

the 1990s, the number of people with a mental health problem has increased in the UK (Mental Health Act 1983, 1990).

There is a growing awareness of the need to improve the lives of people with mental health problems. The Department of Health (1999) has set out a vision of a new mental health system, which will be based on the following principles:

- People with mental health problems should be treated as individuals, with their own needs and wishes.
- People with mental health problems should be given the opportunity to participate in decisions about their care and treatment.
- People with mental health problems should be given the opportunity to live in their own homes and communities.

These principles are reflected in the new Mental Health Act 2003, which came into effect in 2005.

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Welcome to Boston College! We look forward to getting to know you as you embark on your academic journey at BC. We understand that this is a time of great excitement and anticipation, and we are with you every step of the way as you acclimate to the rigors of college study. In the meantime, we invite you to read this Academic Planning Workbook

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

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

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

of carefully putting together a program of studies will enrich your learning and contribute greatly to your intellectual development.

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




As a Jesuit, Catholic university, Boston College shares a nearly 500-year-old tradition of integrating the intellectual, moral, and religious development of its students. The centerpiece of Jesuit education has always been a common curriculum that emphasizes the study of the defining works of the humanities, arts, natural sciences, and social sciences. Boston College first-year students have the opportunity to fulfill these Core Curriculum requirements through innovative, collaboratively taught, interdisciplinary courses that deal with the most pressing questions of our time.

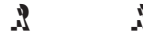
In Fall 2024, five of these courses are built on the Complex Problem model, and seven are Enduring Question paired courses, described below. Each Complex Problem course or Enduring Question course pair fulfills up to three different Core requirements. For more information, please visit bc.edu/complexenduring.

Fall 2024 Complex Problem Courses

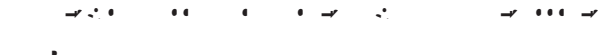
Complex Problem courses are six-credit courses team-taught by two professors from different disciplines. Students meet multiple days each week for lectures and once per week for lab. Students and faculty also gather for weekly Reflection sessions, which may involve group activities, guest speakers, or field trips off campus. Each Complex Problem course fulfills up to three Core requirements. If you have any questions about these courses, please email core@bc.edu.


Tara Pisani Gareau, Environmental Studies
Mary Ellen Carter, Carroll School of Management
Courtney Humphries, Core Fellow, Environmental Studies
Fulfills 1 Natural Science + 1 Social Science + Cultural Diversity


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.


Kristen Conroy, Engineering
Jenna Tonn, Engineering
Luke Perreault, Core Fellow, Engineering
Héctor Rodríguez-Simmonds, Core Fellow, Engineering
Fulfills 1 Natural Science + History II + Cultural Diversity

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


Georey Sanzenbacher, Economics
Neil McCullagh, Carroll School of Management
Andrei Guadarrama, Core Fellow, History
Fulfills 2 Social Science + Cultural Diversity

This course explores concepts of social, economic, and racial inequality with a focus on the interaction between housing, labor markets, and the ultimate accumulation of wealth. Housing will be examined through a study of the history of affordable housing, an exploration of the transformation of Columbia Point Public Housing Development to Harbor Point, and an applied simulation. Labor markets will be explored at the theoretical level (e.g., labor supply/demand, human capital, discrimination) before diving into data and literature on how changes over the last 40 years have

expanded inequality. The course will conclude with how the lack of both affordable housing and quality labor market opportunities can interact to restrict intergenerational wealth accumulation and opportunity. Through field projects, simulations, and a practical final project, the course will challenge students to explore and test solutions for transforming distressed communities into safe, desirable neighborhoods that produce better outcomes for all residents.

Kalpana Seshadri, English
 Can Erbil, Economics
 Peter Giraud, Core Fellow, Political Science

Fulfills Literature + 1 Social Science + Cultural Diversity

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.

Juliet Schor, Sociology
 Prasannan Parthasarathi, History
 Gayathri Goel, Core Fellow, Environmental Humanities

Fulfills 1 Social Science + History II

The twenty-first century opened with crises of climate, biodiversity, and ecosystem functioning. In this course, we address ecological overshoot from the perspectives of sociology and history, emphasizing the role of inequality, the state, and power. The course combines contemporary analyses with a long historical record of human impact, considering both the familiar and the novel in the realm of ecological challenges. We devote substantial attention not only to causes but also to solutions. Topics to be covered include the Columbian exchange, forests, agriculture, water, climate change, toxics, and population. Solutions include state policy, social movements, individual action, and social innovation.

Fall 2024 Enduring Question Courses

Enduring Question courses are paired three-credit courses, each taught by a professor from a different discipline. The same nineteen students take both courses. Four times during the semester, students and faculty gather for Reflection sessions, which may involve group activities, guest speakers, or field trips off campus. Each pair of Enduring Question courses fulfills up to three Core requirements. If you have any questions about these courses, please email core@bc.edu.

Daniel Callahan, Music
 Brian Robinette, Theology

Fulfills 1 Theology (Christian Theology) + Arts

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

Deborah De Chiara-Quenzer, Philosophy
 L. Matthew Petillo, Theology
Fulfills 1 Philosophy + 1 Theology (Christian Theology)

These courses will consider what it means to be virtuous and how that contributes to living a flourishing life. Both courses begin with ancient texts—the Bible and writings of Plato and Aristotle—and introduce students to foundational ethical and religious notions of virtue. Each course, in its own distinctive

manner, will invite students to think about how notions of virtue relate either to famous literary figures (Philosophy course) or to the works of later philosophers and theologians (Theology course). The texts of Plato and Aristotle will serve as a point of connection between the two courses.

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Susan Michalczyk, Morrissey College of Arts & Sciences
John Michalczyk, Art, Art History, and Film
Fulfills Literature + Arts

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At the heart of so many stories told through the centuries is the question, “Why do the wicked prosper?” It remains without an answer, as authors and artists offer endless interpretations—lessons with or without morals—to an audience eager for explanations. Students will have opportunities to study narratives of heroes and villains and reflect upon the ways in which writers influence how we think about good and evil in the world, how we react to the unfairness we see happening around us, and how we come to terms with our own choices and understanding of the complexities of human nature.

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Ingu Hwang, International Studies
Christina Klein, English
Fulfills Arts + History II + Cultural Diversity

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

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Elizabeth Graver, English
Lynne Anderson, English
Fulfills Literature + Writing + Cultural Diversity

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

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Robert Stanton, English
Jerey Lamoureux, Associate Dean, Morrissey College of Arts and Sciences & Psychology
Fulfills Literature + 1 Social Science

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What is a human and who is an animal? Humanism has questionably attributed reason, morality, speech, ritual, and the capacity to imagine future worlds to humans alone. All major philosophies and religions try to separate humans from animals. For instance, in Genesis, God distinguishes Adam and Eve from the beasts, then instructs Adam to name them. Humans still grapple with the ethics of eating,



Cornerstone Program

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

The Courage to Know (CTK)

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

As an initiative to strengthen the student experience of academic advising, the CTK instructor will serve as the academic advisor for each of the students in the section until they are assigned to a major advisor sometime in their sophomore year. Students in the Carroll School and the



Perspectives on Western Culture

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

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

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

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

Students who choose to participate in this program will be housed in Duchesne Hall on the Newton campus. The Wednesday night class (common to all Perspectives classes)

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

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

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



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

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

To graduate, a student must take at least 120 credits over eight semesters. Ninety-six (96) of the 120 credits must be from MCAS departments. While many entering students indicated on their applications for admission tentative plans to major in particular departments or to pursue specific professions, students in MCAS officially select their undergraduate majors near the close of freshman year. In fact, many continue to explore options and wait to declare their choice until their third or fourth undergraduate semester.

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

University Core Curriculum

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

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Art History, Studio Art, Film, Music, or Theatre

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The Cultural Diversity requirement may be fulfilled by an approved course taken to fulfill a Core, a major or minor requirement, or an elective. Engaging Difference and Justice as well as Difference, Justice, and the Common Good courses satisfy the Cultural Diversity requirement and can be found on the Core website.

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

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Classical Studies, English, Romance Languages and Literatures, or Eastern, Slavic, and German Studies

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Mathematics, Computer Science

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Biology, Chemistry, Earth and Environmental Sciences, Environmental Studies, or Physics

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

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Economics, Political Science, Psychology, or Sociology

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One Christian Theology (CT) and one Sacred Texts and Traditions (STT) course, THEO/PHIL1088–1089 Person and

Social Responsibility I and II (PULSE) (in sequence), THEO/PHIL1090–1091 Perspectives on Western Culture I and II (in sequence), or Complex Problem or Enduring Question Theology courses

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

In addition to the fifteen Core requirements, students in the Morrissey College will be expected to demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Refer to pages 38–39 of this workbook for a more detailed description of the language requirement.

Course Selection Guidelines for the Morrissey College

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

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

Faculty Advisement

During Orientation, you will meet with a faculty advisor from

about combinations of courses in your fall term schedule or questions about course placement levels.

Specific Guidelines for Selecting Courses

The following guidelines will help you select the courses for your first semester. The descriptions of these courses may be found under the appropriate department in the www.bc.edu/catalog. All students should select ENGL1010 First-Year Writing Seminar, or an approved Literature Core course (which includes select Complex Problem and Enduring Question Literature Core courses) plus the courses designated by the department(s) in which you are most interested as listed below. Also choose the specified number of additional courses.

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

Art and Architecture (ARTH): ARTH1101 Art from Prehistoric Times to the High Middle Ages and/or ARTH1102 Art from the Renaissance to Modern Times, each of which also fulfills the University Core requirement in the Arts. We'd also suggest taking two of the following three courses: ARTH2212 East Asian Art and Architecture, ARTH2213 Islamic Art and Architecture, ARTH2250 Introduction to African Art and Visual Culture. Students entering with an AP score of 4 or 5 in Art History may waive either ARTH1101 or ARTH1102 and should select an ARTH2000 level course instead (consult advisor for choices).

Physics (PHYS): PHYS2200 Introductory Physics I and PHYS2050 Introductory Physics Lab I. It is important that students considering a major in Applied Physics or Physics

take the Introductory Physics course sequence with labs during their first year.

Students must also take either MATH1102 Calculus I (Mathematics/Science majors), or MATH1103 Calculus II (Mathematics/Science majors), or MATH2202 Multivariable Calculus. Students with a score of 5 in the full year of AB Calculus should enter MATH1103 immediately, while students with a score of 5 in a full year of BC Calculus and strong skills are encouraged to begin with MATH2202. Please consult the Mathematics Department for further information on math placement.

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

Students who earned a 5 on the Biology AP exam in their senior year may choose to bypass the 2000-level lecture courses (BIOL2000 and BIOL2010) and take 6 credits of additional biology courses, level 3000 or above, in subsequent semesters. If you have questions about bypassing the 2000-level courses, please consult a Biology advisor during registration. Students with high school calculus background should enroll in MATH1100 Calculus I or MATH1101 Calculus II, depending on AP scores. Students with a strong calculus background may enroll in MATH1102 Calculus I or MATH1103 Calculus II (Mathematics/Science majors) or MATH2202 Multivariable Calculus, after consultation with a Mathematics advisor. Students without a pre-calculus background or with questions about calculus preparedness should see a Math advisor during registration or contact Juliana Belding (beldingj@bc.edu) in the Math department to enroll in MATH1002 Functions and Differential Calculus I. Biochemistry majors cannot use AP credits to place out of Calculus II.

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

For incoming freshmen who feel they are lacking the preparation necessary to take General Chemistry during their first year, a spring semester chemistry course will be available for a limited number of students that emphasizes relevant problem solving and math skills, in addition to an introduction to basic general chemistry topics. Interested students can contact Lynne O'Connell (oconnell@bc.edu), Director of Undergraduate Studies, for more information.

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

Students with strong high school preparation in math and science may take BIOL2000 Molecules and Cells or BIOL2010 Ecology and Evolution during the fall semester in addition to General Chemistry and a calculus course. Students who received a score of 5 on the AP Biology exam in their senior year of high school may wish to consider the advanced placement substitute of BIOL3040 Cell Biology for BIOL2000. Students considering this option should enroll in BIOL2010 in the fall (there is no AP substitution for BIOL2010); in the spring they either choose the AP option and enroll in BIOL3040 or they take BIOL2000. For further information you may email Sile Ni Scanlain (sile.niscanlain@bc.edu), Assistant Director of Undergraduate Programs or Rebecca Dunn (rebecca.dunn@bc.edu), Director of Undergraduate Studies. Freshmen who are interested in biology but feel unprepared to go directly into BIOL2000 or who simply want to explore the discipline should consider enrolling in BIOL1100 General Biology (fall), a Core class that satisfies the Natural Science Core but cannot be applied to the Biology major.

Chemistry: CHEM1109 General Chemistry I and CHEM1111 General Chemistry Lab I or CHEM1117 Honors Modern Chemistry I and CHEM1119 Honors Modern Chemistry Lab I and one of MATH1102 Calculus I (Mathematics/Science majors), MATH1103 Calculus II (Mathematics/Science majors), or MATH2202 Multivariable Calculus. PHYS2100 or PHYS2200 Introductory Physics I (Calc) and PHYS2050 Introductory

Physics Laboratory I are recommended for first-year students, but not required.

Students without a pre-calculus background or with questions about calculus preparedness should see a Math advisor during registration or contact Juliana Belding (beldingj@bc.edu) in the Math department to enroll in MATH1002 Functions and Differential Calculus I.

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

Classical Languages: A course in Ancient Greek or Latin at the appropriate level. Students who received a 3 or 4 on the AP Latin exam should take CLAS1058 Advanced Intermediate Latin (fall only). Students who received a 5 on the AP Latin exam should enroll in a 3000-level Latin course. A placement test we offer can also help students determine their Latin level. Students interested in majoring or minoring in Classical Languages should take a language class as soon as possible; they should also consider taking a course in ancient civilization.

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

Communication: One or more of the following courses: COMM1010 Rhetorical Tradition, COMM1020 Introduction to Media Studies, or COMM1030 Public Speaking.

Computer Science: Students interested in Computer Science normally take CSC1101 Computer Science I in their first semester. First-year students who have achieved a score of 4 or higher on the Computer Science AP Exam and those entering with significant programming backgrounds should speak with the Computer Science Department's Director of Undergraduate Studies, Assistant Professor of the Practice Maira Marques Samary, about proper course placement. You may email her at cs_undergrad@bc.edu.

Students interested in Data Science normally take CSC11090 Data Science Principles in their first year. CSC11090 and MATH2250 Mathematical Foundations of Data Science must be completed before the end of sophomore year in order to be accepted into the Data Science Minor.

Students interested in the Computer Science B.A., Computer Science B.S., or the Data Science Minor should take MATH1102 Calculus I for Math/Science Majors and MATH1103 Calculus II for Math/Science Majors (if the student has no Math AP) before the end of their sophomore year. Visit bc.edu/content/bc-web/schools/morrissey/departments/math/undergraduate/course-offerings.html for more information about selecting the appropriate calculus course. Students interested in the Computer Science B.S. should complete a two-semester laboratory science sequence during their first year (courses that are accepted are listed here: bc.edu/content/bc-web/schools/mcas/departments/computer-science/academics/programs.html#tab-bachelor_of_science).

Prerequisites: ECON1101 Principles of Economics.



The department also offers Enduring Question Core courses available to freshmen only. Students may satisfy the Philosophy Core by completing a one-semester Enduring Question Core course, paired with one semester of Philosophy of the Person. Consult the Enduring Question Core section of this workbook for more information.

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

PHYSICS: PHYS2200 Introductory Physics I and PHYS2050 Introductory Physics Lab I. It is imperative that students considering a major in Physics or Applied Physics take Introductory Physics with labs during their first year.

Students must also take either MATH1102 Calculus I (Mathematics/Science majors), or MATH1103 Calculus II (Mathematics/Science majors), or MATH2202 Multivariable Calculus. Students with a score of 5 in the full year of AB Calculus should enter MATH1103 immediately, while students with a score of 5 in a full year of BC Calculus and strong skills are encouraged to begin with MATH2202. Please consult the Mathematics Department for further information on math placement. Students interested in majoring in chemistry, computer science, engineering, or mathematics should also enroll in PHYS2200 Introductory Physics I and PHYS2050 Introductory Physics Lab I. Students interested in majoring in biology or biochemistry, as well as pre-health students who are not physical science majors, typically delay taking physics until their junior year and then enroll in PHYS2100 Introduction to Physics I and PHYS2050 Introductory Physics Lab I. Please consult the Physics Department website (bc.edu/physics) for further information on physics courses, or students may email the Physics Program Administrator or the Undergraduate Program Director (see website for contact information) or call 617-552-3575.

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

part, students can take one of the following: POLI1042 Introduction to Modern Politics (fall/spring), POLI1061 Introduction to American Politics (fall/spring), POLI1081 Introduction to International Politics (fall/spring), or POLI1091 Introduction to Comparative Politics (fall).

Students are not required to complete one part before the other; however, most students start the major by taking either POLI1041 or POLI1021 in the fall semester. Students who received a 4 or 5 on the AP U.S. Government or the AP Comparative Government exam have the option to waive the second introductory course and take an additional elective in its place.

Students may fulfill their Theology Core with one Christian Theology (CT) course and one Sacred Texts and Traditions (STT) course:

Students may fulfill their Theology Core with:

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

Students may fulfill their Theology Core with:

- THEO1420 The Everlasting Covenant: The Hebrew Bible
- THEO1421 Inscribing the Word: The New Testament
- THEO1422 The Sacred Page: The Bible
- THEO1430 Buddhism and Christianity in Dialogue
- THEO1431 Islam and Christianity in Dialogue
- THEO1432 Hinduism and Christianity in Dialogue
- THEO1433 Chinese Religions and Christianity in Dialogue
- THEO1434 Judaism and Christianity in Dialogue
- An Enduring Question Core Theology course identified as counting toward the Sacred Texts and Traditions requirement

For Enduring Question Core courses see pages 4–6 of this workbook. Note: a student may not fulfill their Theology Core with two Enduring Question Core Theology courses.

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

Students can also fulfill their Theology Core requirements with one of the following two-semester sequences: THEO1088–1089 Person and Social Responsibility I and II or THEO1090–1091 Perspectives on Western Culture I and II.

Pre-Health Program

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

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

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

Finding purpose in an academic program of study remains one of the most important decisions for BC students considering a career in the health professions. **English** majors acquire analytical skills needed for absorbing medical text. **Philosophy** majors develop critical thinking skills needed for differential diagnoses. **Theology** majors evaluate tenets beneficial in medical ethics and palliative care. **History** majors develop the ability to ask the pertinent questions in formulating patient history. According to the Association of American Medical Colleges' 2022–2023 Report of Applicants and Matriculants to U.S. Medical Schools, the percentage acceptance rate of students majoring in the humanities was higher overall than for those majoring in other disciplines. Listed, as follows, are the acceptance rate percentages by discipline for the 2022–2023 application cycle: Humanities—50%, Mathematics and Statistics—45%, Physical Sciences—46%, Biological Sciences—40%, and Social Sciences—40% (Association of American Medical Colleges, 2023).

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

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

Pre-Health students are encouraged to reflect on who they would like to become as health professionals. Eighty-two percent of BC students participate in campus service and volunteer organizations. This augments the formation of students to be “men and women for others” in the health career of their choice. Health professions graduate schools are inter-

(humanities or STEM), below is a summary of the necessary Pre-Health program requirements. The Pre-Health team encourages interested students to research the requirements for specific medical or dental schools of interest, as well as research elective coursework helpful in preparation for standardized entrance exams.

PROGRAM OF STUDY

Suggested Foundational Curriculum for Pre-Health Students:

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

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

The required courses for the professional school of interest may be taken during any of the four undergraduate years in any order with the exception of the General Chemistry–Organic Chemistry sequence. In order to apply to health profession schools directly upon graduation from BC, the student must complete all course requirements in three years, in addition to successful completion of standardized testing. Most BC applicants, however, elect to distribute the Pre-Health coursework over four years of undergraduate study and apply to medical, dental, or veterinary school as seniors and/or as alumni. The average age of a student matriculating into medical school is approximately 25 years old; therefore, electing to take one or more “growth” years to explore, reflect, and act on a specific health-related problem, clinical,

- for(applnc student matryea2s , hdidacy. AappC aspeCollege,Pre-)TjO -1.444 Td[Health coursif)15op agng.lumni



Registration Examples



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

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



Level	Level
PRTO1000	Portico

Section II. List ENGL1010 First-Year Writing Seminar or Literature Core (ENGL1080, ENGL1184, or select Complex Problem and Enduring Questions Literature Core courses). Students receiving a 4 or 5 on the AP English Language exam are exempt from the Writing Core. Students receiving a 4 or 5 on the AP English Literature exam are exempt from the Literature Core.



Level	Level	Level	Level



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



Level	Level	Level	Level



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



Level	Level	Level	Level
			Lab



	Lab

Section V. Indicate course selection in Statistics, Intro to Law, or a University Core.



Level	Level	Level	Level



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	Level	Level	Level
I.	PRTO100o	Portico	
II.	ENGL1010	First-Year Writing Seminar	
III.	PHIL1090	Perspectives on Western Culture I	
IV.	THEO1090	Perspectives on Western Culture I	
V.	BZAN1135	Statistical Analysis	



	Level
PRTO100o	Portico
ENGL1701	Truth-Telling in Literature
HIST1701	Truth-Telling in History
MATH1100	Calculus I
BSLW1021	Intro to Law
BZAN1037	Excel for Business Analytics

University Core Curriculum

The 15 requirements in the University Core Curriculum are distributed as follows for LSEHD students. All courses must be three credits or more and cannot be taken pass/fail.

† • • • •

Art History, Studio Art, Film, Music, or Theatre

† • • • •

LSEHD students take APSY/EDUC1031 Family, School, and Society or FORM1051 Reimagining School and Society.

† • • • •

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

† • • • •

Classical Studies, English, Romance Languages and Literatures, or Eastern, Slavic, and German Studies

† • • • •

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

† • • • •

Biology, Chemistry, Earth and Environmental Sciences, Environmental Studies, or Physics

† • • • •

One Philosophy I course and one Philosophy II course, PHIL1070–1071 Philosophy of the Person I and II (in sequence), PHIL/THEO1088–1089 Person and Social Responsibility I and II (PULSE) (in sequence), or PHIL/THEO1090–1091 Perspectives on Western Culture I and II (in sequence), Complex Problem or Enduring Question courses may fulfill one Philosophy Core course. FORM1050 The Educational Conversation satisfies the Philosophy II Core course for LSEHD students.

† • • • •

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

† • • • •

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

† • • • •

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

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

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

Majors and Minors for Students in the Lynch School of Education and Human Development

All students in LSEHD pursuing an Elementary Education major leading to state endorsement for certification are not required to declare a second major or minors; however, many students declare a second major in a Lynch School interdisciplinary major such as: American Heritages, Mathematics/Computer Science, Perspectives on Spanish America, or a major in Transformative Educational Studies, Applied Psychology and Human Development, or in one subject discipline in the Morrissey College. For those declaring a Secondary Education major, students must choose a specific second major through MCAS. Those majors include: Biology, Chemistry, English, Environmental Geosciences, History, Mathematics, and Physics. This requirement is a result of Massachusetts regulations for certification and will cover all students who apply for teacher certification in Massachusetts.

Students who are pursuing Transformative Educational Studies or Applied Psychology and Human Development as their primary major are not required to undertake a second major or minor; however, many declare and complete second majors and minors. The minimum number of credits acceptable for most minors is 18, which may include applicable BC Core courses. Students are encouraged to consider a Lynch interdisciplinary major or specialized minor.

Specific acceptable areas of study for both majors and minors are listed in the bc.edu/catalog.

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

Registration Procedures

- All students select ENGL1010 First-Year Writing Seminar (FWS) or a Core Literature course. Students receiving AP credit for the English Language exam and/or English Literature exam should refer to the list of acceptable Advanced Placement scores located in this workbook.
- ERAL1100–1112 First-Year Experience, Reflection, Action—Fall and Spring is a two-semester, 3-credit graded course (1 credit in fall and 2 credits in spring) that is taken as a “sixth” course and is a requirement for all first-year LSEHD students. All first-year LSEHD students will learn more about the course during their group Orientation advisement session.
- Major sequence as outlined below.
- Students who have not declared a major and are listed as Undeclared should follow the course requirements listed for Transformative Educational Studies or Applied Psychology and Human Development major(s).

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

Students can elect to enroll in either FORM1050 The Educational Conversation (Philosophy II Core) or EDUC1030 Child Development (Social Science Core) in the fall. In the spring, students should enroll in EDUC1031 Family, School, and Society (Social Science and Cultural Diversity) or FORM1051 Reimagining School and Society (Social Science and Cultural Diversity). Students may also elect to begin the sequence for the desired second major. In particular, students declaring a major in mathematics or the sciences should strongly consider beginning those majors in the first year. Students may prepare to teach in the following disciplines: biology, chemistry, English, environmental geoscience, history, mathematics, physics.

Students pursuing these majors should follow the requirements set by the specific Department in the Morrissey College section of this workbook. **NB:** The requirements for either English or history majors, with a Secondary Education major, are slightly different from those for non-Secondary Education English and history majors.

Students should enroll in FORM1050 The Educational Conversation. This course will also satisfy Philosophy II Core requirement. In the spring, students should enroll in FORM1051 Reimagining School and Society. This course will satisfy one Social Science and the Cultural Diversity requirement. This major does not require a second major or minor, but students may elect to begin the sequence for a second major or for minor(s).

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

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

Courses for Lynch Students

All first-year students in LSEHD must register for **FORM1050 The Educational Conversation (3 credits)** and **EDUC/APSY1030 Child Development (3 credits)**.

Students will also register for ERAL1100 First-Year Experience, Reflection, Action (fall) for a minimum of 16 credits in the fall semester.

As part of the ERAL1100–1112 First-Year Experience, Reflection, Action (ERA), first-year students meet with

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

REGISTRATION WORKSHEET: LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT



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

Courses for Connell School of Nursing Students

Continues in second semester

Corequisite: BIOL1310

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization.

Continues in second semester

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

Corequisite: CHEM1163

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

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

This seminar will introduce freshman nursing students to the college culture and to the profession of nursing. Small group sessions led by upperclass nursing students will pro-

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

Section I (Ia). List CHEM1161 and CHEM1163 Life Science Chemistry and Lab. 15 0 0 15 36 698 Science Chemistry and Lab. 15 0 0 15 36 698 Professional Dev

Section I (Ia).Ia).Ia).Ia).

CHEM1161	Life Science Chemistry
CHEM1163	Life Science Chemistry Lab

BIOL1300	Anatomy and Physiology I
BIOL1310	Anatomy and Physiology Lab I

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I.	CHEM1161	Life Science Chemistry
Ia.	CHEM1163	Life Science Chemistry Lab
Ib.	CHEM1165	Life Science Chemistry Discussion
II.	BIOL1300	Anatomy and Physiology I
IIa.	BIOL1310	Anatomy and Physiology Lab I
III.	PHIL1090	Perspectives on Western Culture I
IV.	THEO1090	Perspectives on Western Culture I
V.	NURS1010	Professional Development Seminar

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



Advanced Placement Units

There are a number of ways to earn advanced placement units at Boston College including qualifying scores on College Board Advanced

International Baccalaureate

British A Levels

French Bacculaureate

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

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

College Courses Taken During High School

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

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

College coursework taken on a college campus with a college professor and with other college students either during the academic year or over the summer may be evaluated for advanced

Italian Maturità

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

German Abitur

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

Swiss Maturité

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

Placement and Proficiency Testing Information for Foreign Languages

Students who need to fulfill the MCAS foreign language proficiency requirement (Intermediate II or equivalent) should enroll beginning with their first semester, or they may risk not graduating. Language courses will be more challenging the longer one waits to complete the requirement. **All language placement exams will need to be completed prior to your arrival for summer Orientation and registration.**

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

Students who are beginning the study of a new language should register for the Elementary I course. Students who are continuing the study of a language may need a placement test to determine the appropriate level. Placement tests are conducted, in the appropriate foreign language departments, for a number of foreign languages, including, but not limited to Arabic, Bulgarian, Mandarin Chinese, French, Greek (Classical or Modern), Japanese, Korean, Latin, Russian, and Spanish.

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

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

AP Language Exam Score or Language Experience	Course
4 or 5	ITAL2213 CCRI (Italian)
3	ITAL2213 CCRI (Italian)
4+ years of high school Italian	ITAL2213 CCRI (Italian)
2 years of college-level Italian	ITAL2213 CCRI (Italian)
3-4 years of high school Italian	ITAL1113 Intermediate Italian
1 year of college-level Italian	ITAL1113 Intermediate Italian
2-3 years of high school Italian	ITAL1004 Elementary Italian 2
Less than 1 year of high school Italian	ITAL1003 Elementary Italian
Never studied Italian	ITAL1003 Elementary Italian

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

AP Language Exam Score or Language		



Frequently Asked Questions

Core Courses

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

Cultural Diversity Requirement

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

CSON students will fulfill the requirement through the nursing curriculum.

Internal Transfer

Students may apply for internal transfer to the Connell School of Nursing, the Lynch School of Education and Human Development, and the Carroll School of Management at the end of their freshman year. Students must have completed the first two semesters at Boston College.

You should contact your professor and the Associate Dean of your school:

You should contact your professor and the Associate Dean of your school:

- Ethan Sullivan, Carroll School of Management
- Colleen Simonelli, Connell School of Nursing
- Julia DeVoy, Lynch School of Education and Human Development
- Joseph Desciak, Morrissey College of Arts and Sciences

A credit deficiency is incurred any time you do not successfully complete the expected number of credits (usually 15) in a semester because of failure, course withdrawal, or underloading. Credit deficiencies are normally made up during the summer.

Yes. Failures do remain on the student's permanent transcript.

Personal information can be changed at bc.edu/myservices or in the Office of Student Services in Lyons Hall.

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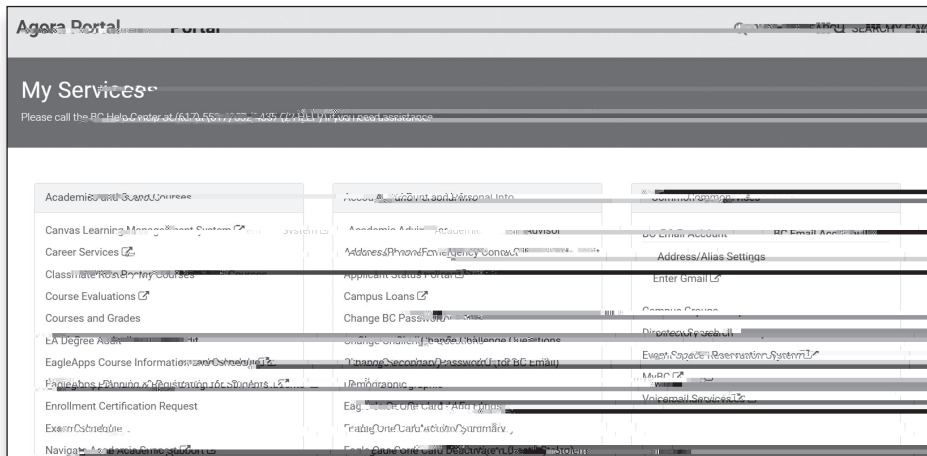
The EagleApps Course Information and Schedule link available at bc.edu/myservices offers the features listed below:

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

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

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

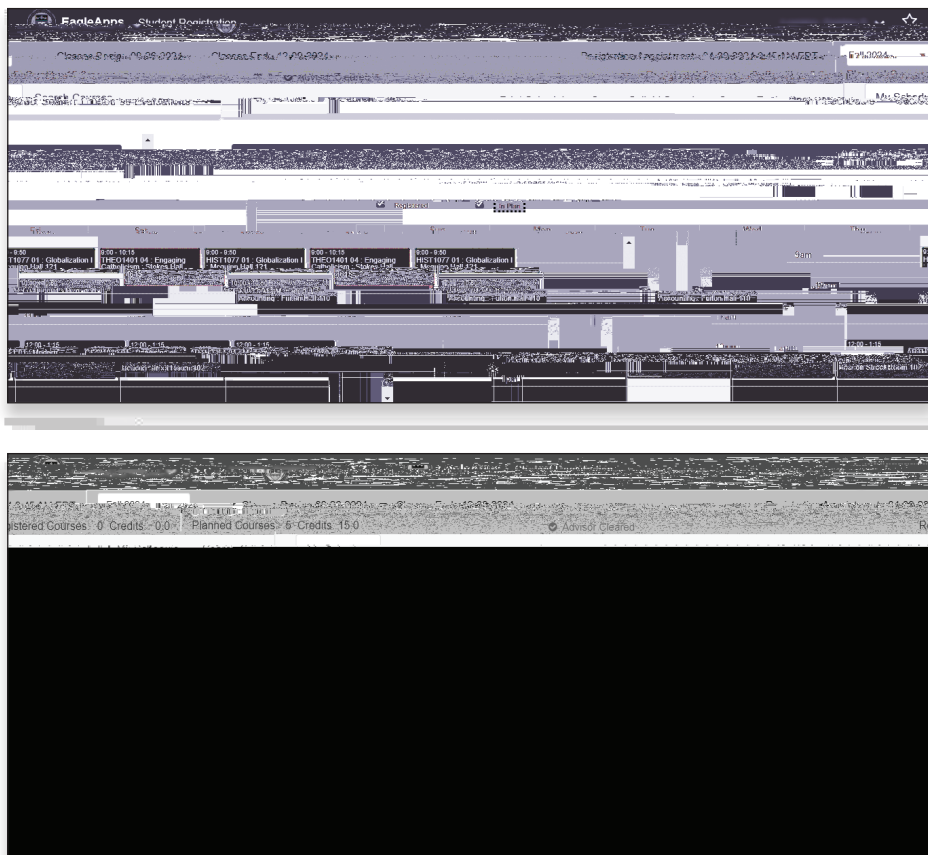
EagleApps Course Information and Schedule is limited to members of the BC community, so you must authenticate by logging in to bc.edu/myservices. A more restrictive view is available to guests at bc.edu/courseinformationandschedule.





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

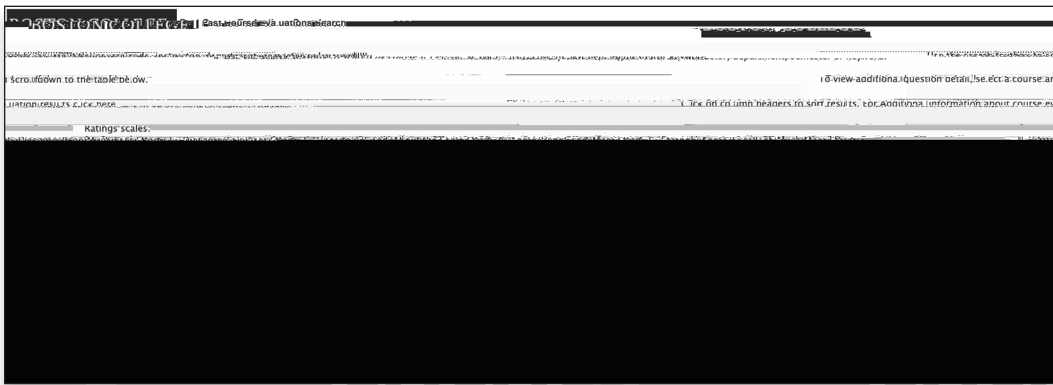
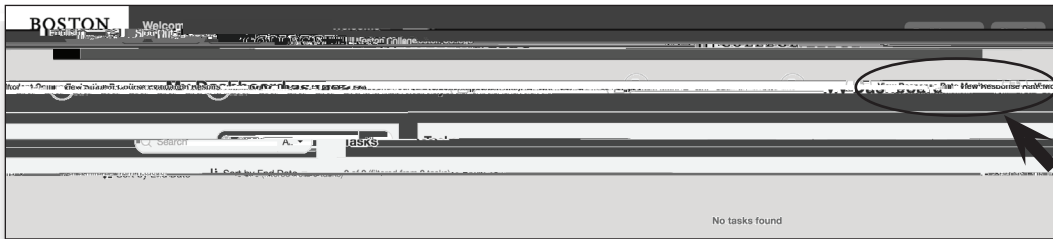
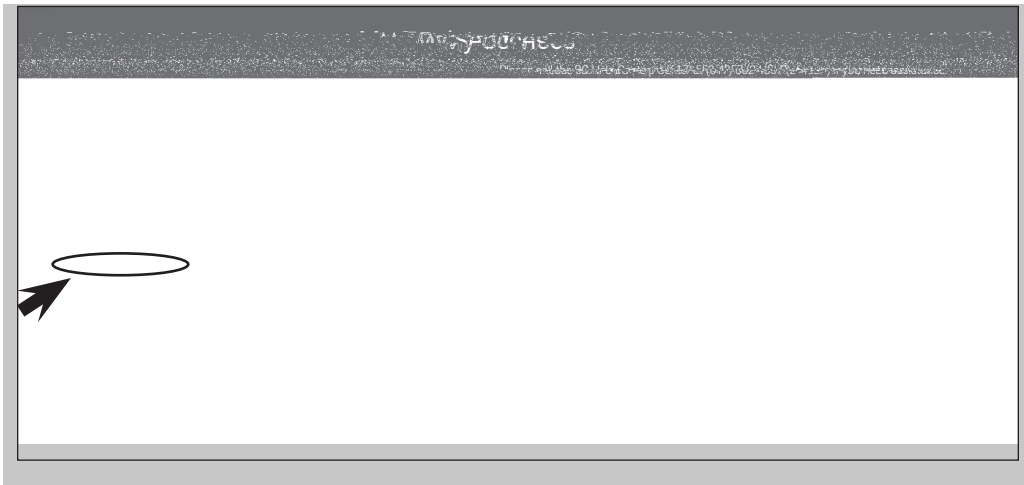
Students can also use filters, such as subject area, number of credits, or if a course fulfills Core requirements, to narrow down their options.



COURSE EVALUATIONS

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

Students may view results of past course evaluations to assist with course selection and registration. To access course evaluation results log in to www.bc.edu/myservices and click on “Course Evaluations.”



Boston College
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Lyons Hall
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Chestnut Hill, MA 02467-3804
studentservices@bc.edu