navigate life transitions. We will bridge these neuroscientific perspectives with discussions of life transitions and discoveries, such as

identity, leadership, motivation, and disciplinary direction. You will gain insight into how you respond to positive and challenging transitions and will bridge this understanding with new skills to flourish as you navigate upcoming transitions in personal and professional spaces.

Weekly sessions will incorporate multimodal and multisensory hands-on labs, some including the Makerspace, to understand brain stability and change through key concepts such as neuroplasticity, stress responses, risk and reward circuitry, and memory networks. Each week we will bridge knowledge gained in the lab with a practice to support brain responses to change in areas such as sleep hygiene, nutrition, social connections, and appropriate technology use. We will work directly with the Career Center to develop an understanding of 1) how careers vary in terms of the expectations for transitions, and 2) how language usage on resumes and in interviews can positively represent your capacity to take on challenges and change.

We will have one assigned book along with multiple videos, websites, articles, and podcasts available on Canvas.

CORE CONVERSATIONS AND REFLECTIONS



Events

The Core hosted various events throughout the academic year to promote the development of new CP/EQ courses, facilitate community on campus, and celebrate the excellent work of faculty teaching within the Core.

Michael Rizzi Book Talk

The MCAS Dean and Core Offices hosted author Michael Rizzi for dinner on October 5, 2023, in Gasson 105 for a talk with faculty, deans, and students on his latest book, *America's Jesuit Colleges and Universities in the United States: A History*.

Core Conversations with Faculty

On February 20, 2024, Dean Greg Kalscheur and Associate Dean Elizabeth Shlala hosted a conversation in Gasson 112 with Provost David Quigley and Professor Carlo Rotello (English), who teach an Enduring Question pair of courses and Professor Juliet Schor (Sociology) and Professor Prasannan Parthasarathi (History), who teach a Complex Problem course. The event encouraged new faculty to participate in Core Renewal by developing these distinctive course offerings.

Steve Pemberton Talk

The JCG LLC hosted BC alum Steve Pemberton on April 18, 2024 for a talk and dinner in the Heights Room. Earlier in the semester, the LLC hosted a screening of the film based on Pemberton's first book, *A Chance in the World*. At the event, Pemberton spoke in conversation with Associate Dean Elizabeth Shlala about his most recent book, *The Lighthouse Effect: How Ordinary People Can Have an Extraordinary Impact in the World*. Students took the opportunity to ask questions about Pemberton's life and work promoting justice and the common good in the world. JCG LLC student leaders Delphine Gareau, Cooper Klumpp, and Lauren Evans formed a subcommittee that led the planning for the event. Approximately 50 BC students, faculty, and staff members attended.

Core Year-End Celebration

On May 2, 2024, the Core held a year-end party in Stokes Amphitheater to celebrate the accomplishments of the professors teaching CP/EQ courses in the 2023-2024 academic year. Dean Shlala honored select faculty pairs and Core Fellows with awards. Approximately 50 people attended.

Senior Reflections on the Core Experience

Boston College Undergraduate Experience Survey from AVP Jessica Greene

As an undergraduate at Boston College, I...

	Strongly disagree (1)	Disagree (2)	Slightly disagree (3)	Slightly agree (4)	Agree (5)	Strongly agree (6)	Mean Rating
Q15 Understood the key concepts of the Core Curriculum disciplines.	0.3%	0.8%	3.1%	17.5%	53.1%	25.1%	4.98
Q16 Gained a broad foundation in a range of Core Curriculum disciplines.	0.7%	2.0%	3.0%	16.0%	50.6%	27.8%	4.97
Q17 Discovered new intellectual interests through the Core Curriculum.	2.5%	4.4%	7.9%	18.8%	38.2%	28.1%	4.70
Q18 Developed a commitment to life-long learning.	0.3%	1.6%	3.7%	19.0%	38.3%	37.2%	5.05
Q19 Found that my Core classes led me to examine previous assumptions and ideas.	1.3%	3.7%	6.2%	23.2%	40.5%	25.1%	4.73
Q20 Through my coursework, explored the "big questions" that pertain to the meaning of life.	1.6%	4.8%	7.4%	22.3%	37.2%	26.7%	4.69

Question 66: What do you value about your Boston College experience?

Having a theology and philosophy Core requirement in MCAS was delightful. I'm a Math major, so I don't have much chance to think about issues of God and ethics, but taking Perspectives 1 as a freshman completely enriched my understanding in these fields and gave me a profound interest to study and read more. One of the best parts of my Perspectives class was that it was not a lecture, but rather incredibly interactive. Each class was formulated like a Socratic seminar, so it was really fun to engage with other students and the professor and to get deep into issues of theology. I think it's so important to integrate philosophical and theological themes into our classes. I learned to appreciate even small things such as the icons on the doors of the classrooms, crosses on the tops of buildings, etc.

I think BC does a fantastic job at creating a wholesome student who is rooted in spirituality and philosophy. Some of my favorite classes were Core classes on religion and often race. I appreciated learning about Ignatian values and benefiting from them even as a non-Christian.

I value the diversity of classes in the Core curriculum the most as it exposed me to so many new concepts that I was able to bring to my major-specific courses.

I value the openness to different expressions of spirituality that BC has. I had many great experiences on retreats (Kairos, Arrupe) that will make a long lasting impact on me. I appreciated many of the Core classes and the multidisciplinary format of many of my classes.

Question 66: What do you value about your Boston College experience? (cont.)

I valued the education I received, although I did not love my major, many of my electives and classes I took through the Core were very intellectually stimulating and engaging.

Men and women for others mentality, career services, extracurricular opportunities, Core curriculum, study abroad support.

The Core requirements and electives combination.

The cura personalis ideology. At first I was skeptical and a bit stubborn about having to take philosophy, theology, and various other Core classes. However, now older and about to graduate, I realize that those classes were integral in developing who I am today — the parts of myself I am quite proud of. I really appreciate the Boston College curriculum, and just as important, the faculty and staff who are incredibly intelligent and compassionate towards students.

The holistic approach to academics, especially the Core requirements. It allowed me to branch out from my major and discover new interests.

The opportunity it afforded me to study liberal arts at the same time as business. I am forever grateful for the Core curriculum and how it led me to my passion for the study of philosophy and theology.

The values learned at BC via the Core curriculum and the focus on service for others cannot be understated. Along with this, the students and faculty at this school have been some of the most genuine people I have ever met. BC's roots in Ignatian spirituality are palpable and I have been made a better person for it.

I cannot say enough about the benefits of the unique Core requirements of theology and philosophy. I never would have taken courses in these two fields, but found that they were ultimately some of my most transformative courses (philosophy became my minor). I was not only exposed to a wide range of beliefs I had never considered, but I was pushed to challenge my preexisting understanding of certain worldly truths. I genuinely feel that the reason I value education and the primary things I wanted to get out of college were represented fully in my engagement with these courses.

Class of 2023 Student Voices Survey for *C21 Resources Magazine*

Dean Shlala surveyed a group of Boston College Class of 2023 graduates to hear about the impact of a Jesuit, Catholic education on their college experience. Their responses indicated an overwhelmingly positive view of both Jesuit education and the Core Curriculum as a whole. Below are excerpts of their answers.

What is the value of a Jesuit education?

The education at BC challenged me to think holistically and to think critically. At different points of my college journey, I questioned my faith and thought deeply about what it truly means to care for the whole person. My education initiated deep and thoughtful conversations with my peers about difficult topics and I always left those discussions with another idea that required more reflection.

Our community — to be a BC alum is to have a whole network of folks who, very earnestly, care about your development both professionally and personally.

The relationships that I formed.

What comes to mind when you think of the Core Curriculum?

Mandatory for graduation, but necessary for personal growth.

I graduated with 56 credits in a discipline I otherwise would never have touched if not for the Core Curriculum at BC.

The ability to engage deeply and intentionally with worldwide issues and areas of study that matter— that will impact the lives of other people so that my education is not just for me, but to better the lives of other individuals.

What are your final thoughts?

Boston College's emphasis on reflection both in and out of the classroom helped me discover what I was passionate about in life. It made me more inclined to study what I loved, and follow a career path that both gives me joy and allows me to positively impact the world around me. The interdisciplinary nature of many BC courses, particularly in the Core, is also very unique and valuable.

I really appreciate how certain Jesuit practices, like reflection, were incorporated into my class curriculums. I feel that this helped me to develop personally while also enriching my studies.

Space and Scheduling Concerns

Stokes Hall was conceptualized as an investment in the future of liberal arts education. In an article published by *The Heights* on January 24, 2013, university spokesman Jack Dunn said “We took that concept of *cura personalis*, and how vital it is to the Jesuit experience, and we brought it to the architects so that they could help to design a building to reinforce that key component of student formation.”⁴ Provost David Quigley concurred, stating, “Stokes opens up rich possibilities for integration, bringing departments together while providing new spaces for rich student-faculty interaction.” Many seminar rooms in Stokes Hall seat 20, making them the perfect size for Enduring Question courses of 19 students. The Stokes 195S auditorium is well-suited for Complex Problem courses of 76 students. Despite this intent, the Core Curriculum, which functions as the centerpiece of Boston College’s liberal arts education, struggles each semester to find available classroom space in Stokes Hall.

Unlike other departments, which have reserved space that they themselves control, the Core is offered whatever classroom space remains after other departments make their schedules. This is difficult given the specificity of our needs. Due to their size, our Complex Problem courses can only be held in a small number of classrooms. Our Enduring Question courses require back-to-back time blocks in the same classroom. These courses also have evening Reflection and daytime lab components that must be scheduled during unusual times. On top of these constraints, our course scheduling must work around the schedules of the faculty members who teach CP and EQ courses, as they are assigned to teach for their departments before they can teach for us. Most other departments simply roll-over the same course schedule from year to year, making it easy for them to re-use classrooms. Our slate of courses is never the same twice, so we often cannot use the rolled-over classrooms we are allotted. Additionally, our course development and scheduling process is at odds with the Academic Services timeline. At present, fall semester courses must be fully set up in EagleApps by early March, so that upperclassmen have time to evaluate the courses available to them before choosing their schedule in early April. However, our Course Design Workshop does not conclude until late April, meaning that our new CP/EQ courses are not ready for entry into the system until that point. Given that our courses are not offered to upperclassmen, it does not make sense for us to be required to operate on the standard timeline. We have been working in collaboration with Academic Services to find solutions to this ongoing problem. Each semester going forward, we intend to meet with them to touch base on our needs. For Spring 2025, they offered us first priority on several key classrooms: Carney 302, Stokes 103S, 105S, 107S, 195S. We would like to continue this system of first priority in these certain classrooms in future semesters, as it has helped us with the scheduling difficulties mentioned above. We also would like the opportunity for classroom space in 245 Beacon Street.

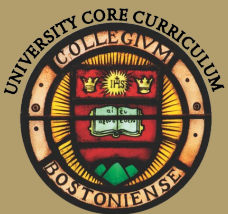
⁴ Eleanor Hildebrandt, “Stokes Hall Opens After Years In The Works,” *The Heights*, January 24, 2013, <https://www.chronicle.com/article/boston-college-to-refresh-its-aging-curriculum-turns-to-design-thinkers/>.

RECOMMENDATIONS



Recommendations Approaching 10 Years of Core Renewal

- Strong messaging of policy and rhetoric around the **University Core Curriculum** and generating excitement at 10 years
- Intentionally-themed Enduring Question and Complex Problem courses within a three-year strategic planning cycle in conversation with deans and chairs
- Renewed attention to **Reflection** across the Core
- Continued participation of **full-time** faculty across departments and schools through targeted outreach and events, with a particular focus on events in the year ahead on the **Liberal Arts Education: Its Value and Impact**, *C21 Resources* Magazine, Summer/Fall 2024
- Greater coordination and continued collaboration with Admissions, Advising, Institutional Research & Planning, Messina College, Mission and Ministry, Office of Global Education, Student Formation, Student Services, and Woods College for Advancing Studies
- Endowing the highly successful **Core Fellows Program**
- Piloting the **Fourth-Year Core Capstone** Experience: Four Years of Formation and Integration at BC
- Rectifying **space** and **scheduling** concerns
- Collaboration and incorporation of Design Thinking, the Makerspace, and the Schiller Institute for Integrated Science and Technology alongside the Center for Student Wellness, Center for Teaching Excellence, Connors Family Learning Center, Digital Humanities, the Libraries, and other student and teaching resources with Complex Problem and Enduring Question courses
- Helping students to discern God in all things (2014 Vision Statement) in our CP and EQ courses, throughout the Core, within our distinctive first-year programming with Residential Life, and as a component of our fourth-year enhancement programming with the Office of Global Education



BOSTON COLLEGE