



BENTLEY
UNIVERSITY

UNDERGRADUATE CATALOGUE

2022–2023



TABLE OF CONTENTS

Undergraduate Catalogue	4	Public Policy Major	32
Bentley University: An Overview	4	Sustainability Science Major	33
Administration	4	Business Minors	33
Accreditations	8	Minor in Accountancy	33
Degree Requirements	8	Minor in Business Economics	34
Electives Guide	11	Minor in Business Risk Assurance	35
Major/Minor Exclusions	11	Minor in Business Studies	35
Minor Policies	13	Minor in Computer Information Systems	35
Majors and Minors	13	Minor in Entrepreneurial Studies	36
Business Majors	15	Minor in Ethics and Compliance	36
Accountancy Major	15	Minor in Finance	37
Business Economics Major	15	Minor in Global Management	38
Computer Information Systems Major	16	Minor in Human Resources Management	38
Corporate Finance and Accounting Major	17	Minor in Information and Process Management	39
Creative Industries Major	17	Minor in Information Design and Corporate Communication	40
Diversity, Equity and Inclusion	18	Minor in International Economics	40
Economics-Finance Major	18	Minor in Law	40
Finance Major	19	Minor in Leadership	41
Information Design and Corporate Communication Major	20	Minor in Management	42
Information Systems Audit and Control Major	21	Minor in Marketing	42
Management Major	21	Minor in Nonprofit Organizations	43
Marketing Major	23	Minor in Sports Business Management	44
Professional Sales Major	24	Minor in Supply Chain and Operations Management	44
Quantitative Economics Major	24	Minor in Sustainable Investing	45
Arts and Sciences Majors	24	Arts and Sciences Minors	45
Bachelor of Science Degree Programs	25	Minor in Actuarial Science	45
Actuarial Science Major	25	Minor in Data Technologies	46
Data Analytics Major	25	Minor in Earth, Environment, and Global Sustainability	46
Mathematical Sciences Major	26	Minor in English and Media Studies	47
Bachelor of Arts Degree Programs	26	Minor in Gender Studies	48
Diversity, Equity and Inclusion Major	26	Minor in Health and Industry	49
English Major	27	Minor in History	50
Health Studies Major	28	Minor in International Affairs	51
History Major	29	Minor in Mathematical Sciences	51
International Affairs Major	29	Minor in Modern Languages	52
Language, Culture, and Business Major	30	Minor in Philosophy	53
Liberal Arts Major	31	Minor in Politics	53
Media and Culture Major	31	Minor in Psychology	54
Philosophy Major	31	Minor in Public Policy	55
		Minor in Sociology	55

Minor in Spanish for Business	56	Center for Women and Business	71
Second Majors	56	Admission	71
Business Studies Major	56	Admission and Financial Aid Calendar	73
Liberal Studies Major	56	Tuition and Fees	74
American Studies	56	Financial Aid	75
Diversity and Society	56	Student Rights and Responsibilities	78
Earth, Environment, and Global Sustainability	56	Academic Policies and Procedures	79
Ethics and Social Responsibility	56	Academic Honors and Awards	84
Global Perspectives	56	Internships	85
Health and Industry	56	Academic Integrity	85
Media Arts and Society	56	Academic Performance Standards	88
Political Economy and Development	56	Grading Standards	88
Quantitative Perspectives	56	Leave of Absence Policy	90
Second Bachelor's Degree	56	Course Descriptions	90
Specialized Programs of Study	57	Accountancy (AC)	90
Honors Program	57	Accounting and Finance (AF)	92
Advanced Standing in Business Program (BA/BS-MBA)	60	Career Development - Undergraduate (CDI)	92
Advanced Standing in Finance Program (BS/MSF)	60	Chinese (MLCH)	93
Blended Term Option	61	Cinema (CIN)	94
Student Resources	61	Communications (COM)	94
Academic Services	61	Computer Information Systems (CS)	95
Academic Support	62	Economics (EC)	97
Alternative Sources of Credit	62	Economics-Finance (EF)	101
Bentley-Brandeis-Regis Exchange	62	English & Media Studies (EMS)	101
Bentley Library	62	Expository Writing (EXP)	111
Career Services	63	Finance (FI)	111
Center for International Students and Scholars	64	First Year Seminar (FS)	114
Computing at Bentley	64	French (MLFR)	114
Disability Services	64	General Business (GB)	115
English Language Learning Resources	65	Global Studies (GLS)	115
International Education	65	History (HI)	120
Pre-Law Advising	66	Honors Capstone Project (HNR)	127
Registrar	66	Info Design and Corporate Comm (IDCC)	127
Student Affairs	67	Info Tech and Computer Systems (IT)	130
Learning Labs and Academic Centers	67	Information Process Management (IPM)	130
High-Tech Labs	68	Interdisciplinary Studies (ID)	131
Academic Centers	69	Italian (MLIT)	133
Bentley Service Learning and Civic Engagement Center	69	Japanese (MLJA)	134
Hoffman Center for Business Ethics	70	Law (LA)	134
The Jeanne and Dan Valente Center for Arts and Sciences	70	Liberal Studies Capstone (LSM)	137
		Literature (LIT)	137
		Management (MG)	137

Marketing (MK)	140
Mathematical Sciences (MA)	143
Media & Culture (MC)	147
Modern Languages (ML)	147
Natural & Applied Sciences Core (NASC)	148
Natural & Applied Sciences Electives (NASE)	155
Philosophy (PH)	156
Professional Sales (PRS)	159
Psychology (PS)	159
Service Learning (SL)	159
Sociology (SO)	160
Spanish (MLSP)	163
Transfer Seminar (TS)	165
Faculty	165
Index	172

UNDERGRADUATE CATALOGUE

Message from the Deans

Congratulations and Welcome to Bentley University! We are delighted that you have joined the Bentley community. For more than a century, Bentley has been a national leader in business education. Here, you will receive state-of-the-art education from dedicated faculty who are world-class scholars, excellent teachers, and industry experts. The transformative learning experience you receive will equip you with subject-area knowledge, critical-thinking skills, and market-relevant expertise that are crucial for a successful professional career.

Bentley's core curriculum offers students access to the university's distinctive approach to higher education. Our objective is more than simply assisting you in procuring a rewarding career. We support your development as a professional and as a leader committed to addressing society's most pressing challenges. Here you will gain a rich appreciation of socio-cultural issues, ethics, and social responsibility. Our graduates are articulate, creative, knowledgeable, ethical, broad-minded and comfortable with ambiguity.

Chances are you were drawn to Bentley because of our top-ranked business education, world-class facilities, domestic/international partnerships, and renowned teacher-scholars. You can use these resources in multiple ways through internships, service-learning, study abroad, undergraduate research, double majors/minors, and/or combined bachelor's/master's degrees. We also encourage you to collaborate with your professors and utilize our industry-focused centers and the Pulsifer Career Development Center, to get connected with our corporate and community partners and global alumni network. We hope you will take full advantage of these transformational learning opportunities.

When you see the menu of possibilities in this catalog you might feel overwhelmed. Bentley's highly dedicated and talented staff can help you navigate the various options and find academic programs and pathways that are best for you. Our academic advisers can help you understand the curriculum, describe various programs, answer questions, and highlight electives based on your interests. In addition to academic services, we also provide support through disability services, health and counseling, our office of international education, the multicultural center, and spiritual life centers.

Given the importance of diversity and inclusion at Bentley, we are passionate in our aim to educate creative, ethical, and socially responsible organizational leaders. Our institutional values are ingrained in the belief that appreciating and supporting diversity means that we function in an environment that embraces diversity of opinion and is free from hostility and intolerance. While the Office of Diversity and Inclusion at Bentley coordinates university-wide, diversity-related programs and initiatives, all of our departments, centers, and units at the school are committed to fostering an inclusive community.

Embarking on a college education can be challenging, particularly as you balance the demands of education with other life priorities. While you are here, we encourage you to get involved in campus life. Your college years pass more quickly than you might imagine; be sure to challenge yourself to make the best of opportunities that come your way. We are confident you will create many fond memories along the way.

Welcome to the Bentley family. Go Falcons!

Sincerely,

Rick Oches
Dean of Arts and Sciences

Sanjay Putrevu
Dean of Business

Bentley University: An Overview

Bentley (<https://www.bentley.edu/about/bentley-education/>) is more than just one of the nation's top business schools. It is a transformative lifelong-learning community that inspires and prepares ethical students to use their business know-how to make a positive difference in the world. With a blend of business, technology and the arts and sciences, Bentley provides students with critical thinking and practical skills to help them collaborate effectively in different settings and prepare them to lead successful, rewarding careers.

The university enrolls approximately 4,200 undergraduate and 1,000 graduate and PhD students. Bentley was founded in 1917 and is set on 163 acres in Waltham, Massachusetts, 10 miles west of Boston.

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Accreditations

Bentley University undergraduate and graduate business programs are accredited by AACSB International – the Association to Advance Collegiate Schools of Business. As a college of business with AACSB-accredited business programs, Bentley meets or exceeds established standards, as determined by periodic AACSB peer group review. The AACSB quality standards relate to curriculum, faculty resources, admission, degree requirements, library and computer facilities, financial resources and intellectual climate.

The university is also accredited by the New England Commission of Higher Education (NECHE), indicating that it meets or exceeds established standards, as determined by a periodic peer group review. As an accredited college, Bentley is judged to have the necessary resources and institutional integrity to achieve its stated purpose through its educational programs. NECHE accreditation applies to Bentley as a whole and provides a reasonable assurance about the quality of opportunities available to its students.

Degree Requirements

Bentley’s future-focused curriculum ensures that students will acquire the essential communications, math, problem-solving, teamwork and digital and information literacy skills before embarking on their own uniquely designed academic journey. The flexibility built into a Bentley education allows students to explore exciting business and liberal arts combinations. Students will graduate prepared for a rewarding career and ready to make a positive impact in the world.

Students may pursue a bachelor of science, a bachelor of arts, or a combined bachelor’s/master’s program of studies. All bachelor’s degrees require course work totaling between 121 and 123 credit hours. Degree requirements vary by major and degree type. Course and graduation requirements are listed in the sections that follow.

Foundations for Success

Course requirements in Foundations for Success ensure students build the skills to thrive academically at Bentley. The kick-off to a Bentley education is the Falcon Discovery Seminar where students explore a multi-disciplinary problem and discover the Bentley community with a faculty expert. Across their first year, students develop essential communication, quantitative, and technological skills through the Foundations courses. Students must complete the five (15 credits) of foundation courses during their first academic year.

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

Communications and Writing

one from:

EMS 101	Critical Reading and Writing	3
or EMS 101L	Critical Reading and Writing with Lab	
or EMS 102	Critical Reading and Writing for ESOL	
or EMS 102L	Critical Reading and Writing for ESOL with Lab	

and one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for ESOL	

Information Technology

CS 100	Solving Business Problems with Information Technology	3
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Mathematical Sciences

choose one from:

MA 105	Mathematical Foundations for Business	3
or MA 105L	Mathematical Foundations for Business with Lab	
or MA 107	Applied Calculus for Business	
or MA 107L	Applied Calculus for Business with Lab	
or MA 131	Calculus I	
or MA 131L	Calculus I with Lab	

Total Credits	15
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Context and Perspectives in the Arts and Sciences

The courses designated in the Context and Perspectives requirements help students gain insights on becoming a well-educated working professional and civic minded individual. Students acquire the tools to make informed, ethical decisions and gain invaluable insights on the world. Students are required to take one course in each of the six categories (18 credits) of Context and Perspectives in the Arts and Sciences.

- Students must take one course in each of the six Context and Perspectives categories.
- Courses are unique to each Context and Perspectives theme and do not overlap within the Context and Perspectives categories.
- Courses must be taken in at least three different departments (ex. Philosophy, History, English and Media Studies).
- Context and Perspectives courses can be shared with majors or minors (but a single course cannot count for both a major and a minor).
- A single course may not count in more than one minor.
- A single course may be used no more than three times across the entire Bentley curriculum.
- Courses that satisfy the Context and Perspectives requirements may not be double counted as required Arts and Sciences electives within major requirements.
- Some courses that satisfy the Context and Perspectives requirements may also satisfy the modern language requirement for BA majors.

Course	Title	Credits
Context and Perspectives in the Arts and Sciences		18

Students must take six courses (18 credits), one in each category of Context and Perspectives:

Institutions and Power
Values, Ethics and Society

Race, Gender and Inequality	
Scientific Inquiry	
Culture, Change and Behavior	
Globalization	
Total Credits	18

Business Dynamics

Required courses in Business Dynamics expose students to the fundamentals of business operations and practice and how successful businesses operate. The six required (18 credits) Business Dynamics courses are completed during the first several semesters of a student's academic program.

Course	Title	Credits
All courses are required:		
AC 115	Financial Reporting and Analysis	3
EC 111	Principles of Microeconomics	3
FI 118	Introduction to Finance	3
LA 100	Business Law	3
MG 116	Human Dynamics in Organizations	3
ST 113	Business Statistics	3
Total Credits		18

Communications Intensive (3 credits)

All students are required to take a three credit course designated as a Communications Intensive beyond the required major(s) Communication Intensive. The Communication Intensive requirement can be met within a variety of course subjects in both Arts and Sciences and Business. Communication Intensive courses are designated with a "CI" in the course schedule.

Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.

The Business Administration Minor

All students are required to complete the courses for a Business Administration minor (18-21 credits).

Course	Title	Credits
Business Administration Minor (18-21 credits)		
AC 115	Financial Reporting and Analysis	3
EC 111	Principles of Microeconomics	3
FI 118	Introduction to Finance	3
LA 100	Business Law	3
MG 116	Human Dynamics in Organizations	3
Students pursuing a business major are required to take an additional Business Environment course, IPM 300, to complete the minor.		6

OTHER DEGREE REQUIREMENTS

GPA REQUIREMENTS FOR GRADUATION

All students must earn a passing grade of at least D- in each course in order to earn course credit; meet a minimum cumulative grade point average of at least 2.0; and attain an overall GPA of at least 2.0 in all courses in the major.

Students must earn a minimum of 2.00 in the required Business Administration minor¹ and any elected minor in order for the minor to be awarded.

¹ All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor, no matter what major(s) they select. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA will have the minor removed as a program of study prior to being awarded an undergraduate degree.

RESIDENCY AND COURSE-AWAY LIMITATIONS

- Students are permitted to take courses away only during interim periods (i.e., summer and winter sessions).
- After matriculating at Bentley University, students may take no more than 10 percent of the remaining credits at other institutions. At least 60 credits toward a Bentley degree must have been earned at Bentley.
- Students must complete substantial work in the major field at Bentley. Only six credits in a student's major area may be transferred from other institutions.

OTHER GRADUATION REQUIREMENTS

- Meet all financial obligations to the university
- Submit an application for program completion (<https://www.bentley.edu/offices/registrar/undergraduate-graduation-information/#Applying%20for%20Program%20Completion>) through Workday (see the Academic Calendar on the Registrar's Office (<https://www.bentley.edu/offices/registrar/dates-and-deadlines/>) webpage for specific dates)

Arts and Sciences Majors

In addition to the The Foundations for Success, Context and Perspectives, Business Dynamics, Communications Intensive and Business Administration minor requirements described in the overview, Arts and Sciences degrees include the following:

MAJOR REQUIREMENTS (p. 24) (24 to 25 credit hours)

Students must satisfy departmentally determined major course requirements in one of the Arts and Sciences majors which may be found under the Majors and Minors (p. 13) option. Each major has particular courses and minimum credit-hour requirements. While students may pursue double majors in a Business program and in an Arts and Sciences program, students pursuing an Arts and Sciences major cannot apply more than 30 credit hours of business courses to their degree requirements for an Arts and Sciences major.

Minor in Business Administration (18 credit hours)

All students pursuing an Arts and Sciences undergraduate degree must also complete a minor in Business Administration as part of their degree requirements. Students who do not meet the 2.00 requirement for the minor must still successfully complete (with a grade of D- or above) the classes for the minor, but will have the minor removed from their academic record prior to degree completion.

Students may not earn both a Business Administration major and a Business Administration minor.

Unrestricted Electives (42 - 45 credit hours)

Students enrolled in Arts and Sciences majors have 42 to 45 hours of unrestricted electives. Students pursuing a B.S. in Actuarial Science, Data Analytics or Mathematical Science have 42 unrestricted elective credits, while all B.A. majors have 45 unrestricted elective credits¹.

¹Students completing the major in Business Administration in addition to a B.S. or B.A. major have 23 to 24 credits of unrestricted electives.

Modern Language Requirement (6 credit hours)

Students pursuing a B.A. (Bachelor of Arts) degree (ex. English, History, Media Studies) must complete two semesters of the same modern language, regardless of proficiency levels. Students may apply modern language credits earned through the Context and Perspectives requirement towards their Modern Language Requirement as well. Credits earned from AP classes and other institutions approved by Bentley (including abroad) will be considered.

Modern Language credits are not required for students pursuing a Bachelor of Science degree within Arts and Sciences (Actuarial Science, Data Analytics, Mathematical Sciences).

Business Majors

In addition to the Foundations for Success, Context and Perspectives in Arts and Sciences, Business Dynamics, Communications Intensive and Business Administration minor requirements described in the overview, Business degrees include the following:

The Business Environment

Doing business requires that students understand how the different parts of an organization fit together and how that organization interacts with the outside world. To give that perspective, students pursuing a business major will take the following required courses as part of their Business Administration minor:

- IPM 300 Business Processes and Systems (3 credits)
- MG 300 Strategic Management (3 credits)

Major Requirements (p. 15) (from 24 to 30 credit hours)

Students must satisfy departmentally determined major course requirements in one of Bentley's Business majors (p. 15). Each major has particular course and minimum credit-hour requirements. Each major also includes a Communication Intensive course within the major. This course is required in addition to the general Communication Intensive requirement outlined in the Overview section of the catalogue.

Arts and Sciences Electives (15 credit hours)

Students pursuing the Bachelor of Science degree in a business discipline must complete 15 credit hours of arts and sciences coursework of their choosing. Students may not double count Arts and Sciences courses taken as part of the Context and Perspectives requirement as part of their required Arts and Sciences electives.

Unrestricted Electives (from 21 to 24 credit hours)

Students are required to take additional courses in any discipline. This requirement gives students the flexibility to pursue a second major, additional minor or other optional program.

Communication Intensive Course Requirement

In addition to the general three credit Communication Intensive requirement, each business major has a Communication Intensive requirement within the major.

Minor in Business Administration (21 credit hours)

All students pursuing an Business major for their undergraduate degree must also complete a minor in Business Administration as part of their degree requirements. Students who do not meet the 2.00 requirement for the minor must still successfully complete (with a grade of D- or above) the classes for the minor, but will have the minor removed from their academic record prior to degree completion.

Students may not be awarded a Business Administration and a Business Administration minor.

The Business Administration Major

The Business Administration is an *optional* additional major open to all Bentley undergraduate students. The Business Administration major is not a stand alone major. Students may only add a major in Business Administration to their academic program as a secondary major.

The major is open to students whether their primary major is in Business or Arts and Sciences. As examples, a student pursuing a Bachelor of Arts might pair an International Affairs major with a major in Business Administration. A student majoring in Marketing may also elect a second major in Business Administration.

The Business Administration second major option provides students with broad-based foundational tools to become effective organizational leaders. The coursework helps students combine essential people-based skills with critical technical skills. These lead to students becoming creative thinkers with the ability to make data-driven, evidence-based decisions in a business environment. Coursework includes further instruction in Economics, Finance, Accounting, Management, and Information Systems beyond the requirements of Business Administration Minor.

Course	Title	Credits
The following courses are required for the Business Administration major:		
AC 115	Financial Reporting and Analysis	3
AC 215	Performance Measurement	3
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
FI 118	Introduction to Finance	3
IPM 300	Business Processes and Systems	3
LA 100	Business Law	3
MG 116	Human Dynamics in Organizations	3
MG 215	Supply Chain and Operations Fundamentals	3
MG 300	Strategic Management	3
MG 313	Business & Society	3
MK 250	Marketing Essentials	3
ST 113	Business Statistics	3

Electives Guide

Arts and Sciences Electives

Arts and Sciences courses will be taken through the Context and Perspectives requirement and the Arts and Sciences electives requirement.

Arts and Sciences courses cover topics in the liberal arts, humanities, natural and applied sciences, social and behavioral sciences, and mathematical sciences. The following course codes and courses are considered Arts and Sciences:

- **EMS**¹, GLS, HI, LIT, MC, MLCH, MLFR, MLIT, MLJA, MLSP, **NAS**², PH, SO,
- CS 150, 160, 180, 213, 230, 240, 280, 380 and 480
- EC 282, 321, 331, 333, 341, 343, 351, 362, 370, 382, 425, 483
- HNR 445, 450, 460
- any ID (except ID 209 and ID 306 which are business electives)
- **LA**³ courses numbered 100-199
- MA (above 100 level and **not** including MA 123, MA 123L, MA 126, MA 126L, MA 131, MA 131L)
- SL 120

¹ **EMS** courses include cinema courses, literature courses, writing courses, communications courses, media and culture courses and English and Media Studies courses. Students should read the descriptions of all courses with the subject header of EMS in order to find specific courses in their area of interest. EXP 201, EXP 201L, EXP 202, EXP 202L do not fulfill an EMS Arts and Sciences requirement.

² **NAS** (Natural and Applied Science) include psychology courses, natural science with lab courses, and non-lab science courses. Students should read the descriptions of all courses with the subject header of NAS in order to find specific courses covering their area of interest.

³ **LA** - courses in law numbered LA 200 or above may not be used towards the Arts and Sciences requirements in the Law minor.

Communication Intensive Courses

Courses that satisfy the communication-intensive requirement are indicated in the course schedule each term with a **CI** designation. Transfer students entering Bentley with 30 or more transfer credits are waived from the Communication Intensive requirement.

Business Electives

Students may take additional business electives as part of a second major or minor. Business courses may not fulfill Context and Perspectives requirements, Arts and Sciences elective requirements or minor requirement where Arts and Sciences courses are specified. Business electives may be used to fulfill the Unrestricted Electives requirement.

The following course codes and courses are considered business electives:

- AC, FI, IPM, MK, PRS, AF, IDCC, MG
- CS: 350, 360, 401, 440, 460
- EC: 224, 225, 232, 270, 271, 272, 273, 275, 311, 315, 333 (prior to Fall 2020), 346, 361, 373, 374, 375, 376, 377, 381, 391, 402, 431, 441, 454
- HNR 440

- SL 121
- ID 209, 306, 421
- **LA**¹ (200 level or higher) except for LA 402 Fall 17, Fall 18, Fall 19, LA 4150
- Study Abroad courses numbered 4100

¹ **LA** - Courses in law numbered 200 and above **may not be used** to fulfill the Arts and Sciences requirements in the Law minor.

Major and Minor Exclusions

Students cannot apply a course to both a major and minor field of study. In addition, to prevent students from overlapping course content required in a major by enrolling in a similarly focused minor the following combinations of majors and minors will not be allowed:

Major	Excluded Minor	Excluded Major
Accounting	Business Risk Assurance, Accounting	Information Systems Audit and Control, Corporate Finance and Accounting
Actuarial Science	Actuarial Science, Mathematical Sciences	Mathematical Sciences
Business Economics with:	Business Economics, International Economics	Economics-Finance, Quantitative Economics
Concentration in Entrepreneurship	Entrepreneurial Studies, Business Economics, International Economics	Management, Economics-Finance, Quantitative Economics
Concentration in Economic Analysis	Business Economics, International Economics	Economics-Finance, Quantitative Economics
Concentration in Information Technology	Computer Information Systems, Data Technologies, Business Economics, International Economics	Computer Information Systems, Data Analytics, Economics-Finance, Quantitative Economics
Concentration in Law	Law, Business Economics, International Economics	Economics-Finance, Quantitative Economics
Concentration in Management	Management, Business Economics, International Economics	Management (all concentrations), Economics-Finance, Quantitative Economics
Concentration in Marketing	Marketing, Business Economics, International Economics	Marketing, Professional Sales, Economics-Finance, Quantitative Economics
Computer Information Systems	Information Process Management, Computer Information Systems	Business Economics with concentration in Information Technology
Corporate Finance and Accounting	Accounting, Finance, Sustainable Investing	Finance, Accounting, Information Systems Audit and Control

Creative Industries	Information Design and Corporate Communications both PR and ED concentrations	Media and Culture, Information Design and Corporate Communication both PR and ED concentrations
Data Analytics	Data Technologies	Information Systems Audit and Control, Business Economics with Information Technology Quantitative Economics
Diversity, Equity and Inclusion (BS)		Diversity, Equity and Inclusion (BA)
Diversity, Equity and Inclusion (BA)		Diversity, Equity and Inclusion (BS)
Economics-Finance	Business Economics, International Economics, Finance, Sustainable Investing	Business Economics, Quantitative Economics, Finance, Corporate Finance and Accounting
English	English and Media Studies	Media and Culture
Finance	Finance, Sustainable Investing	Corporate Finance and Accounting, Economics-Finance
Health Studies	Health and Industry	
Information Design and Corporate Communication		
Concentration in Public Relations	Media Studies, Information Design and Corporate Communications both PR and ED concentrations	Creative Industries
Concentration in Experience Design	Media Studies, Information Design and Corporate Communications both PR and ED concentrations	Creative Industries
Information Systems Audit and Control	Accounting, Information Process Management, Business Risk Assurance	Accounting, Corporate Finance and Accounting
International Affairs	Politics	Public Policy
Language, Culture, and Business with:		
Concentration in Chinese	Modern Language-Chinese	
Concentration in French	Modern Language-French	
Concentration in Italian	Modern Language-Italian	
Concentration in Spanish	Modern Language-Spanish, Spanish for Business	

General Management	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Supply Chain and Operations Management	Business Economics with concentrations in Management, Entrepreneurship; Professional Sales
Management with:		
Concentration in Entrepreneurship	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Supply Chain and Operations Management; Marketing	Business Economics with concentrations in Management, Entrepreneurship; Professional Sales; Marketing
Concentration in Leadership	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Supply Chain and Operations Management	Business Economics with concentrations in Management, Entrepreneurship
Concentration in Human Resources Management	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Supply Chain and Operations Management	Business Economics with concentrations in Management, Entrepreneurship
Concentration in Supply Chain and Operations Management	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Supply Chain and Operations Management	Business Economics with concentrations in Management, Entrepreneurship
Concentration in Global Management	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Supply Chain and Operations Management	Business Economics with concentrations in Management, Entrepreneurship
Marketing	Marketing, Sports Business Management, Entrepreneurial Studies	Professional Sales; Business Economics with concentrations in Entrepreneurship or Marketing, Management with concentration in Entrepreneurship
Mathematical Sciences	Mathematical Sciences, Actuarial Science	Actuarial Science
Media and Culture	Media Studies, Information Design and Corporate Communications both PR and ED concentrations	Creative Industries, Information Design and Corporate Communications both PR and ED concentrations

Philosophy	Philosophy	
Professional Sales	Entrepreneurial Studies; Management with Global Management, Human Resources Management, Leadership, Supply Chain and Operations Management, Sports Management, Business Management, Management; Marketing	General Management concentration or entrepreneurship concentration; Marketing, Business Economics with concentration in Marketing
Public Policy	Politics	International Affairs
Quantitative Economics	Business Economics, International Economics	Business Economics, Economics-Finance, Data Analytics
Sustainability Science	Earth Environment and Global Sustainability	

All students must complete the courses for a Business Administration Minor as part of their requirements.

Minor Policies

Policies Related to Minors

- Some major/minor/major combinations are prohibited. See the major/minor/major exclusions list (p. 11) for more information.
- Courses taken to fulfill a minor can be applied as arts and sciences electives, unrestricted electives or Context and Perspectives courses. Courses fulfilling Business Dynamics or Business Environment requirements can only apply to the Business Administration minor.
- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
- Courses used to fulfill the modern language requirement for BA students cannot be applied to a minor.
- A course taken under the Pass/Fail/D policy may be applied to the minor.
- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
- To be awarded a minor, students must achieve a minimum cumulative GPA of 2.0 in the minor. See the exception for the Business Administration Minor below.
- A minor may not be declared after a student has been awarded their bachelor's degree.

- Please note: some courses have prerequisites that must be completed before beginning the minor and some minor requirements/electives have prerequisites that must be completed.

Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Majors and Minors

THE UNDERGRADUATE COLLEGE

The Undergraduate College at Bentley University offers a variety of academic programs. Students may choose a major that enables them to develop expertise in a specific area of business or pursue an arts and sciences degree. All programs in the undergraduate college are characterized by a balanced education in business and the arts and sciences, the best combination for preparing tomorrow's organizational leaders.

While students earn one degree, either a Bachelor of Science (B.S.) or a Bachelor of Arts and Sciences (B.A.), students may opt to pursue more than one major. Students may pursue a major in Business Administration in addition to any business or arts and sciences major. Students may also choose to pursue an additional minor or other optional program, such as study abroad or a blended term during the senior year.

The skills that students develop are enhanced by a curriculum that integrates the use of technology as a tool of analysis, decision-making and management throughout the curriculum. Students benefit from their interaction with faculty who are professionals and scholars in their fields. Bentley provides faculty with the resources necessary for quality research and teaching, and faculty may also serve as advisors and career mentors.

Bentley's commitment to Diversity, Equity and Inclusion is evidenced by the integration of DEI topics across all disciplines and majors.

Listed below are the available Bachelor of Science and Bachelor of Arts degree programs, with business and arts and sciences majors identified. All students enrolled in a Bentley undergraduate degree program are required to enroll in the minor in Business Administration.

BACHELOR OF SCIENCE DEGREE PROGRAMS

Bachelor of Science degree programs are designed for students who want to combine a broad approach to business studies with a specialization in a specific discipline.

Business majors are available in:

- Accounting Major (p. 15)
- Business Economics Major (p. 15)
- Computer Information Systems Major (p. 16)
- Corporate Finance and Accounting Major (p. 17)

- Creative Industries Major (p. 17)
- Diversity, Equity and Inclusion Major (p. 18)
- Economics-Finance Major (p. 18)
- Finance Major (p. 19)
- Information Design and Corporate Communication Major (p. 20)
- Information Systems Audit and Control Major (p. 21)
- Management Major (p. 21)
- Marketing Major (p. 23)
- Professional Sales Major (p. 24)
- Quantitative Economics Major (p. 24)

A Bachelor of Science degree is available in these Arts and Sciences majors:

- Actuarial Science Major (p. 25)
- Data Analytics Major (p. 25)
- Mathematical Sciences Major (p. 26)

BACHELOR OF ARTS DEGREE PROGRAMS

Bachelor of Arts degree programs are designed for students who want to concentrate in areas such as the humanities, the social sciences, or natural and applied sciences. Students supplement their major with business courses that strengthen their professional career opportunities.

Arts and Sciences majors are available in:

- Diversity, Equity and Inclusion Major (p. 26)
- English Major (p. 27)
- Health Studies Major (p. 28)
- History Major (p. 29)
- International Affairs Major (p. 29)
- Language, Culture, and Business Major (p. 30)
- Media and Culture Major (p. 31)
- Philosophy Major (p. 31)
- Public Policy Major (p. 32)
- Sustainability Science Major (p. 33)

THE BUSINESS ADMINISTRATION MAJOR

The Business Administration Major is an optional second major open to all students whether pursuing a primary major in business or the arts and sciences. Students who opt for a Business Administration major do not also take the minor in Business Administration as the courses overlap.

Students **cannot** pursue the Business Administration major on its own. The Business Administration major must be an addition to a student's academic program. The Business Administration major consists of the following courses:

Course	Title	Credits
Business Dynamics		
AC 115	Financial Reporting and Analysis	3
EC 111	Principles of Microeconomics	3
FI 118	Introduction to Finance	3
LA 100	Business Law	3
MG 116	Human Dynamics in Organizations	3

The Business Environment

Required as part of the minor for Business Majors only. Students pursuing an Arts and Sciences major only are not required to take IPM 300

IPM 300

Business Processes and Systems

3

MINOR PROGRAMS OF STUDY

The minors program gives undergraduate students the opportunity to develop more knowledge in an area of study outside their majors and to receive formal recognition for these efforts. All departments offer minors. A minor consists of at least 12-15 credits. The following is a list of available minors:

MINORS IN BUSINESS

- Minor in Accounting (p. 33)
- Minor in Business Economics (p. 34)
- Minor in Business Risk Assurance (p. 35)
- Minor in Computer Information Systems (p. 35)
- Minor in Entrepreneurial Studies (p. 36)
- Minor in Ethics and Compliance (p. 36)
- Minor in Finance (p. 37)
- Minor in Global Management (p. 38)
- Minor in Human Resources Management (p. 38)
- Minor in Information and Process Management (p. 39)
- Minor in International Economics (p. 40)
- Minor in Law (p. 40)
- Minor in Leadership (p. 41)
- Minor in Management (p. 42)
- Minor in Marketing (p. 42)
- Minor in Nonprofit Organizations (p. 43)
- Minor in Public Relations (catalog.bentley.edu/undergraduate/programs/minors-business/minor-public-relations/)
- Minor in Sports Business Management (p. 44)
- Minor in Supply Chain and Operations Management (p. 44)
- Minor in User Experience (catalog.bentley.edu/undergraduate/programs/minors-business/minor-user-experience/)

MINORS IN ARTS AND SCIENCES

- Minor in Actuarial Science (p. 45)
- Minor in Data Technologies (p. 46)
- Minor in Earth, Environment, and Global Sustainability (p. 46)
- Minor in English and Media Studies (p. 47)
- Minor in Gender Studies (p. 48)
- Minor in Health and Industry (p. 49)
- Minor in History (p. 50)
- Minor in International Affairs (p. 51)
- Minor in Mathematical Sciences (p. 51)
- Minor in Modern Languages (p. 52)
- Minor in Philosophy (p. 53)
- Minor in Politics (p. 53)
- Minor in Psychology (p. 54)
- Minor in Public Policy (p. 55)
- Minor in Sociology (p. 55)
- Minor in Spanish for Business (p. 56)

Business Majors

Bachelor of science degree programs in business are designed for students who want to combine a broad approach to business studies with a specialization in a business discipline.

- Accounting Major (p. 15)
- Business Economics Major (p. 15)
- Computer Information Systems Major (p. 16)
- Corporate Finance and Accounting Major (p. 17)
- Creative Industries Major (p. 17)
- Diversity, Equity and Inclusion Major (p. 18)
- Economics-Finance Major (p. 18)
- Finance Major (p. 19)
- Information Design and Corporate Communication Major (p. 20)
- Information Systems Audit and Control Major (p. 21)
- Management Major (p. 21)
- Marketing Major (p. 23)
- Professional Sales Major (p. 24)
- Quantitative Economics Major (p. 24)

Accounting Major

The Accounting curriculum at Bentley enables students to develop an understanding of accounting principles and their application to management situations. Accounting majors at Bentley focus on auditing, cost accounting, tax, financial accounting and the use of information technology in accounting functions. All Accounting majors acquire a core technical knowledge, including training in computer applications, so that they may understand the design, implementation and review of a fully automated accounting system. An internship, offered to qualified students, provides a way for high achieving students to gain valuable work experience, which in turn can lead to greater job opportunities.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		27
AC 201	Introduction to Financial Information Professions	3
AC 215	Performance Measurement	3
AC 310	Cost Management	3
AC 311	Financial Accounting and Reporting I	3
AC 312	Financial Accounting and Reporting II	3
AC 340	Accounting Information Systems	3
AC 350	Federal Taxation	3
AC 470	Financial Statement Auditing	3
or AC 472	Internal Auditing	
In addition, students select one AC elective in consultation with their faculty advisor. This can be any AC course not otherwise required.		3

A NOTE ON CPA (CERTIFIED PUBLIC ACCOUNTANT) REQUIREMENTS

While the CPA requirements in Massachusetts are likely representative of many licensing jurisdictions, students planning to take the CPA exam need to be aware of the specific educational requirements of the jurisdiction in which they intend to sit for the exam. Visit the National Association of State Boards of Accountancy website (<http://www.nasba.org/>) for the specific requirements in every state in the U.S. The state of Massachusetts requires 120 hours (21 in accountancy) of education in order to take the CPA exam. The courses required for the accountancy degree satisfy the requirements to take the CPA exam in Massachusetts.

The requirements for the undergraduate degree in accountancy do not satisfy all requirements for CPA licensure. Among other requirements, an individual must complete a total of 150 hours (30 in accountancy) of education, in addition to passing the exam, to become a licensed CPA. ***Students interested in CPA preparation should consult a faculty accounting advisor.***

Business Economics Major

Economics provides students with an understanding of both the economic principles that underlie business decisions and the environment in which all businesses operate. Business Economics at Bentley is a unique, blended degree that delivers a strong economics foundation with the flexibility to explore another business discipline.

The major consists of core economics courses and a business concentration. The core and elective economics courses provide students with a deep understanding of how markets operate at the micro and macro levels, and introduce different areas of study within economics. Students complement their study of economics by either taking additional economics courses through the Economic Analysis Concentration or by taking additional courses in one of many other business concentrations (see below). Culminating the experience of the Business Economics major is the capstone course, EC 431 Research in Business Economics, where students research and test an economic theory around their business concentration.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

The major is designed to prepare well-rounded students with an in-depth knowledge and practical skills for a variety of careers, including consulting, banking, market research, data analysis, credit analysis and sales.

Course	Title	Credits
Required Courses		30
EC 112	Principles of Macroeconomics	3
EC 224	Intermediate Microeconomics	3
EC 225	Intermediate Macroeconomics	3
EC 282	Introduction to Econometrics	3
EC 431	Research in Business Economics	3
Two Economics (EC) Electives (may be fulfilled by an EC course not otherwise required)		6

In addition, Business Economics majors must take three courses within their concentration: 9

Economic Analysis (p. 16)	
Entrepreneurship (p. 16)	
Information Technology (p. 16)	
International Business (p. 16)	
Law (p. 16)	
Management (p. 16)	
Marketing (p. 16)	
Special Topics (custom concentration) (p. 16)	

Economic Analysis Concentration

Course	Title	Credits
EC 382	Time Series Analysis	3
Two Economics (EC) electives		6

Entrepreneurship Concentration

Course	Title	Credits
MG 335	Entrepreneurial Thinking	3
MG 336	New Venture Planning and Financing	3
Choose one of the following:		3
MG 338	Launching Your Business	
MG 360	Negotiating	
PRS 339	Effective Selling	

Information Technology Concentration

Course	Title	Credits
CS 150	Introduction to Data and Information Management	3
Two Computer Information Systems (CS) or Information and Process Management (IPM) courses		6

International Business Concentration

Course	Title	Credits
Choose one of the following:		3
EC 311	International Economics	
EC 315	The Economics of Multinational Corporations	
EC 321	International Economic Growth and Development	
EC 333	Economics of the European Union	
Choose two of the following:		6
AC 381	International Accounting	
FI 351	International Finance	
or FI 352	International Project Finance	
LA 308	International Business Law	
MG 331	Management of International Operations	
or MG 334	International Management Behavior	
MK 367	International Marketing	

Law Concentration

Course	Title	Credits
Two 200-level or higher Law (LA) electives		6
One other Law (LA) elective		3

Management Concentration

Course	Title	Credits
MG 240	Interpersonal Relations in Management	3
MG 345	Organizations, Society and Responsible Management	3
One Management (MG) elective		3

Marketing Concentration

Course	Title	Credits
Three Marketing (MK) electives		9

Special Topics (custom designed concentration)

Course	Title	Credits
Three electives chosen in consultation with faculty advisor		9

Computer Information Systems Major

As a Business major, the CIS student learns the context and practice of business through courses in the business core. Building on this business foundation, the CIS program equips the graduate with the knowledge and understanding of information technology capabilities and implications, as well as with competency in “best-of-breed” methodologies and tools for information systems development. The CIS graduate is prepared to excel in any of the emerging and varied roles of the IT professional: business analyst, systems analyst, application developer, systems integrator, IT liaison, end-user support, network manager, vendor representative and technical support specialist.

The CIS courses integrate concept-focused and applied technology-focused material. The conceptual content emphasizes the theory and principles of information technology, computer science and management that form the discipline of information systems. The course content related to applied technology emphasizes leading-edge technologies spanning information systems solutions utilizing the World Wide Web, database systems, programming languages, networking and mobile computing apps. These courses are designed to develop professional expertise, the ability to produce value from the beginning of one’s professional career, self-confidence and a can-do attitude in CIS graduates.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
CS 100 is not eligible to count towards the CIS major or minor.		
Required Courses		24

Select either CS 150 or CS 160 but not both.

CS 150	Introduction to Data and Information Management	3
or CS 160	Data-Driven Decision Making	
CS 180	Programming Fundamentals	3
CS 240	Business Processing and Communications Infrastructure	3
CS 350	Database Management Systems	3
CS 360	Business Systems Analysis and Modeling	3
Choose One Advanced CS elective		3
CS 380	Multi-Tiered Application Development	
CS 440	Advanced Net-Centric Computing	
CS 460	Applied Software Project Management	
CS 480	Advanced Application Development Technology	
Choose any two additional CS courses. Some experimental CS courses (denoted by CS 298 or CS 299) cannot be counted towards the major; please verify with the CIS major coordinator.		6

Qualified students in the program are highly encouraged to include an internship in their course sequence to provide on-the-job experience prior to graduation.

Corporate Finance and Accounting Major

The Corporate Finance and Accounting major provides students with strong backgrounds for careers in both finance and accounting. Students are exposed to a number of accounting and finance concepts, such as cost and profitability analysis, strategic planning, process improvement and business performance management. Corporate Finance and Accounting is an 11 course major jointly offered and delivered by the Accounting and Finance departments. The combination of courses in accountancy and finance helps students develop the key skills required of finance professionals, including accounting, finance, business analysis, communication, team and business process skills.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		33
EC 112	Principles of Macroeconomics	3
AC 201	Introduction to Financial Information Professions	3
AC 215	Performance Measurement	3
AC 310	Cost Management	3
AC 311	Financial Accounting and Reporting I	3
FI 305	Principles of Accounting and Finance	3
FI 306	Financial Markets and Investment	3
FI 307	Advanced Managerial Finance	3

FI 347	Financial Modeling	3
FI 351	International Finance	3
AC 455	Strategic Performance Management	3

A NOTE ON CPA (CERTIFIED PUBLIC ACCOUNTANT) REQUIREMENTS

While the CPA requirements in Massachusetts are likely representative of many licensing jurisdictions, students planning to take the CPA exam need to be aware of the specific educational requirements of the jurisdiction in which they intend to sit for the exam. Visit the National Association of State Boards of Accountancy website (<http://www.nasba.org/>) for the specific requirements in every state in the U.S. The state of Massachusetts requires 120 hours (21 in accountancy) of education in order to take the CPA exam. Careful planning in the selection of electives is necessary in order for corporate finance and accounting majors to satisfy the requirements to sit for the CPA exam. AC 350 Federal Taxation and AC 470 Financial Statement Auditing (or AC 472 Internal Auditing) are required to be eligible to sit for the exam. (Note: AC 340 Accounting Information Systems is a pre-requisite for AC 470 Financial Statement Auditing and AC 472 Internal Auditing.)

The requirements for the undergraduate degree in corporate finance and accounting do not satisfy all requirements for CPA licensure. Among other requirements, an individual must complete a total of 150 hours (30 in accountancy) of education, in addition to passing the exam, to become a licensed CPA. ***Students interested in CPA preparation should consult their Accountancy advisor.***

Creative Industries Major

Creative industries are a major driver of global growth. Success in this rewarding arena requires mastery of vital advocacy and visibility tools to “break through the clutter” and reach intended audiences. Majors learn how historical and technological changes drive demand for new culture, and dissect how innovators build content, platforms or services.

Courses immerse students in the specialized terminology, communication and practices of industries that produce, promote, and distribute creative work. They prepare students to work in companies that need expertise in design, marketing communication, information architecture, copywriting or promotion. This program offers flexibility and customization – a hallmark of all successful creative industries.

Prospects in the creative industries are strong and diverse. Emerging technology is expanding creative content for smartphones, social media and digital entertainment, and enabling innovations in distribution and promotion. The major prepares students for careers in: social media strategy, media promotion, sports or entertainment PR, digital and social media strategy, interactive multimedia, social TV, game management and media planning. Web, sound and user interface design courses are offered in the Media and Culture Labs and Studio. This state-of-the-art facility is equipped with professional-grade software that supports graphic design, sound mixing, animation and DVD authoring.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		24
IDCC 225	Designing Experiences	
IDCC 240	Fundamentals of Design	3
Select two IDCC electives from the following:		6
IDCC 250	Public Relations Theory and Practice	
IDCC 255	Public Relations Writing	
IDCC 340	Advanced Visual Communication	
IDCC 360	Digital Public Relations	
IDCC 361	Sports Public Relations	
IDCC 370	Web Design I: Information Design, Principles and Practices	
IDCC 375	User Interface Design	
IDCC 380	Web Design II: Information Architecture and Site Management	
IDCC 385	Elements of Usability and User Experience	
IDCC 390	Selected Topics in Information Design and Corporate Communication (if appropriate)	
IDCC 421	Internship in Information Design and Corporate Communication	
Select one of the following media industry courses:		3
EMS 390	Global Media	
EMS 400	The Television Industry	
EMS 401	Disney+: Content + Platform	
EMS 402	Hollywood Production Cultures	
EMS 403	Hollywood Convergence	
EMS 404	Hollywood Rebels: A History of American Independent Film	
EMS 406	Films, Franchises, and Fandom: Superheroes in Popular Culture	
EMS 424	Popular Music Studies	
EMS 492	Internship in English and Media Studies	
Elective Courses		
Select two EMS electives from the following:		9
EMS 221	Introduction to Media Theory	
EMS 223	Introduction to Mass Communication	
EMS 240	Introduction to Media Production	
EMS 332	Writing Fiction	
EMS 333	Writing for Drama/Screen	
EMS 334	Creative Nonfiction/Essay Writing	
EMS 390	Global Media	
EMS 400	The Television Industry	
EMS 403	Hollywood Convergence	
EMS 424	Popular Music Studies	
EMS 430	Audio Production	
EMS 432	Animation Production	
EMS 435	Design as Communication	
EMS 490	Selected Topics in English and Media Studies	
EMS 492	Internship in English and Media Studies	

Diversity, Equity and Inclusion Major B.S.

The Diversity, Equity and Inclusion major is designed to create professional pathways for students who are interested in careers in diversity, equity, and inclusion. The ability of organizations to strategically leverage the range of skillsets and experience brought by a diverse workforce is a key to their long-term success. This major will help students become those key agents for strategic innovation and organizational health rooted in DEI.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		24
ID 101	Diversity, Equity and Inclusion	3
MG 228	Managing Diversity in the Workplace	3
SO 241	Race and Racism in the United States	3
Choose one of the following courses:		3
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Outsiders and the Law	
Choose one from the electives below:		3
EMS 393	Intercultural Communication	
GLS 114	Cross-Cultural Understanding	
NAS 375	Cross-Cultural Psychology	
Choose one of the following:		3
ID 401	Directed Study in ID	
or ID 421	Interdisciplinary Internship	

Course	Title	Credits
Choose two additional elective courses:		
EC 317	The Economics of Race and Gender	
EC 341	Urban and Regional Economics	
LA 309	Management and Human Resources Law	
MG 334	International Management Behavior	
MG 365	Theory and Management of Nonprofit Organizations	
MK 366	Marketing for Nonprofits and Social Enterprises	
SO 243	Capitalism and Slavery	

Economics-Finance Major

Economics and finance are closely related disciplines, reflecting the great degree of integration that exists between the economy and the financial system. The Economics-Finance major at Bentley is a unique, blended major that provides a strong foundation in both economics and finance.

The core economics and finance courses provide students with an in-depth understanding of how markets function at the micro and macro

levels, and develop strong skills in financial statement analysis, as well as an understanding of the functioning of financial markets and systems. Students can customize their program of study by taking a wide variety of economics and finance elective courses to satisfy the program requirements and their individual interests. The culminating experience of the Economics-Finance major is the capstone course, Monetary Economics, EC 441, where students learn about how the U.S. Federal Reserve System operates and how monetary theory impacts the economy and financial markets.

The major is designed to prepare well-rounded students with an in-depth knowledge and practical skills for a variety of careers, including commercial credit analysts, financial consultants, financial analysts, floor traders, investment analysts, investment bankers, securities lending associates or venture capital analysts.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		
EC 112	Principles of Macroeconomics	3
EC 224	Intermediate Microeconomics	3
EC 225	Intermediate Macroeconomics	3
EC 441	Monetary Economics	3
One EC elective. Students should select one economics elective in consultation with their faculty advisor. Any EC course not otherwise required can be used to fulfill the elective requirement		3
FI 305	Principles of Accounting and Finance	3
FI 306	Financial Markets and Investment	3
FI 307	Advanced Managerial Finance	3
FI 347	Financial Modeling	3
FI 351	International Finance	3
Total Credits		30

Finance Major

Finance is the study of the purchase and sale of assets by individuals and institutions. Understanding the markets and the terms of financial transactions in a global context is integral to the study of finance. Finance majors develop analytical skills through required courses that emphasize the financial environment of business, the decision-making process of corporations, key principles underlying the investment and valuation process, and the expanding international context of financial analysis, portfolio construction and trading.

Finance majors use real-time data in the Trading Room, housed in the Hughey Center for Financial Services, where students apply theory and information technology to financial analysis, asset valuation and risk management. The broad range of electives offered allows for specialization through concentrations in Financial Planning, Corporate Finance, Capital Markets and Sustainable Investing. Students are encouraged to participate in internships (paid or unpaid) as part of the Finance major, and often have their pick from a variety of career choices

in commercial banking, corporate finance, financial planning, insurance, money management and more. The Finance degree provides sound preparation for career opportunities in management training programs of major corporations, financial services firms, insurance and financial planning and also for graduate education in business, finance, law and other disciplines.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		27
EC 112	Principles of Macroeconomics	3
FI 305	Principles of Accounting and Finance	3
FI 306	Financial Markets and Investment	3
FI 307	Advanced Managerial Finance	3
FI 347	Financial Modeling	3
FI 351	International Finance	3
In addition, students select three finance electives in consultation with their faculty advisor. These can be any three FI courses not otherwise required.		9

Students can select an optional concentration. Students completing a concentration must choose their electives as follows:

Personal Financial Planning (p. 19)
Corporate Finance (p. 20)
Capital Markets (p. 20)
Sustainable Investing (p.)

Personal Financial Planning Concentration

Course	Title	Credits
FI 360	Introduction to Personal Financial Planning	3
FI 361	Comprehensive Financial Plan Development	3
Select one of the following:		3
FI 312	Quantitative Portfolio Management	
FI 316	Sustainable, Responsible, and Impact (SRI) Investing	
FI 317	Mutual Fund Operations and Management	
FI 362	Insurance and Risk Management, Retirement Planning and Estate Planning	
FI 421	Internship in Finance (in financial planning area)	

Subject to department permission, any other relevant elective.

Students enrolled in the above Personal Financial Planning Concentration have the option to also satisfy the requirements for successful completion of the undergraduate CFP Board Registered **"Financial Planning Concentration"**[1] (p.) by specifically completing the

following four courses in addition to the required FI360 and FI361 (Capstone) courses (a total of 18 credits):

FI 306	Financial Markets & Investments
FI 312	Quantitative Portfolio Management
FI 362	Insurance & Risk Management, Retirement & Estate Planning
AC 350	Federal Taxation

[1] (p.) Students completing this CFP Board Registered Program at Bentley will have met the Education requirement for CFP® Certification Examination administered by CFP Board.

Corporate Finance Concentration

Course	Title	Credits
FI 345	Applied Corporate Finance	3
Select two of the following:		6
FI 315	Equity Research	
FI 331	Fixed Income Securities	
FI 348	Advanced Financial Modeling	
FI 352	International Project Finance	
FI 372	Mergers and Acquisitions	
FI 421	Internship in Finance (in the corporate finance area)	

Subject to department permission, any other relevant elective.

Capital Markets Concentration

Course	Title	Credits
FI 335	Derivatives	3
Select two of the following:		6
FI 312	Quantitative Portfolio Management	
FI 315	Equity Research	
FI 316	Sustainable, Responsible, and Impact (SRI) Investing	
FI 317	Mutual Fund Operations and Management	
FI 325	Operations of Financial Institutions	
FI 331	Fixed Income Securities	
FI 348	Advanced Financial Modeling	
FI 421	Internship in Finance (in the capital markets area)	

Sustainable Investing Concentration

Course	Title	Credits
FI 316	Sustainable, Responsible, and Impact (SRI) Investing	3
Select one of the following:		3
FI 312	Quantitative Portfolio Management	
FI 315	Equity Research	
Select one of the following:		3
NAS 344	Energy Alternatives	
NAS 345	Science of Sustainability	

NAS 348	Global Climate Change
NAS 352	Science of Environmental Policy
Subject to department permission, any other relevant elective.	

Information Design and Corporate Communication Major

IDCC is about creating experiences through **Public Relations (PR)** and **User Experience (UX)**. IDCC majors can specialize in either user experience or public relations.

Public relations professionals use purpose-driven and persuasive communication to build relationships with various audiences, promote brands and products, and manage challenging issues inside and outside organizations. Students from the public relations track are future media relations specialists, social media managers, campaign managers, and public affairs officers. Students will grasp a balance of theories and practical skills in the program.

Students who choose the UX concentration learn about human behavior, design thinking, and user research. They apply that knowledge to create future technology products, including mobile apps, business applications, consumer electronics, and games. They are our future information architects, UX researchers and designers, game designers, and usability specialists.

In IDCC courses, students will learn to tackle messy real-world problems and create human-centered solutions using innovative and research-based methods from UX and PR.

The IDCC major consists of eight courses. Students can also choose a concentration in Information and Communications Technology (ICT) (p.).

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

IDCC Major

Course	Title	Credits
Required Courses for IDCC Major		24
IDCC 225	Designing Experiences	3
IDCC 240	Fundamentals of Design	3
IDCC 386	Investigations in Experience Design	3
Requirements for Public Relations Concentration		
IDCC 250	Public Relations Theory and Practice	3
IDCC 255	Public Relations Writing	3
Plus three IDCC electives from the following:		9
IDCC 320	Managerial Communication	
IDCC 360	Digital Public Relations	
IDCC 365	Crisis Communication and Management	
IDCC 361	Sports Public Relations	
IDCC 345	Environmental Graphic Design	
IDCC 355	Global Public Relations	

IDCC 3900	STP Forward Fashion	
May also choose IDCC 421 Internship in Information Design and Corporate Communication		
Requirements for User Experience Concentration		
IDCC 375	User Interface Design	3
IDCC 385	Elements of Usability and User Experience	3
Plus three IDCC electives from the following:		9
IDCC 230	Fundamentals of Content Development	
IDCC 370	Web Design I: Information Design, Principles and Practices	
IDCC 376	Concept Development	
IDCC 380	Web Design II: Information Architecture and Site Management	
May also choose IDCC 421 Internship in Information Design and Corporate Communication		

Information Systems Audit and Control Major

When technology and business environments are changing at unprecedented speed, organizations need the right people identifying opportunities, monitoring business processes, and managing risks.

Professionals trained in the specialized fields of risk advisory services, cybersecurity and information systems audit have never been in higher demand. Pros combine deep accounting and business acumen with state-of-the-art information technology skills. Bentley is unique in offering an undergraduate major that combines these highly demanded skills.

The Information Systems Audit and Control (ISAC) degree at Bentley gives students the flexibility to explore the fields of risk advisory services, IT audit, internal audit and business process consulting within a single major through courses in accountancy, computer information systems and information and process management. The ISAC major starts with courses in accounting principles and concepts, followed by specialized studies in business processes, accounting information systems and auditing. Rounding out the curriculum are required courses in data management and governance, information security and ERP configuration. An optional ISAC-related internship is encouraged.

The ISAC major is recognized as conforming with the ISACA model curriculum (<https://www.isaca.org/Membership/Student-Membership/Pages/Student-Membership-Information-Model-Curriculum.aspx>), and is recognized as a comprehensive-level internal auditing education partnership program (<https://na.theiia.org/about-us/about-ia/Pages/Internal-Auditing-Education-Partnership-Program.aspx>) by the Institute of Internal Auditors, providing students with opportunities for additional recognition and certifications upon program completion.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		30
AC 201	Introduction to Financial Information Professions	3
AC 215	Performance Measurement	3
AC 340	Accounting Information Systems	3
AC 440	Design and Control of Data and Systems	3
AC 470 or AC 472	Financial Statement Auditing ¹ Internal Auditing	3
AC 475	Information Technology Auditing Principles and Practice	3
IPM 210	Information Security and Computer Forensics	3
IPM 450	Enterprise Systems Configuration for Business	3
Select two AC, CS, or IPM courses not otherwise required.		6

A NOTE ON ISAC RELATED PROFESSIONAL CERTIFICATIONS (CISA and CIA)

The degree in ISAC prepares students to take exams for a number of professional certifications. Globally recognized credentials for which this degree qualifies students include the Certified Information System Auditor (<http://www.isaca.org/Certification/CISA-Certified-Information-Systems-Auditor/Pages/default.aspx>) (CISA) and the Certified Internal Auditor (<https://na.theiia.org/certification/CIA-Certification/Pages/CIA-Certification.aspx>) (CIA). The ISAC degree is closely aligned with the requirements of the CISA designation.

ADDITIONAL ADVICE ABOUT THE CPA EXAM

When planning to take the Certified Public Accountant (<https://www.aicpa.org/becomeacpa/gettingstarted.html>) (CPA) exam, students should be aware of the educational requirements of the state in which they intend to sit for the exam, as requirements may vary. Visit the National Association of State Boards of Accountancy website (<http://www.nasba.org/>) for the specific requirements in every state in the U.S. To become a CPA in Massachusetts, one must complete 120 hours of education before taking the exam, as well as an additional 30 hours of post-exam education (such as additional undergraduate credits or an MSA (<https://www.bentley.edu/academics/graduate-programs/masters-accounting/>) (MS in Accountancy), MSAA (<https://www.bentley.edu/academics/graduate-programs/masters-accounting-analytics/>) (MS in Accounting Analytics) or MBA (<https://www.bentley.edu/academics/graduate-programs/mba/>)).

Careful planning in the selection of electives is necessary in order for ISAC majors to satisfy the requirements to sit for the CPA exam. ***The requirements for the undergraduate degree in ISAC do not satisfy all requirements for CPA licensure.*** For instance, AC 350 Federal Taxation is required to be eligible to sit for the exam, but does not satisfy a major requirement, so it must be taken as a business related elective. ***Students interested in CPA preparation should consult their program advisor.***

Management Major

The Management major equips students with the skills to make organizations run more effectively. A wide variety of courses are offered in fields that include organizational behavior and human resources management, diversity and inclusion, supply chain and operations management, innovation and project management, entrepreneurship, strategic management and corporate social responsibility. Students may

elect to complete the General Management (p. 22) concentration or choose a more specific concentration (p. 22).

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

General Management

This approach to the major offers maximum flexibility and is the best option for student who wish to create their own area of focus or combine areas of specialization.

Course	Title	Credits
Required Courses		24
MG 215	Supply Chain and Operations Fundamentals	3
MG 240	Interpersonal Relations in Management	3
MG 331	Management of International Operations	3
MG 345	Organizations, Society and Responsible Management	3
3 Management (MG) or Professional Sales (PRS) electives		9
1 Management-related elective (p. 23) ¹		3

Management with Concentration

Course	Title	Credits
Required Courses		
MG 215	Supply Chain and Operations Fundamentals	3
MG 240	Interpersonal Relations in Management	3
MG 345	Organizations, Society and Responsible Management	3
MG 331	Management of International Operations	3
Beyond these core courses, select one of five concentrations:		12
Entrepreneurship (p. 22)		
Global Management (p. 22)		
Human Resources Management (p. 22)		
Leadership (p. 22)		
Supply Chain and Operations Management (p. 23)		

Entrepreneurship Concentration

The Entrepreneurship concentration is designed for students who will create their own company or nonprofit, who will be their own boss. In addition to the four required Management courses, Entrepreneurship concentrators take the following courses:

Course	Title	Credits
MG 335	Entrepreneurial Thinking	3
MG 336	New Venture Planning and Financing	3
MG 338	Launching Your Business	3
Choose one of the following:		3

MG 360	Negotiating
PRS 339	Effective Selling

Global Management Concentration

The Global Management concentration is for students who will cross national and cultural boundaries in their professional lives. In addition to the four required Management courses, Global Management concentrators take the following courses:

Course	Title	Credits
MG 228	Managing Diversity in the Workplace	3
MG 334	International Management Behavior	3
Management-Related Elective:		
MG or non-MG international course in a culturally distant location. Course needs to be approved by concentration coordinator or department chair.		3
Choose one of the following:		3
EC 311	International Economics	
EC 321	International Economic Growth and Development	
EMS 390	Global Media	
EMS 393	Intercultural Communication	
GLS 101	Globalization	
GLS 110	Global Regions	
GLS 114	Cross-Cultural Understanding	
GLS 116	International Relations	
GLS 312	International Organizations	
HI 314	History of the World Economy	
NAS 375	Cross-Cultural Psychology	
PH 133	Business Ethics: International Business Ethics	

Human Resources Management Concentration

The Human Resources Management (HRM) concentration is for students who will work in the essential organizational function of Human Resources. In addition to the four required Management courses, HRM concentrators take the following courses:

Course	Title	Credits
MG 250	Human Resources Management	3
MG 350	Talent Management	3
MG 351	Developing Workforce Capabilities	3
Choose one of the of following:		3
LA 309	Management and Human Resources Law	
MG 352	Total Rewards	

Leadership Concentration

The Leadership concentration is for students who will play key leadership roles in their professional lives; Leadership concentrators genuinely like working with people. In addition to the four required Management courses, Leadership concentrators take the following courses:

Course	Title	Credits
MG 228	Managing Diversity in the Workplace	3
MG 241	Leadership: Concepts, Competencies and Character	3
MG 360	Negotiating	3
Choose one of the following:		3
MG 225	Career Success and Self-discovery	
MG 341	Management Consulting	
MG 343	Project Management	

Supply Chain and Operations Management

The Supply Chain and Operations Management concentration is for students who will focus their professional lives on maximizing the effectiveness of organization supply chains and processes. In addition to the four required Management courses, Operations and Supply Chain Management concentrators will take the following courses:

Course	Title	Credits
MG 315	Supply Chain Management	3
MG 316	Service Operations Management	3
MG 317	Managing Quality	3
Choose one of the following:		3
MG 250	Human Resources Management	
MG 318	Continuous Process Improvement / Lean and Six Sigma	
MG 340	Selected Topics in Management (if focused on Supply Chain or Operations)	
MG 343	Project Management	
MG 360	Negotiating	
CS 150	Introduction to Data and Information Management	
CS 240	Business Processing and Communications Infrastructure	
CS 350	Database Management Systems	
IPM 140	Adding Value with Information and Processes	
IPM 210	Information Security and Computer Forensics	
IPM 320	Decision Support and Business Intelligence	
IPM 450	Enterprise Systems Configuration for Business	
MA 214	Intermediate Applied Statistic	
MA 223	Linear Models for Business Decision-Making	
MA 252	Regression Analysis	
NAS 345	Science of Sustainability	

to consider other courses as MG-related, depending on the focus within the major.

Marketing Major

Every organization, regardless of whether it is a for-profit, nonprofit, corporate or government organization, engages in marketing activities. At its core, marketing is ultimately focused on facilitating exchanges that have positive value for everyone involved. Bentley's marketing faculty have won numerous teaching and research awards because they develop courses and research ideas that are at the cutting edge of the constantly changing marketing landscape. The curriculum provides students with the theoretical background and practical experience to start their careers but also to build their successes as their careers progress. Real-world projects and internship-for-credit courses, where students work and gain experience with leading organizations such as Apple, Microsoft, TJX Companies, the Boston Celtics and the Boston Red Sox, ground their education with solid, real world experience.

A marketing degree can lead to many career paths in areas such as marketing analytics, brand management, social-media marketing, marketing research, retailing and fashion, sales, advertising and promotion, international marketing, sports marketing and new product development.

Marketing major requirements are flexible. Four required courses provide vital grounding in marketing concepts necessary for all marketing fields. Four elective courses allow students the opportunity to tailor the curriculum to match their career goals.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		24
MK 250	Marketing Essentials	3
MK 321	Consumer Behavior	3
MK 322	Marketing Research	3
MK 400	Strategic Marketing Management	3
Three Marketing electives (any MK or PRS course not otherwise required)		9
One Marketing-related elective. ¹		3

¹ Marketing-related electives can be fulfilled by any AC, AF, FI, IDCC, IPM, MG, MK or PRS courses not otherwise required. Any LA course numbered 200 or higher (except LA 402) can also fulfill the requirement. The following EC courses can also fulfill the requirement: EC 224, EC 225, EC 311, EC 315, EC 346, EC 373, EC 374, EC 375, EC 376, EC 377, EC 402, EC 431, EC 441 and EC 454. The following CS courses can also fulfill the requirement: CS 350, CS 360, CS 401, CS 402, CS 421, CS 440 and CS 460. Students can petition the chair to consider other courses as MK-related, depending on their focus within the major.

¹ Management-related electives can be fulfilled by any AC, AF, FI, IDCC, IPM, MG, MK or PRS courses not otherwise required. Any LA course numbered 200 or higher (except LA 402) can also fulfill the requirement. The following EC courses can also fulfill the requirement: EC 224, EC 225, EC 311, EC 315, EC 346, EC 373, EC 374, EC 375, EC 376, EC 377, EC 402, EC 431, EC 441 and EC 454. The following CS courses can also fulfill the requirement: CS 350, CS 360, CS 401, CS 402, CS 421, CS 440 and CS 460. SO 263 may also be used as MG-related elective. The chair of the department may be petitioned

Professional Sales Major

Sales is the most common career entry point for college marketing graduates, and a popular first job for business students majoring in any number of fields, including economics, international business, management, finance, operations management and human resources. And yet, employers continue to report frustration with their inability to fill sales job openings. These open positions often go unfilled because there is a shortage of qualified candidates who possess the skills needed to step into a sales role — and succeed — in a variety of industries or as a business development officer in the nonprofit sector.

Our Professional Sales major develops critical knowledge and perspective in the fields of revenue generation, business development and sales management, while nurturing an understanding of the role sales plays within an organization. This strategic mastery is coupled with pragmatic expertise, ultimately translating into success in the employment marketplace — professional sales skills are highly transferable across industries and can be applied in private and public companies, nonprofit organizations and social missions.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		
MG 240	Interpersonal Relations in Management	3
MG 360	Negotiating	3
MK 250	Marketing Essentials	3
PRS 339	Effective Selling	3
PRS 343	Sales Management	3
PRS 373	Sales Strategy and Technology	3
PRS 421	Professional Sales Internship ¹	3
Elective Courses		
Select one of the following:		3
EC 382	Time Series Analysis	
IDCC 320	Managerial Communication	
SO 265	Talk at Work	

¹ Students not eligible for PRS 421 Professional Sales Internship will take a Directed Study approved by the Director.

Quantitative Economics Major

This major focuses on the systematic study of mathematical and statistical analysis of economic phenomena and problems. The coursework includes instruction in economic statistics, optimization theory, cost/benefit analysis, price theory, economic modeling, and economic forecasting and evaluation. With this degree program, students take ten courses within the major, as well as a semester of calculus (MA 131). The quantitative focus of the major includes intermediate level theory courses, two econometrics courses, and a quantitative methods in economics course. This major may be of interest to students pursuing highly analytical career fields, as well as students potentially interested

in going on to graduate school in economics or related fields. This major is STEM designated so may be of particular interest to international students qualifying for extended work opportunities.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Course	Title	Credits
Required Courses		
EC 112	Principles of Macroeconomics	3
EC 224	Intermediate Microeconomics	3
EC 225	Intermediate Macroeconomics	3
EC 282	Introduction to Econometrics	3
EC 425	Quantitative Methods in Economics and Business	3
EC 483	Applied Econometrics	3
Select four EC Electives (may be fulfilled by an EC course not otherwise required)		12

Arts and Sciences Majors

Arts and Sciences degree programs are designed for students who want to concentrate their studies in areas such as the humanities, the social sciences, natural and applied sciences or mathematical sciences, while also supplementing their major with business courses that strengthen students' professional career opportunities. Arts and Sciences programs include both Bachelor of Science and Bachelor of Arts degrees:

- Bachelor of Science:**
- Actuarial Science (p. 25)
 - Data Analytics (p. 25)
 - Mathematical Sciences (p. 26)

- Bachelor of Arts:**
- Diversity, Equity and Inclusion (p. 26)
 - English (p. 27)
 - Health Studies (p. 28)
 - History (p. 29)
 - International Affairs (p. 29)
 - Language, Culture, and Business (p. 30)
 - Media and Culture (p. 31)
 - Philosophy (p. 31)
 - Public Policy (p. 32)
 - Sustainability Science (p. 33)

All students pursuing an Arts and Sciences degree program (BS and BA) must complete the Business Administration minor (p. 25).

All students pursuing a Bachelor of Arts degree must complete two semesters of the same modern language, regardless of proficiency levels. Credits earned from AP classes and other institutions approved by Bentley (including abroad) will be considered.

The Business Administration Minor

All students are required to complete the courses for a Business Administration minor (18-24 credits).

Course	Title	Credits
Business Administration Minor		18 to 24
AC 115	Financial Reporting and Analysis	3
EC 111	Principles of Microeconomics	3
FI 118	Introduction to Finance	3
LA 100	Business Law	3
MG 116	Human Dynamics in Organizations	3

Students pursuing a business major are required to take an additional Business Environment course, IPM 300, to complete the minor.

Bachelor of Science Degree Programs

The Mathematical Sciences Department offers three BS degrees for students interested in learning more about modeling techniques and developing their quantitative skill set:

- Actuarial Science (p. 25)
- Data Analytics (p. 25)
- Mathematical Sciences (p. 26)

Students in these majors are required to complete Business Administration minor which creates a desirable combination of strong quantitative skills paired with knowledge of core business disciplines.

The Business Administration Minor

All students are required to complete the courses for a Business Administration minor (18-24 credits).

Course	Title	Credits
Business Administration Minor		18 to 24
AC 115	Financial Reporting and Analysis	3
EC 111	Principles of Microeconomics	3
FI 118	Introduction to Finance	3
LA 100	Business Law	3
MG 116	Human Dynamics in Organizations	3

Students pursuing a business major are required to take an additional Business Environment course, IPM 300, to complete the minor.

Actuarial Science Major

Actuarial mathematics is used primarily in the insurance, banking, and financial services industries to estimate risks, price products, and determine required reserves. Bentley offers specialized courses to help students prepare for up to four of the professional exams administered by the Society of Actuaries and fulfill the Validation by Educational Experience (VEE) requirements of the Society of Actuaries and the Casualty Actuarial Society. Most students complete at least one internship during their undergraduate years and the department maintains close contact with many of our alumni/alumnae who work in this field.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Context & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & sciences majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		27
MA 139	Calculus II	3
or MA 139L	Calculus II with Lab	
MA 214	Intermediate Applied Statistic	3
MA 233	Calculus III	3
MA 239	Linear Algebra	3
MA 252	Regression Analysis	3
MA 263	Continuous Probability for Risk Management	3
MA 310	Actuarial Topics in Probability and Risk Management	3
or MA 357	Mathematical Theory of Interest	
Select two of the following:		6
MA 310	Actuarial Topics in Probability and Risk Management ¹	
MA 243	Discrete Probability	
MA 335	Financial Calculus and Derivative Pricing	
MA 343	The Mathematics of Discrete Options Pricing	
MA 352	Mathematical Statistics	
MA 357	Mathematical Theory of Interest ¹	
MA 370	Models for Financial Economics	
MA 375	Long-Term Actuarial Mathematics I	
MA 376	Long-Term Actuarial Mathematics II	

¹ If not already used in the major.

Data Analytics Major

The ability to work with numbers and data is critical to the modern workforce. Every area of business, science, entertainment and, increasingly, the non-profit sector, is becoming more data-driven. The Data Analytics major prepares graduates to add value to any organization through quantitative decision-making from both structured and unstructured data. As more industries embrace big data and analytics, skills in areas such as data science, statistics, programming, modeling and data mining are becoming more important. Through a combination of mathematics, statistics and computing courses—including intensive, hands-on work with R, Python and SQL—our Data Analytics graduates will not only understand key concepts and techniques, but will also know how to apply them and communicate results to the modern business world.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Context & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & sciences majors. Details can be found in

the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		27
MA 139 or MA 139L	Calculus II Calculus II with Lab	3
MA 214	Intermediate Applied Statistic	3
MA 252	Regression Analysis	3
MA 255	Design of Experiments	3
CS 230	Introduction to Programming with Python	3
CS 350	Database Management Systems	3
MA 346	Data Science	3
MA 347	Data Mining	3
MA 380	Introduction to Generalized Linear Models and Survival Analysis in Business	3

Mathematical Sciences Major

The abilities to think in quantitative terms, to reason analytically, and to apply mathematical models to real-world problems and communicate results are valuable assets to those entering careers in business and other fields. Mathematical models are used to analyze a wide variety of problems in economics, finance, environmental management, marketing, business planning and other business fields, as well as traditional applications in science and engineering.

The Mathematical Sciences major requires completion of MA 131 Calculus I (which fulfills a Foundations for Success core requirement) and nine mathematical sciences courses.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Context & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & sciences majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		
MA 139 or MA 139L	Calculus II Calculus II with Lab	3
MA 214	Intermediate Applied Statistic	3
MA 233	Calculus III	3
MA 239	Linear Algebra	3
MA 252	Regression Analysis	3
MA 263	Continuous Probability for Risk Management	3
Select three additional 200-level or higher mathematical sciences electives. Students are advised to choose electives that create an area of specialty that they can market to future employers, such as actuarial science, modeling, mathematical finance or statistics.		9

Bachelor of Arts Degree Programs

Bentley's BA degree programs are designed for students who want to concentrate their studies in the humanities, social sciences, or natural

and applied sciences, while also taking business courses that strengthen their professional career options. Bachelor of Arts degrees are available in:

- Diversity, Equity and Inclusion (p. 26)
- English (p. 27)
- Health Studies (p. 28)
- History (p. 29)
- International Affairs (p. 29)
- Language, Culture, and Business (p. 30)
- Media and Culture (p. 31)
- Philosophy (p. 31)
- Public Policy (p. 32)
- Sustainability Science (p. 33)

Students in these majors must complete the Business Administration minor (p. 26). All students pursuing a Bachelor of Arts degree must achieve intermediate competency in a foreign language. Most students do so by completing an Intermediate II language course, but other options are also available. Students must meet with the Chair of the Modern Languages Department to discuss their language proficiency requirement.

The Business Administration Minor

All students are required to complete the courses for a Business Administration minor (18-24 credits).

Course	Title	Credits
Business Administration Minor		18 to 24
AC 115	Financial Reporting and Analysis	3
EC 111	Principles of Microeconomics	3
FI 118	Introduction to Finance	3
LA 100	Business Law	3
MG 116	Human Dynamics in Organizations	3
Students pursuing a business major are required to take an additional Business Environment course, IPM 300, to complete the minor.		3

Diversity, Equity and Inclusion Major B.A.

The Diversity, Equity and Inclusion major is designed to create professional pathways for students who are interested in careers in diversity, equity, and inclusion. The ability of organizations to strategically leverage the range of skillsets and experience brought by a diverse workforce is key to their long-term success. This major will help students become those key agents for strategic innovation and organizational health rooted in DEI.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		24
ID 101	Diversity, Equity and Inclusion	3
MG 228	Managing Diversity in the Workplace	3
SO 241	Race and Racism in the United States	3
Choose one course from the following:		3
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Outsiders and the Law	
Choose one course from the following:		3
EMS 393	Intercultural Communication	
GLS 114	Cross-Cultural Understanding	
NAS 375	Cross-Cultural Psychology	
Choose one course from the following:		3
ID 401	Directed Study in ID	
ID 420	Interdisciplinary Internship Arts and Sciences	

Course	Title	Credits
Choose two courses from the following electives:		9
EMS 343	American Landscapes	
EMS 350	Black Lives Matter: African American Literature and Culture	
EMS 351	Latina/o/x Literature	
EMS 352	Native American Literature and Culture	
EMS 353	Immigrant and Ethnic Literature	
EMS 359	Passing in American Literature	
EMS 360	Women in Literature	
EMS 364	Sexual Identity and Culture	
EMS 365	Transgender American Literature	
EMS 366	Queer and Trans Media Studies	
EMS 370	Cultural Studies and the Body	
EMS 382	Caribbean Literature	
GLS 225	Urban Politics and Policy	
GLS 238	Immigration	
HI 351	The American Religious Experience	
HI 358	U.S. Women's History	
HI 359	Immigration in U.S. History	
ID 211	Sex, Gender, and Power	
LA 101	Law and Society	
LA 107	Social Justice Law	
MLSP 307	Migrations and the Hispanic World	
MLSP 403	Latinos in the U.S.A.	
MLSP 407	Multicultural Spanish America	
NAS 364	Adult Development and Aging	
NAS 378	Gender Psychology	
PH 140	Disability, Values & Society	
SO 132	Issues and Investigations in Sociology	
SO 221	Homelessness and Society	
SO 243	Capitalism and Slavery	
SO 246	Criminal and Social Justice	
SO 248	Human Trafficking and Global Slavery	
SO 271	Self, Diversity and Society	

SO 285	Sociology of Sports
SO 292	Sociology of Native American Peoples
SO 295	Film and Society
SO 320	Immigrant Entrepreneurship

English Major

The English major at Bentley is designed for students who are interested in literature and film and in a career that requires an understanding of how such cultural texts work. The English major distinguishes itself from the department's Media and Culture major by focusing primarily on the written word. The foundational courses (EMS 200 Introduction to Film, Literature and Media and EMS 220) introduce students to the importance of genre and to the variety of intellectual traditions through which literary works may be analyzed. In addition to learning about literary form and theory, students will consider how literary works reflect and shape categories of "otherness" (such as race, ethnicity and gender) and circulate within structures of power in an increasingly globalized and diverse world. The English major includes a creative writing component that mirrors the production courses in the Media and Culture major. This requirement ensures a deeper understanding of the literary genres that students will encounter and a greater mastery of the expressive potential of language.

The English major prepares students for any career that requires excellence in oral and written communication, such as publishing, nonprofits, the media industry, journalism, copywriting, editing or business writing. It also provides a solid foundation for graduate work in law, education or literature.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		24
Four core courses:		
EMS 200	Introduction to Film, Literature and Media	3
EMS 220	Introduction to Cultural Studies	3
Select one EMS course in diversity or trans-nationality/post-coloniality from the following:		3
EMS 312	Horror/Sci-Fi in Film and Television	
EMS 350	Black Lives Matter: African American Literature and Culture	
EMS 351	Latina/o/x Literature	
EMS 352	Native American Literature and Culture	
EMS 353	Immigrant and Ethnic Literature	
EMS 354	Black Cinema	
EMS 359	Passing in American Literature	
EMS 360	Women in Literature	
EMS 361	Women and Film	
EMS 362	Wonder Women	
EMS 363	The Male Image in American Film	
EMS 364	Sexual Identity and Culture	

EMS 365	Transgender American Literature
EMS 366	Queer and Trans Media Studies
EMS 370	Cultural Studies and the Body
EMS 371	Literature and Medicine
EMS 380	Money, Love, and Death: Colonialism in Literature and Culture
EMS 381	Diasporic Literature and Culture
EMS 382	Caribbean Literature
EMS 383	Images of the Hero
EMS 390	Global Media
EMS 391	International Cinema
EMS 392	Youth Cultures in International Cinema
Select one creative writing course from the following:	
EMS 331	Writing Poetry
EMS 332	Writing Fiction
EMS 333	Writing for Drama/Screen
EMS 334	Creative Nonfiction/Essay Writing
EMS 335	Creative Writing and Multimedia Production

Select four additional courses from the English and Media Studies department. It is encouraged that at least one elective focus on constructions of gender and sexuality, such as EMS 312, 322, 360, 364, 365, or 361. 3 12

Health Studies Major

In the United States, the health care industry is big business, with annual expenditures of more than \$3.8 trillion a year consuming nearly 18 percent of the gross domestic product. Health is a leading factor in the productivity of businesses, and health care costs play a major role on the bottom line of most businesses. All organizations that provide benefits to their employees spend a large share of their energies on issues related to the health of their employees and the ever-changing dynamics of the health insurance industry.

Despite attempts at reforms, our nation is currently on an unsustainable path of increasing health care costs. The causes for this predicament are complex, and any solution will require considerable ingenuity and creativity, taking into account concepts from biology, technology, society and business. A student with a Health Studies degree will be prepared to help individuals and organizations acquire, convert or translate scientific, psychological and business perspectives into a more effective health care delivery system.

The Health Studies major is an innovative program that integrates the Natural and Applied Sciences health and psychology curricula with Bentley's core programs in business. In addition to a strong foundation in the laboratory sciences, students with a Health Studies degree will have the flexibility to tailor their studies to specific areas of interest, such as policy, psychology, biotechnology, and global or environmental health.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		28
NAS 110 or NAS 120	Human Biology Elements of Living Systems	4
NAS 316	Human Health and Disease in Today's World	3
NAS 368	Health Psychology	3
Senior Capstone Experience: Internship in Natural and Applied Sciences or Research in Natural and Applied Sciences		3
Four Health, Psychology or Interdepartmental electives (organized according to one of the following tracks):		12
General Health Studies (p. 28)		
Health Policy (p. 29)		
Health Psychology (p. 29)		
Biotechnology (p. 29)		
Environmental Health (p. 29)		

General Health Studies

Course	Title	Credits
Select three or four electives from the following:		9 to 12
NAS 110	Human Biology	
NAS 120	Elements of Living Systems	
NAS 308	Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World	
NAS 302	The Science and Business of Biotechnology	
NAS 314	Human Nutrition: From Science to Life	
NAS 318	Global Health Challenges	
NAS 322	Human Inheritance	
NAS 338	Water Quality	
NAS 352	Science of Environmental Policy	
NAS 415	Special Topics in Natural and Applied Sciences	
NAS 361	Pioneers in Psychology	
NAS 362	Child Psychology	
NAS 365	Human Relations in Health Care	
NAS 366	Positive Psychology	
NAS 372	Social Psychology	
NAS 374	Dynamics of Personality	
NAS 375	Cross-Cultural Psychology	
NAS 378	Gender Psychology	
NAS 380	Psychology of Self	
NAS 382	Environmental Psychology	
NAS 388	Abnormal Psychology	
NAS 399	Experimental Course in Psychology	
Select no more than one elective from the following:		0 to 3
EC 343	Health Economics	
GLS 205	Social Policy	
HI 308	Drugs Trades in World History	
HI 355	American Environmental History	
IPM 320	Decision Support and Business Intelligence	

PH 135	Special Problems in Business and Professional Ethics
SO 225	Drugs and Society
SO 252	Health, Illness and Everyday Life

Health Policy

Course	Title	Credits
NAS 308	Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World	3
NAS 302	The Science and Business of Biotechnology	3
NAS 365	Human Relations in Health Care	3
Select one of the following:		3
EC 343	Health Economics	
GLS 205	Social Policy	
SO 252	Health, Illness and Everyday Life	

Health Psychology

Course	Title	Credits
Select four of the following:		12
NAS 322	Human Inheritance	
NAS 365	Human Relations in Health Care	
NAS 366	Positive Psychology	
NAS 370	Nonverbal Behavior and Judging Others	
NAS 388	Abnormal Psychology	

Biotechnology

Course	Title	Credits
Select four of the following:		12
NAS Experimental Courses (if appropriate)		
NAS 302	The Science and Business of Biotechnology	
NAS 322	Human Inheritance	
SO 252	Health, Illness and Everyday Life	

Environmental Health

Course	Title	Credits
Select four of the following:		12
NAS 318	Global Health Challenges	
NAS 338	Water Quality	
NAS 352	Science of Environmental Policy	
NAS Experimental Courses (if appropriate)		
NAS 382	Environmental Psychology	
NAS 410	Seminar in Natural and Applied Sciences	
NAS 415	Special Topics in Natural and Applied Sciences	
EC 346	Environmental Economics	
or HI 355	American Environmental History	

History Major

Since the present was forged in the past, the study of history is uniquely suited to enable us to comprehend and deal with the modern

world. A major in History promotes critical thinking, data analysis and communication skills. It also provides excellent preparation for careers in professional fields such as business, law, journalism, government and education. In addition to a wide range of courses and the opportunity to undertake directed studies, the Department of History offers both a major and minor. Students participate in broadly-based and globally-oriented study through either a regional concentration (American, European, Asian or Latin American/Caribbean) or a thematic concentration (for example, economic or military history.)

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		24
A minimum of four courses in a field of regional concentration, either American, European, Asian or Latin American/Caribbean, or in a thematic area in history such as economic history, social history or war and society (at least two of these courses must be at the 300 level)		12
Two unrestricted history electives		6
A minimum of one course in non-Western history or, if the area is non-Western, one Western history course		3
HI 402	Seminar in History	3

International Affairs Major

A major in International Affairs (IA) offers students the opportunity to gain knowledge, perspectives and analytical skills needed to navigate an increasingly globalized world. The curriculum draws on Bentley's business strengths while providing the multidisciplinary perspectives of politics, international relations, geography and culture that are necessary to understand complex international interactions.

The International Affairs major emphasizes "hands-on" learning programs, such as internationally-focused internships, Model United Nations and Service-Learning. All IA majors complete an approved international experience (semester or summer study abroad programs or faculty-led international courses) and develop proficiency in a modern language.

With the advice of their IA advisor, students design a program that matches their academic interests, career goals or plans for future graduate or professional studies.

The International Affairs major prepares students for dynamic careers in the private, public or nonprofit sectors.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		24
GLS 116	International Relations	3
GLS 101 or GLS 102	Globalization Politics and Power Worldwide: Intro to Comparative Political Analysis	3
GLS 110 or GLS 114	Global Regions Cross-Cultural Understanding	3
GLS 403	Model United Nations	3
One GLS course at the 300 level or higher		3
Three GLS 200-level or above courses		9
A Global Experience ¹		

¹ A Global Experience includes: study abroad for a semester or the equivalent in short-term programs, internships, or other experience approved by the department.

Language, Culture, and Business Major

The Language, Culture, and Business (LCB) major is designed to prepare students to use their language and culture skills and knowledge in their professional careers, both in the United States and abroad. Bentley's LCB major focuses on practical applications of modern languages and the study of world cultures—including the culture of business in other parts of the world. Our LCB major provides an excellent opportunity to hone language skills while preparing students for the challenges and rewards of an international career. Our curriculum includes advanced grammar courses in composition and conversation, translation courses, language for business courses, as well as classes on film, literature, and other forms of cultural production. The major is designed for students of languages of all levels, according to the specialization chosen.

The Language, Culture, and Business major consists of eight courses (24 credits). An applied Learning Experience is required for all LCB major concentrations, which may be fulfilled by:

- Spending a semester long program in a country where the language of concentration is spoken
- Completing internship (ML 420 or ML 421)
- Taking ML 205 or a ML faculty-led course to a country where the language of the concentration is spoken.

Course	Title	Credits
Required Courses		24
One or Two of the following business electives:		3 to 6
AC 381	International Accounting ¹	
EC 311	International Economics	
EC 321	International Economic Growth and Development	
FI 351	International Finance ²	
FI 352	International Project Finance ³	
IDCC 355	Global Public Relations	
IDCC 365	Crisis Communication and Management	
LA 308	International Business Law	
MG 228	Managing Diversity in the Workplace	

MG 331	Management of International Operations	
MG 334	International Management Behavior	
MK 367	International Marketing	
ML 420	Internship in Modern Language (or other Applied Learning Experience (See department for details))	0
In addition, Language, Culture and Business majors must take at least six courses within their concentration:		18 to 21
Chinese (p. 30)		
Italian (p. 30)		
French (p. 30)		
Spanish (p. 31)		

Concentration in Chinese

Course	Title	Credits
Required Courses		24
One Business Elective from the list above.		3
ML 420	Internship in Modern Language (or other Applied Learning Experience (See department for details))	0
MLCH 102 or MLCH 105	Elementary Chinese II ⁴ Chinese Basic Course: A Practical Approach	3
MLCH 201	Intermediate Chinese I	3
MLCH 202	Intermediate Chinese II	3
MLCH 204	Chinese for Business – Exploring Real Companies	3
MLCH 207	Learn Chinese through Learning Chinese Music	3
MLCH 208	Chinese for Business II – Exploring Real Companies	3
MLCH 403	Chinese for Cinema	3

Concentration in Italian

Course	Title	Credits
Required Courses		24
Two Business Electives from the List Above		6
ML 420	Internship in Modern Language (or other Applied Learning Experience (See department for details))	0
MLIT 201	Intermediate Italian I ⁴	3
MLIT 202	Intermediate Italian II ⁴	3
MLIT 302	Italian for Business	3
MLIT 304	Italy through Films	3
MLIT 305	Migration in Italian Literature	3
MLIT 402 or MLIT 401	Seminar in Italian Directed Study in Italian	3

Concentration in French

Course	Title	Credits
Required Courses		24
Two Business Electives from the List Above.		6
ML 420	Internship in Modern Language (or other Applied Learning Experience (See department for details))	0

MLFR 201	Intermediate French I ⁴	3
MLFR 202	Intermediate French II ⁴	3
MLFR 203	French Writing in Context	3
MLFR 206	Spoken Contemporary French	3
MLFR 301	Contemporary Francophone Cultures	3
MLFR 302	French for Business	3

Concentration in Spanish

Course	Title	Credits
Required Courses		24
One Business Elective from the List Above.		3
ML 420	Internship in Modern Language (or other Applied Learning Experience (See department for details))	0
MLSP 201	Intermediate Spanish I ⁴	3
MLSP 202	Intermediate Spanish II ⁴	3
or MLSP 205	Intermediate Spanish Language Immersion	
MLSP 203	Advanced Spanish Grammar and Composition	3
MLSP 206	Advanced Spanish Conversation	3
or MLSP 305	Spanish Translation	
MLSP 302	Spanish for Business	3
MLSP 312	Spanish for Business II: A Practical Approach	3
Another MLSP 300-Level or Higher		3

¹ Pre-Req: AC 312

² Pre-Req: FI 306 or FI 307

³ Pre-Req: FI 307

⁴ If placed above these levels, the student must take additional classes to complete the minimum six courses.

Media and Culture Major

Centered on the nature of storytelling in all its forms and designed to prepare students for careers in the media industries, the Media and Culture (MC) major is focused on production within an integrated curriculum on media literacy, theory and business. After all, “show business” is just that—a business. Students gain technical expertise in specialties, such as video and audio production, graphic and motion design, and writing about media forms, while also learning the business skills necessary for today’s media companies to succeed. In addition to the major’s focus on media literacy, English and Media Studies courses teach how media texts operate at the creative, cultural and industrial levels. New MC majors can join graduates who have screened their original films at the Cannes Film Festival, interned at such companies as MTV, NBC, Sony Music, and Marvel Comics, and landed full-time jobs with prominent media firms or studios in Boston, New York and Los Angeles.

Students are encouraged to complete either a media internship or capstone project and will have the flexibility to study abroad. The Media and Culture Labs and Studio in Lindsay Hall boast professional software for screenwriting, film editing, sound mixing, animation and graphic design. Our state-of-the-art Labs and Studio give students hands-on experience in all forms of media production and provide opportunities for them to develop their creative abilities.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		24
EMS 200	Introduction to Film, Literature and Media	3
EMS 240	Introduction to Media Production	3
Select one of the following media and theory courses:		3
EMS 202	Introduction to Cinema Studies	
EMS 220	Introduction to Cultural Studies	
EMS 310		
EMS 312	Horror/Sci-Fi in Film and Television	
EMS 322	Jane Austen in Fiction and Film	
EMS 343	American Landscapes	
EMS 361	Women and Film	
EMS 362	Wonder Women	
EMS 363	The Male Image in American Film	
EMS 391	International Cinema	
EMS 392	Youth Cultures in International Cinema	
EMS 405	Hollywood Genres: Classical Forms and Contemporary Re-Inventions	
EMS 490	Selected Topics in English and Media Studies	
Select one of the following media production courses:		3
EMS 241	Introduction to Video Production	
EMS 242	Introduction to Photography	
EMS 430	Audio Production	
EMS 431	Documentary Production	
EMS 432	Animation Production	
EMS 433	Film Directing	
EMS 434	Film Producing	
EMS 490	Selected Topics in English and Media Studies	
EMS 491	Directed Study in English and Media Studies	
EMS 493	Capstone Project in English and Media Studies	

Four Electives

Select four additional courses from the English and Media Studies department.	12
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Philosophy Major

Philosophy majors examine fundamental human questions such as the following: What can we know? What exists? What is right? They approach these questions through rigorous study, emphasizing clarity of thought and expression, careful reasoning and problem-solving, and the analysis of diverse viewpoints. These intellectual skills, combined with broad exposure to the liberal arts, are highly valued by the business community and by schools providing graduate training in law, medicine

and other disciplines. In addition to major courses, Philosophy majors will take courses in a broad range of business subjects, including finance, accounting, statistics and strategy. By combining skills in critical thinking with business study, these students gain a distinct advantage in the job market.

While acquainting students with philosophy's rich history, the major emphasizes the application of philosophical methods to contemporary problems, especially in ethics. The department regularly offers courses in environmental ethics, health care ethics, and business ethics. Majors will have a chance to broaden their knowledge of ethical issues in business by close engagement with the university's nationally recognized Hoffman Center for Business Ethics.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		24
Metaphysics and Epistemology – one of:		3
PH 252	Theories of Knowledge	
PH 253	Theories of Reality	
PH 270	Consciousness and Experience	
PH 271	Other Minds	
PH 272	Perception and Perspectives	
Value Theory – one of:		3
PH 310	Ethical Theory	
PH 311	Social Philosophy	
PH 312	Liberty, Morality and Law	
PH 316	Feminist Theory	
PH 320	Human Rights and Global Governance	
Applied Ethics – one of:		3
PH 130	Business Ethics: Corporate Social Responsibility	
PH 131	Business Ethics: Philosophy of Work	
PH 133	Business Ethics: International Business Ethics	
PH 134	Healthcare Ethics	
PH 135	Special Problems in Business and Professional Ethics	
PH 138	Environmental Ethics	
PH 140	Disability, Values & Society	
PH 142	Sports, Games & Values	
PH 160	Technology and Values	
Four PH electives not otherwise required		12
PH elective not otherwise required or an elective from any other department, with permission from PH major advisor.		3

Public Policy Major

The realm of public policy encompasses virtually all aspects of contemporary society—economic development, financial markets, health

care, education, poverty, crime, the environment, technology, national security and immigration. These complex and often connected issues increasingly demand a rich and sophisticated understanding of the actions of governmental institutions and the motivations of political actors and other stakeholders in a global political environment. The nature of public policy is such that its development almost always involves non-governmental institutions and actors. Businesses, nonprofit and non-governmental organizations, interest groups, academic and legal experts and the public at large all play a role in shaping public policy priorities, the public discourse about those priorities, implementation of public policies and the evaluation of policy outcomes.

A major in Public Policy prepares students for work in all types of organizations and sectors of the job market: federal, state and local governments, nonprofit organizations and private-sector corporations.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		24
Students must complete eight courses to fulfill the Public Policy major. Three of these are required:		
GLS 230	Politics and Public Policy	3
GLS 405	Seminar in Government	3
GLS 422	Internship in Government	3
Students must take three GLS electives not otherwise required, two of which, two of which must be from GLS 200-499.		9
Choose two additional electives from the following courses:		6
GLS 200-499		
EC 225	Intermediate Macroeconomics	
EC 282	Introduction to Econometrics	
EC 321	International Economic Growth and Development	
EC 333	Economics of the European Union	
EC 341	Urban and Regional Economics	
EC 346	Environmental Economics	
EC 370	Behavioral and Experimental Economics	
EC 376	Economics of Regulation and Antitrust	
EC 441	Monetary Economics	
LA 101	Law and Society	
LA 102	Environmental Law	
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Outsiders and the Law	
LA 108	Moot Court	
MA 309	Game Theory	
NAS 318	Global Health Challenges	
NAS 352	Science of Environmental Policy	
SO 225	Drugs and Society	

SO 241	Race and Racism in the United States
SO 242	Social Problems
SO 244	Deviance and Social Control
SO 292	Sociology of Native American Peoples

Sustainability Science Major

The practice of sustainability isn't just good for the environment — it's also an important part of business. Whether it's through recycling, alternative energy, environmentally friendly material science or other initiatives, organizations and governments are all working hard to become more green in their business operations.

The Sustainability Science major gives students a foundation in the science of sustainability combined with an understanding of business principles and practices at organizations that are looking to incorporate this important business function into their operations. The curriculum ensures that students will understand not only earth's environmental systems, but also how they relate to business and societal activity — an approach that stands out among primarily science-based programs. The major is excellent preparation for students interested in a career path that requires them to consider environmental, economic and societal sustainability in corporate decision-making.

Through this major, students will gain real-world skills through required field experience in environmental science, as well as a capstone project or internship. The Sustainability Science major also requires that students complete either a Business Studies Major or Minor.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for arts & science majors (including the Modern Language requirement). Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Arts & Sciences Majors tabs.

Course	Title	Credits
Required Courses		29
NAS 140	Energy and The Environment	4
or NAS 145	Principles of Geology	
or NAS 160	Environmental Chemistry	
NAS 150	Environmental Science and Sustainability	
NAS 345	Science of Sustainability	3
NAS 348	Global Climate Change	3
Electives		
Select three of the following:		9
EC 346	Environmental Economics	
NAS 318	Global Health Challenges	
NAS 336	Water and the Environment	
NAS 338	Water Quality	
NAS 342	Ecology: Principles and Applications	
NAS 348	Global Climate Change	
NAS 344	Energy Alternatives	
NAS 350	Industrial Ecology	
No more than one of the three electives can come from the following list:		

GLS 101	Globalization
GLS 243	The Developing World
LA 102	Environmental Law
NAS 382	Environmental Psychology
PH 138	Environmental Ethics

Field Experience		
The options for students' field experience requirement include:		3
NAS 356	Coastal Geology of Cape Cod	
NAS 336	Water and the Environment	
NAS 358	Coastal Biology of Cape Cod	
Senior Capstone Experience		3
NAS 405	Research in Natural and Applied Sciences	1 to 3
or NAS 420	Internship in Natural and Applied Sciences	

Business Minors

- Minor in Accounting (p. 33)
- Minor in Business Economics (p. 34)
- Minor in Business Risk Assurance (p. 35)
- Minor in Computer Information Systems (p. 35)
- Minor in Entrepreneurial Studies (p. 36)
- Minor in Ethics and Compliance (p. 36)
- Minor in Finance (p. 37)
- Minor in Global Management (p. 38)
- Minor in Human Resources Management (p. 38)
- Minor in Information and Process Management (p. 39)
- Minor in International Economics (p. 40)
- Minor in Law (p. 40)
- Minor in Leadership (p. 41)
- Minor in Management (p. 42)
- Minor in Marketing (p. 42)
- Minor in Nonprofit Organizations (p. 43)
- Minor in Public Relations (catalog.bentley.edu/undergraduate/programs/minors-business/minor-public-relations/)
- Minor in Sports Business Management (p. 44)
- Minor in Supply Chain and Operations Management (p. 44)
- Minor in User Experience (catalog.bentley.edu/undergraduate/programs/minors-business/minor-user-experience/)

Minor in Accounting

All business professionals use accounting information to make decisions. The minor in Accounting provides students the opportunity to create a program of study that will enhance their knowledge of how business performance is measured. The requirements are flexible enough to allow students to sample a variety of accounting courses or to combine courses that are focused on a particular theme.

Course	Title	Credits
Required Courses		12
AC 201	Introduction to Financial Information Professions	3

Three courses in accounting (designated as AC) for which pre-requisites have been met. Possible course combinations around themes:

Financial Reporting	
AC 311	Financial Accounting and Reporting I
AC 312	Financial Accounting and Reporting II
AC 350	Federal Taxation
Information Systems Audit and Control	
AC 311	Financial Accounting and Reporting I
AC 340	Accounting Information Systems
AC 470	Financial Statement Auditing
Taxation	
AC 311	Financial Accounting and Reporting I
AC 312	Financial Accounting and Reporting II
AC 350	Federal Taxation

The minor is NOT open to students majoring in Corporate Finance and Accounting OR Information Systems Audit and Control.

Policies Related to Minors

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- A single course may only apply to one minor.
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9 Policy on Business Administration Minor

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Minor in Business Economics

A Business Economics minor provides students with more advanced training in microeconomics and macroeconomics to supplement what they received in EC 111. This minor is sufficiently flexible that, with the coordinator's guidance, courses can be chosen to align with the student's academic and career goals.

Course	Title	Credits
Please note: some courses have pre-requisites that must be completed before beginning the minor.		
Required Courses		12
EC 112	Principles of Macroeconomics	3
EC 224	Intermediate Microeconomics	3
EC 225	Intermediate Macroeconomics	3
Two courses in economics (designated as EC) for which prerequisites have been met.		6

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Minor in Business Risk Assurance

Technology disruptors, globalization, and a changing regulatory environment have driven the need for businesses to increase their risk management activities. This results in an increased need for business professionals with an understanding of technology, risk, and control and how they interrelate. There is significant demand for an understanding of assurance and consulting techniques among non-accountants who over their careers will serve in various corporate governance roles.

This minor will provide students the opportunity to earn an Internal Audit Education Partnership program completion certificate from The Institute of Internal Auditors, and also the foundational knowledge to begin pursuit of professional certification as a Certified Internal Auditor and/or Certified Information Systems Auditor. It does not provide the necessary coursework to qualify for licensure as a Certified Public Accountant.

Course	Title	Credits
Required Courses		12
AC 340	Accounting Information Systems	3
AC 472	Internal Auditing	3
AC 475	Information Technology Auditing Principles and Practice	3
And, select one from the following:		3
AC 332	Fraud Examination	
AC 440	Design and Control of Data and Systems	
AC 470	Financial Statement Auditing ¹	
IPM 210	Information Security and Computer Forensics	
GLS 228	Science, Technology & Society	
NAS 390	Cyber Psychology	

¹ AC 470 requires AC 311 as a pre-requisite.

Minor in Computer Information Systems

The CIS Minor has been designed to prepare the non-CIS major to be an effective contributor to the implementation and management of information systems related to their major disciplines.

Course	Title	Credits
Required Courses		12
Select either CS 150 or CS 160 but not both.		
CS 150	Introduction to Data and Information Management ¹	3
or CS 160	Data-Driven Decision Making	
CS 213	The World Wide Web ¹	3
Select two of the following for which prerequisites have been met:		6
CS 180	Programming Fundamentals ¹	
CS 230	Introduction to Programming with Python ¹	
CS 240	Business Processing and Communications Infrastructure ¹	
CS 280	Object-Oriented Application Development ¹	
CS 350	Database Management Systems	
CS 360	Business Systems Analysis and Modeling	
CS 380	Multi-Tiered Application Development	
CS 402	Advanced Computing Topics Seminar	
CS 440	Advanced Net-Centric Computing	
CS 460	Applied Software Project Management	
CS 480	Advanced Application Development Technology	

¹ Arts and Sciences courses

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Minor in Entrepreneurial Studies

The Minor in Entrepreneurial Studies complements a student's major with coursework focused on creating a business or nonprofit organization or being an "intrapreneur" within a large organization.

Course	Title	Credits
Required Courses		12
MG 335	Entrepreneurial Thinking	3
MG 336	New Venture Planning and Financing	3
Select one of the following:		3
MG 338	Launching Your Business	
PRS 339	Effective Selling	
MG 360	Negotiating	
MG 401	Directed Study in Management (must be with Professor Tuffile)	
MG 421	Internship in Management Practice (must be with Professor Tuffile)	
Select one of the following (all are classified as Arts and Sciences):		3
EMS 222	Introduction to Communication Studies	
PH 133	Business Ethics: International Business Ethics	
PH 251	Ethical Theory	

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Minor in Ethics and Compliance

The Ethics and Compliance minor combines courses in philosophy and law. Students will enhance their ability to recognize, understand, and analyze the ethical and legal dimensions of business activity. They will gain skills that are valuable in the growing ethics and compliance industry, and that will prepare them to be more reflective and thoughtful business professionals.

Course	Title	Credits
Required Courses		12
PH 251	Ethical Theory	3
Choose two of the following:		6
LA 102	Environmental Law	
LA 308	International Business Law	
LA 318	White Collar Crime	
Choose one of the following:		3
PH 130	Business Ethics: Corporate Social Responsibility	

PH 131	Business Ethics: Philosophy of Work
PH 133	Business Ethics: International Business Ethics

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Minor in Finance

The Minor in Finance offers students an opportunity to either sample broadly from finance courses or construct a concentrated theme with the assistance of the minor coordinator. These themes can incorporate managerial finance, investments, and financial markets or financial

institutions. Please note that there are significant prerequisites for all finance courses.

Course	Title	Credits
Required Courses		12
FI 305	Principles of Accounting and Finance	3
FI 306	Financial Markets and Investment (FI 306 is formerly FI 320. FI 307 is formerly FI 380.)	3
or FI 307	Advanced Managerial Finance	
Select one other finance (FI) course (except FI 401 or FI 421)		3
Select one additional finance (FI) course or one Arts and Sciences course from the following: ¹		3
CS 150	Introduction to Data and Information Management	
CS 180	Programming Fundamentals	
EC 321	International Economic Growth and Development	
EC 331	Modern Economic Systems	
EC 343	Health Economics	
EC 362	Development of Economic Thought	
MA 223	Linear Models for Business Decision-Making	
MA 225	Probability Models for Business Decision-Making	
MA 263	Continuous Probability for Risk Management	
MA 310	Actuarial Topics in Probability and Risk Management	
MA 335	Financial Calculus and Derivative Pricing	
MA 343	The Mathematics of Discrete Options Pricing	
MA 357	Mathematical Theory of Interest	
NAS 302	The Science and Business of Biotechnology	

¹ Other Arts and Sciences courses can be used only with the approval of the Minors Coordinator.

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Minor in Global Management

The Minor in Global Management complements a student's major with courses that develop the ability to work effectively across national and cultural boundaries.

Course	Title	Credits
Required Courses		12
MG 228	Managing Diversity in the Workplace	3
MG 334	International Management Behavior	3
MG 331	Management of International Operations	3
Select one Arts and Sciences course from the following:		3
EC 311	International Economics	
EC 321	International Economic Growth and Development	
GLS 101	Globalization	
GLS 110	Global Regions	
GLS 114	Cross-Cultural Understanding	
GLS 116	International Relations	
GLS 312	International Organizations	
HI 314	History of the World Economy	
EMS 390	Global Media	
EMS 393	Intercultural Communication	
NAS 375	Cross-Cultural Psychology	
PH 133	Business Ethics: International Business Ethics	

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Minor in Human Resources Management

The Minor in Human Resources Management complements a student's major with courses that increase knowledge of the essential organizational function of human resources.

Course	Title	Credits
Required Courses		12
MG 250	Human Resources Management	3
MG 350	Talent Management	3

MG 351	Developing Workforce Capabilities	3
Select one Arts and Sciences course from the following:		3
EMS 222	Introduction to Communication Studies	
EMS 393	Intercultural Communication	
EMS 422	Money, Power, Communication	
HI 347	Work and the American Worker	
NAS 372	Social Psychology	
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Outsiders and the Law	
PH 130	Business Ethics: Corporate Social Responsibility	
PH 131	Business Ethics: Philosophy of Work	
SO 263	Sociology of Work and Organizations	

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Minor in Information and Process Management

The Minor in Information and Process Management (IPM) is designed to add valuable skills in tools, methods and technologies that support information and process management in organizations. Business processes and information technology are the key enablers of firms' performance and their ability to compete in the marketplace. The IPM minor will prepare students to effectively work with information and process management professionals.

Course	Title	Credits
Required Courses		12
Select three of the following:		9
IPM 140	Adding Value with Information and Processes	
IPM 210	Information Security and Computer Forensics	
IPM 320	Decision Support and Business Intelligence	
IPM 340	Special Topics in IPM	
IPM 402	Seminar in IPM	
IPM 450	Enterprise Systems Configuration for Business	
Select one Arts and Sciences course from the following list:		3
COM 210	Effective Speaking	
CS 150	Introduction to Data and Information Management	
MA 214	Intermediate Applied Statistic	
MA 225	Probability Models for Business Decision-Making	
MA 252	Regression Analysis	
NAS 372	Social Psychology	
SO 264	Technology, Society and Work	
Other relevant courses—subject to minor coordinator approval		

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Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in International Economics

A Minor in International Economics provides students with an understanding of the theory and practice of economics in international markets. Advanced topics in international trade and finance will be explored, and complemented with other popular topics dealing with international issues. Students can select courses to achieve their academic and career goals with the guidance of the minor coordinator.

Course	Title	Credits
Please note: some courses have pre-requisites that must be completed before beginning the minor.		
Required Courses		12
EC 112	Principles of Macroeconomics	3
EC 311	International Economics ¹	3
Select three of the following:		9
EC 315	The Economics of Multinational Corporations ¹	
EC 321	International Economic Growth and Development ²	
EC 331	Modern Economic Systems ²	
EC 333	Economics of the European Union ¹	
FI 351	International Finance ¹	

¹ Business courses

² Arts and Sciences courses

Policies Related to Minors

- Some major/minor/major combinations are prohibited. See the major/minor/major exclusions list (p. 11) for more information.
- Courses taken to fulfill a minor can be applied as arts and sciences electives, unrestricted electives or Context and Perspectives courses. Courses fulfilling Business Dynamics or Business Environment requirements can only apply to the Business Administration minor.
- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
- Courses used to fulfill the modern language requirement for BA students cannot be applied to a minor.
- A course taken under the Pass/Fail/D policy may be applied to the minor.
- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
- To be awarded a minor, students must achieve a minimum cumulative GPA of 2.0 in the minor. See the exception for the Business Administration Minor below.
- A minor may not be declared after a student has been awarded their bachelor's degree.
- Please note: some courses have prerequisites that must be completed before beginning the minor and some minor requirements/electives have prerequisites that must be completed.

Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Law

The Minor in Law is intended to make available a structured program for the study of law which may be appropriate for the goals of some students, but not necessarily for students seeking a career in law.

Course	Title	Credits
Required Courses		12
Four law (LA) courses beyond LA 100		

Notes:

100-level Law courses are classified as Arts and Sciences.

200- and 300-level Law courses are classified as Business.

Policies Related to Minors

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- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
- Courses used to fulfill the modern language requirement for BA students cannot be applied to a minor.
- A course taken under the Pass/Fail/D policy may be applied to the minor.
- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
- To be awarded a minor, students must achieve a minimum cumulative GPA of 2.0 in the minor. See the exception for the Business Administration Minor below.
- A minor may not be declared after a student has been awarded their bachelor's degree.
- Please note: some courses have prerequisites that must be completed before beginning the minor and some minor requirements/electives have prerequisites that must be completed.

Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Leadership

The Minor in Leadership complements a student's major with courses that develop the ability to function effectively in leadership roles by working productively with people.

Course	Title	Credits
Required Courses		12
MG 241	Leadership: Concepts, Competencies and Character	3

Select two of the following: 6

MG 228	Managing Diversity in the Workplace
MG 240	Interpersonal Relations in Management
MG 360	Negotiating

Select one of the following Arts and Sciences courses: 3

EMS 222	Introduction to Communication Studies
EMS 393	Intercultural Communication
EMS 422	Money, Power, Communication
LA 104	Gender and the Law
LA 105	Race and the Law
LA 106	Outsiders and the Law
NAS 372	Social Psychology
PH 130	Business Ethics: Corporate Social Responsibility
PH 131	Business Ethics: Philosophy of Work
SO 263	Sociology of Work and Organizations
SO 265	Talk at Work

Policies Related to Minors

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- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
- Courses used to fulfill the modern language requirement for BA students cannot be applied to a minor.
- A course taken under the Pass/Fail/D policy may be applied to the minor.
- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
- To be awarded a minor, students must achieve a minimum cumulative GPA of 2.0 in the minor. See the exception for the Business Administration Minor below.
- A minor may not be declared after a student has been awarded their bachelor's degree.
- Please note: some courses have prerequisites that must be completed before beginning the minor and some minor requirements/electives have prerequisites that must be completed.

Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Management

The Minor in Management complements a student's major with courses that develop the ability to diagnose organizational issues from multiple perspectives. The minor cultivates essential skills for managers such as communications, interpersonal effectiveness and working in teams.

Course	Title	Credits
Required Courses		12
MG 240	Interpersonal Relations in Management	3
MG 345	Organizations, Society and Responsible Management	3
One management or professional sales elective (can be fulfilled with any course designated as MG or PRS)		3
Select one of the following Arts and Sciences courses or an additional MG or PRS elective: ¹		3
GLS 312	International Organizations	
EC 321	International Economic Growth and Development	
EC 331	Modern Economic Systems	
EC 343	Health Economics	
MA 225	Probability Models for Business Decision-Making	
MA 263	Continuous Probability for Risk Management	
PH 130	Business Ethics: Corporate Social Responsibility	
PH 131	Business Ethics: Philosophy of Work	
SO 263	Sociology of Work and Organizations	
SO 265	Talk at Work	
HI 314	History of the World Economy	
HI 347	Work and the American Worker	
HI 353	20th Century U.S. Economic History	
EMS 222	Introduction to Communication Studies	
NAS 372	Social Psychology	

¹ Other Arts and Sciences courses can be used with approval of the Minors Coordinator.

Policies Related to Minors

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- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
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- Please note: some courses have prerequisites that must be completed before beginning the minor and some minor requirements/electives have prerequisites that must be completed.

Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Marketing

The Minor in Marketing is designed to offer both breadth and flexibility in accommodating specific student learning and career interests. Students must meet with the Marketing Minor coordinator to discuss selection of appropriate courses to strengthen their major area of study.

Course	Title	Credits
Please note: some courses have pre-requisites that must be completed before beginning the minor.		
Required prerequisite course		
MK 250	Marketing Essentials	3
Required Courses for minor		12
Select two of the following Foundation of Marketing courses:		6
MK 321	Consumer Behavior	
MK 322	Marketing Research	
MK 332	Promotional Strategy	
Select two Applied Marketing or Professional Sales course from the following:		6

MK 340-400, 411

PRS 300-400

Policies Related to Minors

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- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
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Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Nonprofit Organizations

The Minor in Nonprofit Organizations provides an overview of both the business skills needed to manage a nonprofit and the societal environments within which nonprofits operate. Courses in management, marketing and accountancy are supplemented by business and liberal arts courses covering a wide range of subject areas.

Course	Title	Credits
Required Courses		12
Select two of the following:		6
AC 331	Governmental and Not-for-Profit Reporting	
MG 365	Theory and Management of Nonprofit Organizations	
MK 366	Marketing for Nonprofits and Social Enterprises	
Select two of the following; at least one must be an Arts and Sciences course:		6
Business Electives		
AC 331	Governmental and Not-for-Profit Reporting	
EC 346	Environmental Economics	
IDCC 365	Crisis Communication and Management	
IPM 140	Adding Value with Information and Processes	
MG 228	Managing Diversity in the Workplace	
MG 241	Leadership: Concepts, Competencies and Character	
MG 316	Service Operations Management	
MG 343	Project Management	
MG 365	Theory and Management of Nonprofit Organizations	
MK 365	Marketing of Services	
MK 366	Marketing for Nonprofits and Social Enterprises	
Arts and Sciences Electives		
EMS 393	Intercultural Communication	
EC 341	Urban and Regional Economics	
EC 343	Health Economics	
GLS 114	Cross-Cultural Understanding	
GLS 205	Social Policy	
GLS 312	International Organizations	
NAS 318	Global Health Challenges	
PH 351	Perspectives on Poverty	
SO 300	Community Involvement	

Policies Related to Minors

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Policy on Business Administration Minor

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Minor in Sports Business Management

The Minor in Sports Business Management complements a student's major with courses that develop the ability to work in all variety of sports-related businesses. Sports businesses and related job opportunities are growing rapidly and this minor and course offerings are expanding every semester.

Course	Title	Credits
Required Courses		12
Select three of the following business courses:		9
EC 375	The Economics of Sports	
IDCC 361	Sports Public Relations	
LA 317	Media Law	
LA 321	Sports Law	
MK 369	Sports Marketing	
Sports-Related Internship (with approval of coordinator)		
Sports-Related Special Topics Courses (with approval of coordinator)		
Select one of the following Arts and Sciences courses:		3
HI 370	History of American Sports	
PH 142	Sports, Games & Values	
NAS 385	Sports Psychology	
SO 285	Sociology of Sports	

Policies Related to Minors

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- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
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Policy on Business Administration Minor

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Minor in Operations and Supply Chain Management

The Minor in Operations and Supply Chain Management complements a student's major with courses that develop the ability to maximize the effectiveness of organizational supply chains and processes.

Course	Title	Credits
Please note: some courses have pre-requisites that must be completed before beginning the minor.		
The following three courses are required:		

MG 315	Supply Chain Management	3
MG 316	Service Operations Management	3
MG 317	Managing Quality	3
Select one of the following courses:		3
CS 150	Introduction to Data and Information Management	
CS 160	Data-Driven Decision Making	
CS 240	Business Processing and Communications Infrastructure	
CS 350	Database Management Systems	
IPM 140	Adding Value with Information and Processes	
IPM 210	Information Security and Computer Forensics	
IPM 320	Decision Support and Business Intelligence	
IPM 450	Enterprise Systems Configuration for Business	
MA 214	Intermediate Applied Statistic	
MA 223	Linear Models for Business Decision-Making	
MA 252	Regression Analysis	
MG 318	Continuous Process Improvement / Lean and Six Sigma	
NAS 345	Science of Sustainability	

Policies Related to Minors

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- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
- Courses used to fulfill the modern language requirement for BA students cannot be applied to a minor.
- A course taken under the Pass/Fail/D policy may be applied to the minor.
- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
- To be awarded a minor, students must achieve a minimum cumulative GPA of 2.0 in the minor. See the exception for the Business Administration Minor below.

- A minor may not be declared after a student has been awarded their bachelor's degree.
- Please note: some courses have prerequisites that must be completed before beginning the minor and some minor requirements/electives have prerequisites that must be completed.

Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Arts and Sciences Minors

- Minor in Actuarial Science (p. 45)
- Minor in Data Technologies (p. 46)
- Minor in Earth, Environment, and Global Sustainability (p. 46)
- Minor in English and Media Studies (p. 47)
- Minor in Gender Studies (p. 48)
- Minor in Health and Industry (p. 49)
- Minor in History (p. 50)
- Minor in International Affairs (p. 51)
- Minor in Mathematical Sciences (p. 51)
- Minor in Modern Languages (p. 52)
- Minor in Philosophy (p. 53)
- Minor in Politics (p. 53)
- Minor in Psychology (p. 54)
- Minor in Public Policy (p. 55)
- Minor in Sociology (p. 55)
- Minor in Spanish for Business (p. 56)

Minor in Actuarial Science

The Minor in Actuarial Science is designed to provide students with an introduction to some of the fundamentals of actuarial mathematics as well as extensive preparation for actuarial Exam FM and/or Exam P.

Course	Title	Credits
Required		15
MA 139	Calculus II	3
or MA 139L	Calculus II with Lab	
MA 310	Actuarial Topics in Probability and Risk Management	3
or MA 357	Mathematical Theory of Interest	
Select three of the following for which prerequisites have been met:		9
MA 233	Calculus III	
MA 243	Discrete Probability	
MA 252	Regression Analysis	
MA 263	Continuous Probability for Risk Management	

MA 310	Actuarial Topics in Probability and Risk Management
MA 335	Financial Calculus and Derivative Pricing
MA 343	The Mathematics of Discrete Options Pricing
MA 352	Mathematical Statistics
MA 357	Mathematical Theory of Interest

Policies Related to Minors

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- Courses taken to fulfill a minor can be applied as arts and sciences electives, unrestricted electives or Context and Perspectives courses. Courses fulfilling Business Dynamics or Business Environment requirements can only apply to the Business Administration minor.
- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
- Courses used to fulfill the modern language requirement for BA students cannot be applied to a minor.
- A course taken under the Pass/Fail/D policy may be applied to the minor.
- Major courses (including courses applied to the Business Administration major) may not be applied to a minor.
- Students may apply only one course not taken at Bentley (from sources such as transfer, IB, AP, course away, non-Bentley study abroad program, etc.) to the minor.
- **Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
- To be awarded a minor, students must achieve a minimum cumulative GPA of 2.0 in the minor. See the exception for the Business Administration Minor below.
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Policy on Business Administration Minor

All students will automatically be enrolled in a Business Administration minor. In order to graduate with a designated minor, a student must earn a 2.00 GPA for the courses comprising the minor. All Bentley students are required to successfully complete the courses for the Business Administration minor (grade of D- or above), no matter what major(s) they select, as part of their requirements. Students who pass the required courses for the Business Administration minor, but do not meet the minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Data Technologies

The “information age” has evolved into an era of “big data.” To succeed, Bentley graduates will need interdisciplinary skills sets (notably processes and systems) that will allow them to extract insights from multiple forms of data. Students with majors such as Finance, Corporate Finance and Accounting, Business Economics, Actuarial Science and others will benefit from the addition of this minor to their Bentley program of study. It will provide an opportunity for them to learn how to manage big data, ensure consistency, create visualizations to aid in understanding, and communicate their results.

Course	Title	Credits
Required courses for minor		12
MA 214	Intermediate Applied Statistic	3
CS 230	Introduction to Programming with Python	3
CS 350	Database Management Systems	3
MA 346	Data Science	3

Policies Related to Minors

- Some major/minor combinations are prohibited. See the major/minor exclusions list (p. 11) for more information.
- Courses taken to fulfill a minor can be applied as business-related electives, arts and sciences electives, unrestricted electives, the humanities/social science elective or the mathematics/natural sciences elective.
- The electives guide (p. 11) defines all classes as either arts and sciences or business. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
- Courses fulfilling General Education requirements (except the humanities/social science elective and the math/natural science elective) may not be applied to a minor.
- Courses used to fulfill the modern language requirement for BA students cannot be applied to a minor.
- Courses fulfilling Business Core requirements may not be applied to a minor (except for the Business Studies Minor).
- A course taken under the Pass/Fail/D policy may be applied to the minor.
- Major courses (including courses applied to the Liberal Studies Major or Business Studies Major) may not be applied to a minor.
- Students may apply only one course (from sources such as transfer, IB or AP) not taken at Bentley or as part of a Bentley-approved study abroad program to the minor.
- Students may only complete a maximum of two minors.
- Students must achieve a minimum cumulative GPA of 2.0 in the minor.

Minor in Earth, Environment, and Global Sustainability

Our earth's environmental challenges, including extraction and consumption of natural resources, waste management, energy and water use, and global climate change will provide society, governments, and businesses with major challenges and opportunities for the foreseeable future. The Earth, Environment, and Global Sustainability minor provides

students with a background and global perspective for understanding some of the biggest challenges facing humanity.

Course	Title	Credits
Required Courses		12
Select four of the following		
NAS 145	Principles of Geology	
NAS 140	Energy and The Environment	
NAS 150	Environmental Science and Sustainability	
NAS 155	Chemistry of Sustainable Products	
NAS 160	Environmental Chemistry	
NAS 316	Human Health and Disease in Today's World	
NAS 318	Global Health Challenges	
NAS 336	Water and the Environment	
NAS 338	Water Quality	
NAS 340	Oceanography	
NAS 342	Ecology: Principles and Applications	
NAS 344	Energy Alternatives	
NAS 345	Science of Sustainability	
NAS 348	Global Climate Change	
NAS 350	Industrial Ecology	
NAS 352	Science of Environmental Policy	
NAS 356	Coastal Geology of Cape Cod	
NAS 358	Coastal Biology of Cape Cod	
Only one of the following may be counted toward the minor:		
NAS 382	Environmental Psychology	
HI 355	American Environmental History	
EC 346	Environmental Economics	
LA 102	Environmental Law	

Policies Related to Minors

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- Students may only complete a maximum of two minors including the required Business Administration minor.**
- A single course may only apply to one minor.
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Policy on Business Administration Minor

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Minor in English and Media Studies

A Minor in English and Media Studies gives undergraduate students the opportunity to develop expertise in an area of study outside their Business major. Students must take four courses in English and Media Studies beyond the required General Education Expository Writing and Literature/Cinema courses. Students are encouraged to select courses around specific themes, such as literature and cinema studies, creative writing, communication or media and culture.

Course	Title	Credits
Required Courses		12
Select four courses in English and Media Studies beyond the required Foundations for Academic Success courses. Possible themes include:		
Literature and Cinema Studies		
Students should consult with an EMS faculty member about course choices for the concentration.		
Communication Concentration		
Three communication courses (designated as COM)		
One course in communications or IDCC (designated as COM or IDCC) ¹		
Creative Writing Concentration		
One course in literary forms.		
Two courses in creative writing.		
One course in literature.		
Media and Culture Concentration		
Four media and culture courses.		

¹ IDCC courses are classified as business.

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Minor in Gender Studies

The Gender Studies program provides students the opportunity to study how gender structures our lives, ideas, institutions, society, and cultural practices. As an interdisciplinary program, Gender Studies combines the analytic tools of different disciplines, incorporating both practical and theoretical approaches to understanding how gender functions. The program also addresses how differences in racial, ethnic, class and sexual identity structure the complex nature of gender-based inequity, injustice, and systematic oppression of women.

Course	Title	Credits
Required Courses		12
Select four of the following: ¹		
CIN 370	Selected Topics in Cinema Studies	
EMS 361	Women and Film	
EMS 363	The Male Image in American Film	
GLS 243	The Developing World	
HI 315	Fashion Film and Food in South Asia	
HI 316	Women and Gender in South Asia	
HI 358	U.S. Women's History	
ID 211	Sex, Gender, and Power	
ID 260	Sex and American Culture	
LA 104	Gender and the Law	
LA 105	Race and the Law	
EMS 360	Women in Literature	
EMS 340	American Icons	
EMS 364	Sexual Identity and Culture	
EMS 359	Passing in American Literature	
EMS 365	Transgender American Literature	
EMS 362	Wonder Women	
EMS 400	The Television Industry	
MG 228	Managing Diversity in the Workplace	
NAS 378	Gender Psychology	
NAS 370	Nonverbal Behavior and Judging Others	
NAS 388	Abnormal Psychology	
SO 241	Race and Racism in the United States	
SO 271	Self, Diversity and Society	

¹ Other courses offered in a particular semester may also count toward the Gender Studies minor. Students can check with the Gender Studies minor coordinator for more information.

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Minor in Health and Industry

The Minor in Health and Industry comprises four courses related to health and its applications to individuals, society or industries. This minor may help students acquire a deeper understanding of their personal health, the biological basis of health and disease, and the psychological contribution to physical well-being.

Course	Title	Credits
Required Courses		13
Select one 4-credit Lab Science		4
NAS 110	Human Biology	
NAS 120	Elements of Living Systems	
NAS 155	Chemistry of Sustainable Products	
NAS 199	Experimental course in NS	
Select at least 1 NAS course in psychology		3 to 6
NAS 361	Pioneers in Psychology	
NAS 362	Child Psychology	
NAS 366	Positive Psychology	
NAS 368	Health Psychology	
NAS 370	Nonverbal Behavior and Judging Others	
NAS 372	Social Psychology	
NAS 374	Dynamics of Personality	
NAS 375	Cross-Cultural Psychology	
NAS 378	Gender Psychology	
NAS 380	Psychology of Self	
NAS 382	Environmental Psychology	
NAS 385	Sports Psychology	
NAS 388	Abnormal Psychology	
NAS 470	Special Topics in Psychology	
Select at least 1 NAS course in Natural Sciences		3 to 6

NAS 302	The Science and Business of Biotechnology
NAS 308	Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World
NAS 314	Human Nutrition: From Science to Life
NAS 316	Human Health and Disease in Today's World
NAS 318	Global Health Challenges
NAS 322	Human Inheritance
NAS 350	Industrial Ecology
NAS 398	Experimental Course in Natural Sciences

¹ If the topic is appropriate

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Minor in History

The Minor in History offers students the opportunity to deepen their understanding of the past and to broaden and sharpen their focus on the present. Students can apply skills they learn as part of this minor to any occupation that calls for independent judgment, clear reasoning, and an appreciation for the way the world works.

Course	Title	Credits
Required Courses		12

The minor consists of four courses in History. Appropriate experimental or special topics courses can be used with the approval of the minor coordinator.

History of the Americas

HI 261	Latin America (1800-present)
HI 280	The Caribbean: Past, Present, Future
HI 340	Colonial America (1400-1750)
HI 342	The Revolutionary Generation in the United States (1750-1815)
HI 343	Modern United States History (1920-present)
HI 344	Constitutional History of the United States
HI 346	Economic History of the United States
HI 347	Work and the American Worker
HI 348	History of American Technology
HI 350	Serfs, Slaves and Sojourners: The Minority Experience in the United States
HI 351	The American Religious Experience
HI 353	20th Century U.S. Economic History
HI 355	American Environmental History
HI 356	The United States: From Nation to Empire (1865-1920)
HI 358	U.S. Women's History
HI 359	Immigration in U.S. History
HI 370	History of American Sports
HI 372	History of Boston
HI 381	The Civil War
HI 357	America and Its Arts
HI 371	Baseball as American History

European History

HI 331	Modern British History
HI 236	History of Ireland: From St. Patrick to "The Troubles"
HI 305	Arts and Society
HI 323	The Medieval West
HI 328	The Romantic Age
HI 334	The Soviet Union and After
HI 382	World War I
HI 383	World War II
HI 388	Europe Reborn: From Cold War to the War in Ukraine

History of Warfare

HI 309	Genocide in Modern History
HI 342	The Revolutionary Generation in the United States (1750-1815)
HI 381	The Civil War
HI 310	Historic Approach to Modern Terrorism
HI 382	World War I
HI 383	World War II
HI 311	Revolutions and the Modern World
HI 385	The Vietnam War

Economic History

HI 314	History of the World Economy
HI 346	Economic History of the United States
HI 347	Work and the American Worker
HI 353	20th Century U.S. Economic History

Asian History

HI 264	History of China: Before Confucius, After Mao (formerly HI 270)
HI 265	History of Japan: Samurai and Salarymen (formerly HI 272)
HI 266	Middle East: Islamic and Contemporary (formerly HI 284)
HI 279	Modern South Asia
HI 315	Fashion Film and Food in South Asia
HI 317	South Asian Religions
HI 316	Women and Gender in South Asia

Additional thematic areas are available upon approval.

Examples include "The Formation of the Atlantic World," "Early Civilizations," and "The Medieval and Early Modern World."

HI 217	Arts and Society
HI 298	Drugs and the Drugs Trades in Historical Perspective
HI 401	Directed Study in History

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Minor in International Affairs

The Minor in International Affairs offers students the opportunity to gain multidisciplinary knowledge of contemporary global issues through the study of international relations, politics, geography and culture. Combined with a business degree, it is well suited for students interested in international affairs.

Course	Title	Credits
Required Courses		12
One course selected from the following Global Studies (GLS) courses:		3
GLS 101	Globalization	
GLS 110	Global Regions	
GLS 116	International Relations	
One GLS course at the 200 level or higher		3
And one of the following two options		
Option A:		6
One additional GLS Course		
One three-credit internationally oriented experience (could include short-term travel program)		
Option B, Semester or Summer study abroad:		6
Two internationally oriented courses taken for credit at a partner education institution abroad		

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Minor in Mathematical Sciences

A Minor in Mathematical Sciences can be designed to complement any major. Students can select from a variety of courses to strengthen their quantitative skills and develop an understanding of how problems are modeled and solved in the financial and business world.

Course	Title	Credits
Prerequisite for minor:		
MA 139	Calculus II	3
or		
MA 139L	Calculus II with Lab	
Required Courses		12
Four approved mathematical sciences or statistics courses numbered 200 or higher (except GB 213).		

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Minor in Modern Languages

The Modern Languages minor has been designed to help students develop proficiency in a modern language and acquire cross-cultural skills that will be of use to them in their personal and professional lives.

The Modern Languages department has six different minors for students to choose from: Chinese, Italian, French, Spanish, and Spanish for Business. Course requirements vary according to which minor a student selects and the student's initial level of proficiency. Before declaring the minor, interested students should meet with the faculty coordinator for their selected minor to determine the specific set of four courses that will constitute the minor. Residence, especially in a homestay, for a summer, semester, or year in a country where the target language is spoken is very strongly recommended.

Requirements for a minor in French, Italian, or Spanish:

- *Minimum requirements:* Any four courses starting at the 102-level or above, one of which must be at the 300 or 400 level.

Requirements for a minor in Chinese:

- *For students with little or no previous Chinese training:* Beginning I and II, and Intermediate I and II.
- *For students placed beyond the Chinese 101:* Any four courses at the 102-level or above, one of which must be at the 300 or 400 level.

Faculty coordinators for Modern Languages minors:

Language minor in Chinese: Yuan Li

Language minor in French: Laure Astourian

Language minor in Italian: Alessia Dalsant

Language minor in Spanish: Alison Guzmán

Minor in Spanish for Business: Christian Rubio

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Minor in Philosophy

The Minor in Philosophy is flexible, allowing students to select the courses that interest them. Students can choose to expand their knowledge of applied ethics (including business ethics), ethical theory, political philosophy, metaphysics and epistemology, the philosophy of mind and language, and more.

Course	Title	Credits
Required Courses		12
Any four courses in philosophy beyond PH 101. Students can take courses from multiple areas within philosophy or in a single area. Examples of course combinations in a single area are:		
Applied Ethics		
PH 102	Practical Ethics	
PH 130	Business Ethics: Corporate Social Responsibility	
PH 134	Healthcare Ethics	
PH 138	Environmental Ethics	
PH 140	Disability, Values & Society	
Metaphysics and Epistemology		
PH 103	Ultimate Questions	
PH 252	Theories of Knowledge	
PH 253	Theories of Reality	
PH 270	Consciousness and Experience	
PH 271	Other Minds	

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Minor in Politics

The Minor in Politics offers students the opportunity to improve their analytical skills and knowledge of government, politics, institutions, and public policy through the study of the domestic politics and foreign affairs of the United States and/or other countries, international relations, and international political economy.

Course	Title	Credits
Required Courses		12
Four GLS courses in political science from the list below, at least two of which must be at the 200 level or above:		
Any GLS 200 - 499		
GLS 100	US Government and Politics	
GLS 102	Politics and Power Worldwide: Intro to Comparative Political Analysis	
GLS 105	US State and Local Government and Politics	
GLS 116	International Relations	

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- A minor may not be declared after a student has been awarded their bachelor's degree.
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Policy on Business Administration Minor

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Minor in Psychology

The Minor in Psychology helps students acquire a deeper understanding of the relationship between mind and body, the psychological underpinnings of development, psychological health, and applications in personal and professional life. This minor provides students an opportunity to engage in the study of both classical and contemporary psychology.

Course	Title	Credits
Select four of the following:		12
NAS 322	Human Inheritance	
NAS 361	Pioneers in Psychology	
NAS 362	Child Psychology	
NAS 364	Adult Development and Aging	
NAS 365	Human Relations in Health Care	
NAS 366	Positive Psychology	
NAS 368	Health Psychology	
NAS 370	Nonverbal Behavior and Judging Others	
NAS 372	Social Psychology	
NAS 374	Dynamics of Personality	
NAS 375	Cross-Cultural Psychology	

NAS 376	Understanding Learning Differences and Disabilities
NAS 378	Gender Psychology
NAS 380	Psychology of Self
NAS 382	Environmental Psychology
NAS 383	Behavioral Health: Natural Disaster Zones
NAS 385	Sports Psychology
NAS 388	Abnormal Psychology
NAS 390	Cyber Psychology
NAS 399	Experimental Course in Psychology

Policies Related to Minors

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- Courses taken to fulfill a minor can be applied as arts and sciences electives, unrestricted electives or Context and Perspectives courses. Courses fulfilling Business Dynamics or Business Environment requirements can only apply to the Business Administration minor.
- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- The electives guide (p. 11) defines all classes designated as Arts and Sciences and Business. A business course can apply to an unrestricted elective requirement but cannot serve as an arts and science elective. Students are strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements.
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Minor in Public Policy

Public policy encompasses virtually all aspects of contemporary society, from economic development to national security. Complex policy issues, such as poverty, crime, the environment and health care, demand a sophisticated understanding of government institutions and political actors. A Public Policy minor positions students to navigate the policy process, whether in a business, government or NGO.

Course	Title	Credits
Requirements		12
GLS 230	Politics and Public Policy	3
Three GLS Electives (from GLS 200-499)		9

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minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Sociology

A Minor in Sociology provides a focus in selected areas in the study of social relations. Areas of study may include topics such as social interaction, mass communications and cross-cultural studies.

Course	Title	Credits
Required Courses		12
Four courses in Sociology		

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minimum required 2.00 GPA, will have the minor removed as a program of study prior to being awarded an undergraduate degree.

Minor in Spanish for Business

With an interdisciplinary approach, the Minor in Spanish for Business gives students an excellent opportunity to blend advanced language skills, cultural knowledge and an international business component. Students who choose this minor have an excellent opportunity to learn about Hispanic cultures using business as a foundation. The minor requires three classes from the Modern Languages Department and one elective that can be chosen from the Modern Languages Department or courses from various other departments (listed below).

Course	Title	Credits
Required Courses		12
MLSP 203	Advanced Spanish Grammar and Composition	3
or MLSP 305	Spanish Translation	
MLSP 302	Spanish for Business	3
MLSP 312	Spanish for Business II: A Practical Approach	3
Select one of the following:		3
Any MLSP course not already required		
AC 381	International Accounting ¹	
EC 311	International Economics ¹	
EC 321	International Economic Growth and Development	
EC 333	Economics of the European Union ¹	
FI 351	International Finance ¹	
GLS 238	Immigration	
GLS 255	Global Commerce and Human Rights: Short-Term Program to Chile	
GLS 270	Contemporary Europe	
GLS 276	Case Study: Transforming Economies of Europe: Short-Term Program to Europe	
GLS 312	International Organizations	
GLS 335	Contemporary Issues in Global Politics	
HI 261	Latin America (1800-present)	
HI 280	The Caribbean: Past, Present, Future	
HI 314	History of the World Economy	
HI 388	Europe Reborn: From Cold War to the War in Ukraine	
HI 394	Selected Topics in Latin American/ Caribbean History	
LA 308	International Business Law ¹	
MK 367	International Marketing ¹	
MG 331	Management of International Operations ¹	
MG 334	International Management Behavior ¹	
NAS 308	Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World	
NAS 375	Cross-Cultural Psychology	
SO 320	Immigrant Entrepreneurship	

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Second Bachelor's Degree

Students who have completed an undergraduate degree at Bentley or elsewhere may enroll in a second bachelor's degree program at Bentley, subject to the following conditions:

- Students must meet all academic eligibility requirements for their second degree and major;
- Students must take at least 60 credits at Bentley, at least 24 of which are in the major discipline of the second degree; and

- The remaining courses within the 60-credit residency requirement must be approved by the host departments of the second major.

No courses taken by students for their first bachelor's degree may count among the 60 Bentley credits required for the second bachelor's degree. Bentley students may not work concurrently for two bachelor's degrees.

Specialized Programs of Study

- Honors Program (p. 57)
- Advanced Standing in Business Analytics (BA/BS-MSBA) (catalog.bentley.edu/undergraduate/specialized-programs/advanced-standing-in-ba-bs-msba-analytics/)
- Advanced Standing in Business Program (BA/BS-MBA) (p. 60)
- Advanced Standing in Finance Program (BS/MSF) (p. 60)
- Blended Term Option (<https://nextcatalog.bentley.edu/graduate/programs/falcon-fast-track/>)

Honors Program

HOW TO APPLY

Initially, the Office of Undergraduate Admission handles acceptance to the Honors Program for incoming students. However, current students who have an excellent academic record and are motivated to work at the Honors level may apply for admission to the Honors Program. Applicants must have at least two full years remaining at Bentley and have maintained at least a 3.4 GPA while at Bentley. If admitted, students must complete their Honors course work including two or three courses in their major, and a Capstone research project or class. In addition, students must adhere to the required overall GPA throughout their undergraduate studies. Admission is at the discretion of the Honors Leadership Team.

IF YOU WISH TO APPLY FOR ADMISSION TO THE PROGRAM AFTER A FULL SEMESTER AT BENTLEY, PLEASE DO THE FOLLOWING:

1. Write a 300-word statement describing a challenge you have faced and what you learned as you responded to this situation. Please discuss how your personal experience has shaped your values and goals, and how this relates to your interest in the Honors Program. Be sure to include your name, email address, class standing, student ID number, and probable major.
2. Academic research can be defined as the process of original discovery, or original interpretation or revision of existing research or knowledge in a society. With that definition as context, write a 350-word original essay answering: "Why is research important to the learning process, and how can research make a positive impact on society?"
3. Provide the Director of the Honors Program with the names and contact information of two faculty members. At least one, but preferably both, should be full-time faculty members.
4. For current Bentley University students, contact the Director of the Honors Program prior to submitting your application materials for specific details, including deadlines. For transfer students, contact the Director of the Honors Program at any time for specific deadlines.

PROGRAM REQUIREMENTS

Students in the Honors Program must meet complete:

Foundations: 3 courses (9 credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	
EMS 101	Critical Reading and Writing ¹	
EMS 104	Multimodal Communication	

footnote 1: Students who join the Honors Program with Critical Reading and Writing completed will be exempt from this honors requirement.

Bentley students who are in their second semester or beyond may enter the program as long as they have four semesters of undergraduate left and must take an Honors Seminar, then choose a pathway. Transfer students are also eligible to enter the Honors Program as long as they have at least four semesters left of undergraduate and after the completion of an honors seminar, they must choose a pathway.

Context and Perspectives from the Arts and Sciences: 3 courses (9 credits)

Three of the six courses that meet the **Context and Perspectives** requirements must be taken as honors.

Business courses: 3 courses (9 credits)

Any three business courses taken as honors.**

**The following majors have required honors courses.

Course	Title	Credits
	Accounting or Information Systems Audit and Control	
AC 311	Financial Accounting and Reporting I	3
	Business Economics, Economics-Finance, or Quantitative Economics	
EC 224 or EC 225	Intermediate Microeconomics Intermediate Macroeconomics	3
	Finance	
FI 306	Financial Markets and Investment	3
	Corporate Finance and Accounting	
FI 307	Advanced Managerial Finance	3

HONORS CAPSTONE PATHWAYS (3-4 credits)

During the second year, students must choose a pathway that will lead them to complete the Honors Capstone Experience.

- Corporate Immersion Pathway
- DEI Pathway: Business for positive change
- Creative Project Pathway
- Research Project Pathway
- Community Service/Engagement Pathway
- The Economics Pathway

Course	Title	Credits
	Corporate Immersion Pathway	
HNR 440	(H) Honors Capstone Project	3
	DEI Pathway: Business for Positive Change or Community Service/Engagement Pathway: Service Learning	
HNR 445	(H) Honors Capstone Course	3
	Creative Pathway or Research Pathway	
HNR 450	Honors Capstone: Project Proposal	
HNR 460	Honors Capstone Project	

Economics Pathway: Business Economics

EC 431	Research in Business Economics	3
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Economics Pathway: Quantitative Economics

EC 483	Applied Econometrics	
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Corporate Immersion Pathway

The Corporate Immersion pathway will offer the opportunity to honors students to truly partake in experiential learning. Students will gain hands-on experience by delivering business solutions to a real-world corporation. Students will present their work to corporate leaders.

The Corporate Immersion will enable students to:

- Analyze quantitative and qualitative data and articulate results through oral presentations and written deliverables to real world corporations
- Utilize quantitative and qualitative data, as well as creativity and critical thinking, to shape corporate strategy for partner companies
- Create a more inclusive business model by addressing real world diversity, equity and inclusion issues affecting profit and non-profit organizations
- Practice their business acumen by challenging relevant issues in the workplace.

Suggested courses: students should complete an honors business elective course before taking HNR 440 (3 credits).

DEI Pathway: Business for positive change

The DEI Pathway will allow students to work on projects that address relevant and important topics in diversity, equity, and inclusion such as racial equity, anti-racism, and gender equality, to name a few. Students choosing this pathway should plan to take a course from Content and Perspectives theme Race, Gender, and Inequality, tagged as honors. Students will have the flexibility to choose a topic they are passionate about to complete their culminating Honors project. For example, a student can design business solutions that address topics in diversity, equity, and inclusion.

The DEI Pathway will enable students to:

- Assess diverse and intersectional perspectives including their own in order to recognize the complexity that results from a variety of viewpoints
- Identify social, political, and historical movements that influence and challenge systems of power, privilege, and oppression
- Cultivate a business environment that embraces the power of diversity and inclusion as a source for creativity and cooperation
- Take an equity lens approach when drafting the culminating Honors Project.

Suggested Courses: Students should take their **Content and Perspectives: Race, Gender, and Inequality** course as honors before completing the capstone with HNR 445 (3 credits).

Creative Pathway

The Creative Pathway is an opportunity for students to bring together the threads of personal, intellectual, and creative interests and weave them into a final product that demonstrates original research and exploration of the creative and conceptual. This is an opportunity to investigate and/or embrace unexplored or unexamined areas of interest.

The Creative Capstone can vary in form, content, and execution, but unlike the traditional research capstones, the Creative Capstone offers a student the opportunity to envision, plan, and construct their own Honors experience and in doing so pushes at established parameters of academic scholarship.

The Creative Pathway will enable students to:

- Explain and understand that their creative activities are not individual, isolated, and isolating, but social activities, and that they and their work are part of a much larger conversation and discursive field
- Explore creative ways of expression by distinguishing a variety of interdisciplinary approaches
- Design a project that expresses unexplored or unexamined areas of interest

Suggested Courses: students should plan take one of the **Content and Perspective courses** listed below before completing the capstone with HNR 450 (1 credit) and HNR 460 (2 credits)

Course	Title	Credits
	Race, Gender, and Inequality	3
EMS 333	Writing for Drama/Screen	
	Culture, Change, and Behavior	3
EMS 240	Introduction to Media Production	
EMS 241	Introduction to Video Production	
EMS 331	Writing Poetry	
EMS 332	Writing Fiction	

Research Project Pathway

The Research Project Pathway allows students to work with a faculty advisor to complete a scholarly research project. Scholarly projects should aim to make an original contribution to the academic literature. The Capstone research project can be multidisciplinary or using a singularly focused lens. There will not be any required course for the Research Pathway.

The Research Project Pathway will enable the students to

- Demonstrate the ability to perform applied research in various contexts and use research conventions and technologies suitable to their research question and purpose to which the projects aim to address
- Evaluate and compare the existing literature in the field(s) that their projects belong to
- Assess and analyze quantitative and/or qualitative data and formulating solutions to the research questions their projects will address.

Suggested Courses: No set suggested courses.

Community Service/Engagement Pathway: Service Learning

The Community Service/Engagement Pathway will allow the students to participate in civic and service-learning opportunities that impact change outside of the classroom. It will also allow the students to lead, as well as foster their ability to be effective team members. Prior to working on their Community Service/Engagement Honors project, students will take a one-credit service learning course approved by the Honors Director that will prepare them to the culminating phase.

The Community Service/Engagement will enable students to

- Develop skills that enable them to work collaboratively and creatively on problem solving through experiential learning
- Describe citizenship and one's own sense of civic duty and commitment to social justice
- Use community engagement experience to inform their own academic studies

Suggested Courses: No set suggested courses; students will take a required one-credit service learning course approved by the Honors Director.

The Economics Pathway

Open only to Quantitative Economic (QE) and Business Economic (BE) majors, the Economics Pathway allow the students to work on a scholarly project related to their major. These projects are focused on students developing skills working with data and econometric analysis. Similar to the Scholarly Project Pathway, students write a proposal the semester before the project. Students then complete their capstone project in either the Research in Business Economics (BE major, EC 431) or Applied Econometrics (QE major, EC 483) course. These courses are built into the Business Economics (BE) and Quantitative Economics (QE) majors, respectively.

The Economics Pathway will enable the students to:

- Develop a research question and determine its contribution to an area of Economics literature.
- Gather the appropriate type of data to answer a research question and determine an econometric strategy.
- Demonstrate the ability to apply highly rigorous econometric methods to economics research questions.

Courses: Capstone process will be EC 431 for BE majors and EC 483 for QE majors. These courses have prerequisites as stipulated by each major.

OVERALL GPA REQUIREMENTS

End of the first full semester at Bentley University: 3.3

End of the second full semester at Bentley University: 3.3

End of the third full semester at Bentley University: 3.4

End of the fourth full semester at Bentley University: 3.4

End of the fifth full semester at Bentley University to graduation: 3.5

All Honors students must graduate with at least a 3.5 overall GPA, regardless of circumstances.

HONORS PROBATION

If a student does not achieve the required GPA at the end of a semester (fall, spring, or summer), the student will be placed automatically on academic probation within the Honors Program and be given the subsequent semester after the term in which they fell below to raise their overall GPA to the required standards. Students who are on academic probation must meet with an academic advisor and the Director of the Honors Program to develop a plan to support their academic success. If a student fails to meet the minimum Honors Program GPA requirement at the end of their first semester on academic probation the probationary period may be extended for another semester if the student's GPA

improves substantially. In order to obtain this extension, the student must meet with the Director of the Honors Program. If a student's GPA does not improve substantially after the subsequent semester in which they fell below the required GPA and/or does not meet the required GPA after an extended probation period, the student will be dismissed from the Honors Program. If the student is on a leave of absence from the University or studying abroad the subsequent semester, the first semester in which the student returns to campus will apply in raising their overall GPA to the required standards. Students who fall below the required overall GPA more than once will be dismissed from the Honors Program.

Students who have been dismissed from the Honors Program do have the option to submit an appeal. The Honors Leadership, in tandem with the Honors Faculty Council, will evaluate whether or not the extenuating circumstances directly and clearly adversely affected the student's academic performance as well the student's potential for satisfying the program requirements for graduation. Students whose appeals are granted will receive one additional probationary semester to meet the required GPA minimum. No other grounds for appeal will be considered.

HONORS PROGRAM ACADEMIC INTEGRITY GUIDELINES

These guidelines are a supplement to the Academic Integrity (AI) policy which can be found in the Undergraduate Handbook and the Faculty Manual. The AI policy applies to all Bentley students, as well as the Bentley Honor Code, which reads as follows:

As a Bentley student, I promise to act honorably in my courses and my professional endeavors, adhering to both the letter and spirit of Bentley's academic integrity system. I will neither take advantage of my classmates nor betray the trust of my professors. My work will be honest and transparent, and I will hold myself and my peers accountable to the highest ethical standards.

Participation in the Honors Program is a privilege and, as such, students are subject to removal from it for breaches of AI policy. In addition to the university-wide AI policy, the following specific rules apply to Honors students.

1. Whenever an Honors student is determined to have committed a violation via the AI process, case materials are submitted to the AI Council for review. Each Council member then votes as to whether the violation warrants a Level I or Level II designation. In all instances, the student is still subject to any sanctions proposed by the submitting faculty and the normal review process (Level I or Level II) will thereafter ensue.
 - If a majority of respondents deem the incident a Level I violation, the student may remain in the program.
 - If a majority of respondents deem the incident a Level II violation, the student will be removed from the Honors Program.
 - In instances where votes are evenly divided, the student may remain in the program and the incident designated Level I.
2. Any finding of a second violation through the normal AI process will result in removal from the Honors program, regardless of violation level.
3. After a Level determination has been made by the Academic Integrity Council, an Honors student retains the right to take their case to an AI Hearing just as they would if they were not enrolled in the program. In these instances, the Hearing Panel will perform the normal duties of determining whether a violation occurred and the appropriate sanction.

4. If a Hearing Panel finds that the circumstances described in the incident report submitted to the Academic Integrity Council differ materially from those discovered during the Hearing, the Director, in consultation with the Panel, will refer the case back to the Academic Integrity Council for further review and a new vote regarding the violation level.

Additional procedural notes:

- When a finding requiring removal occurs, the student and the Honors Program Director are notified by the Office of Academic Integrity. When a pending incident report may impact graduation privileges, the Office of Academic Integrity will inform the Honors Director of its existence without any details.
- There will be no appeal of removal under any circumstances except, as specified in the university AI policy, to the Provost.
- Confidentiality will be maintained throughout this process. Faculty, staff, and students will only be notified of the violation on a need-to-know basis.
- A student removed from the program after receiving a medallion and Honors Program certificate must return both before graduation upon request by the Honors Director.
- If a student falls below the required Honors GPA as a result of an AI sanction, they will be automatically removed from the Honors Program.

Advanced Standing in Business (BA/BS-MBA)

The Advanced Standing in Business (ASB) Program allows undergraduate students to begin their MBA program courses while completing their undergraduate degree requirements. This is a program where high-achieving undergraduates in any major take four graduate courses that can be applied both toward their undergraduate degree and the Bentley MBA. Students complete the remaining eight MBA degree course requirements as graduate students registered in the MBA program. Ideally, MBA students will be working full-time and taking courses part-time.

PROGRAM REQUIREMENTS:

Graduate courses (courses at the 600 level or higher) count toward both the undergraduate and graduate degrees in the combined BA/BS-MBA program. No more than four graduate courses may be completed while the student is enrolled as an undergraduate.

In general, the four MBA courses taken as undergraduates in the ASB program are:

For Business Majors:

Course	Title	Credits
For business majors, the following courses are required:		
GR 602	Business Process Management (Instead of IPM 300)	3
GR 604	Global Strategy (instead of MG 300)	3
Two MBA Electives		

For Arts and Science Majors:

Course	Title	Credits
For Arts and Sciences majors, the following course is required:		

GR 601	Strategic Information Technology Alignment	3
An additional nine credits are required:		
Three MBA Electives		9

For more information, please visit the Advanced Standing in Business FAQs (<https://www.bentley.edu/academics/undergraduate-programs/advanced-standing-business-faq/>).

In addition to the specific ASB requirements described above students must also complete additional degree requirements (p. 8).

Advanced Standing in Finance Program (BS/MSF)

The Advanced Standing in Finance (BS/MSF) program is open to high-achieving Bentley sophomores majoring in Finance, Economics-Finance, and Corporate Finance and Accounting. In this accelerated program, students develop depth and breadth in corporate finance and investments and graduate in four years with both a bachelor's and a master's degree.

The combined bachelor's and master's program is open annually by application only. Bentley sophomores intending a finance-related major may apply. Students in the ASF program should expect to complete their bachelor's degree one semester prior to completing their master's degree.

Program Requirements:

Bachelor of Science

ASF Finance Major

Course	Title	Credits
EC 112	Principles of Macroeconomics	3
FI 305	Principles of Accounting and Finance	3
FI 623	Investments	3
FI 627	Corporate Finance: Applications and Advanced Topics	3
FI 347	Financial Modeling	3
FI 701	Internship in Finance (or other graduate FI elective)	3
FI 751	International Financial Management	3
FI elective or concentration		
FI elective or concentration		
Additional Requirements for the Masters Degree (see below):		

ASF Economics-Finance Major

Course	Title	Credits
EC 112	Principles of Macroeconomics	3
EC 224	Intermediate Microeconomics	3
EC 225	Intermediate Macroeconomics	3
EC 441	Monetary Economics	3
Any 1 undergraduate EC elective		3
FI 305	Principles of Accounting and Finance	3
FI 623	Investments	3
FI 627	Corporate Finance: Applications and Advanced Topics	3
FI 701 or FI 631	Internship in Finance Financial Modeling	3

FI 751	International Financial Management ¹	3
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Additional Requirements for the Masters Degree (see below):

ASF Corporate Finance and Accounting Major

Course	Title	Credits
EC 112	Principles of Macroeconomics	3
AC 201	Introduction to Financial Information Professions	3
AC 215	Performance Measurement	3
AC 310	Cost Management	3
AC 311	Financial Accounting and Reporting I	3
AC 455	Strategic Performance Management	3
FI 305	Principles of Accounting and Finance	3
FI 623	Investments	3
FI 627	Corporate Finance: Applications and Advanced Topics	3
FI 751	International Financial Management ¹	3
FI 701	Internship in Finance	3
or FI 631	Financial Modeling	

Additional Requirements for Masters Degree (see below):

¹ FI 751 and FI 631/701 must be completed in the summer after junior year.

Master of Science in Finance (Additional Requirements)

ASF Finance Major

Course	Title	Credits
ST 625	Quantitative Analysis for Business	3
4 FI electives numbered 600 or higher excluding FI 631		12
1 FI or non-FI elective numbered 600 or higher (excluding FI 631)		3

ASF Economics-Finance Major & ASF Corporate Finance and Accounting Major

Course	Title	Credits
ST 625	Quantitative Analysis for Business	3
FI 631	Financial Modeling (or Graduate FI elective, if FI 631 taken as undergraduate)	3
3 FI electives numbered 600 or higher		9
1 FI or non-FI elective numbered 600 or higher		3

Master of Science in Finance, Financial Analytics Track (Additional Requirements)

All majors

Course	Title	Credits
FI 645	Derivatives	3
FI 774	Computational Finance	3
CS 605	Data Management and SQL for Analytics	3
IPM 652	Managing with Analytics	3
ST 625	Quantitative Analysis for Business	3
Select one CS, MA, or ST course at the 600-level or higher		3

Graduate courses (courses at the 600 level or higher) count toward both the undergraduate and graduate degrees in the combined BS/MS

program. No more than four graduate courses may be completed while the student is enrolled as an undergraduate.

In addition to the specific major requirements described below, students must also complete all designated requirements in Foundations for Success, Contexts & Perspectives in the Arts & Sciences, Business Dynamics, Communication Intensive coursework, and the additional degree requirements for business majors. Details can be found in the Degree Requirements (p. 8) section of the catalogue, including the Overview and the Business Majors tabs.

Student Resources

- Academic Services (p. 61)
- Academic Support (p. 62)
- Alternative Sources of Credit (p. 62)
- Bentley-Brandeis-Regis Exchange (p. 62)
- Bentley Library (p. 62)
- Career Services (p. 63)
- Center for International Students and Scholars (p. 64)
- Computing at Bentley (p. 64)
- Course Away (<https://www.bentley.edu/offices/academic-services/course-away-0/>)
- Disability Services (p. 64)
- English Language Learning Resources (p. 65)
- International Education (p. 65)
- Pre-Law Advising (p. 66)
- Registrar (p. 66)
- Student Affairs (p. 67)
- Course Away (<https://www.bentley.edu/offices/academic-services/course-away-0/>)

Academic Services

Academic Services is the central academic information center for all undergraduate (<https://www.bentley.edu/offices/academic-services/>) and graduate (<https://www.bentley.edu/offices/academic-services/>) students as well as all faculty and staff. This includes interpreting and implementing university policies and procedures and offering tutoring and comprehensive academic services for “at-risk” students.

Academic Services houses Undergraduate and Graduate student academic advising. Students can consult with professional and peer advisors on academic questions and issues. This includes academic goal setting and long-range planning and general advice and counsel. For undergraduates academic advisors discuss major selection and course registration, course-away approval and general questions about academic progression at Bentley. Academic Services runs numerous workshops for both undergraduate and graduate students throughout the school year that address pertinent academic issues.

Undergraduate Academic Advising

Academic advising is an essential component of a Bentley education. The university is committed to providing individual assistance to students throughout their degree programs, including Transfer Seminar. A successful system of academic advising is highly dependent upon a shared commitment of students, faculty and staff as well as the availability of timely, accurate information. The faculty, students and staff of Bentley University view academic advising as a partnership

relationship between a student and an academic advisor, with each partner having unique roles and responsibilities. Graduate students work with Graduate Academic Advising (<https://www.bentley.edu/offices/academic-services/graduate-students/advising/>) and Engagement for advising needs and undergraduate students work with Undergraduate Academic Advising.

Academic Support

Academic Learning Centers and Labs

Student tutors, under the supervision of faculty directors, are available at Bentley's academic learning centers (p. 67) to assist students with accounting, economics-finance, English, math, modern languages, statistics and writing. Most of the learning centers have day, evening and virtual hours and are open weekdays and Sundays, except during holidays and university vacation periods. The Math Learning Center, LEAF (Lab for Economics, Accounting and Finance), Writing Center and ESOL Center provide specialized services for graduate students.

Academic Skills Assistance

Each semester Academic Services (<http://www.bentley.edu/offices/academic-services/>) offers academic skills workshops designed to help students with study skills. Time management, procrastination, active reading, goal setting, course navigation, test preparation, and test taking are among topics covered. Individual assistance is also available through Academic Services (<https://www.bentley.edu/offices/academic-services/academic-support-services/>) and Disabilities Services (<https://www.bentley.edu/offices/disability-services/>).

Peer Tutoring Assistance

Beyond the Learning Centers, one-on-one peer tutoring is available through Academic Services (<http://www.bentley.edu/offices/academic-services/>) for students who need longer-term and more intensive assistance in their courses.

Alternative Sources of Credit

Advanced Standing Credit

In addition to awarding credit for course completion, Bentley accepts some standardized examinations (e.g., Advanced Placement).

Students may receive up to 30 credits through alternative sources of credit. Advanced Placement examination results should be forwarded to the Office of Undergraduate Admission. Additional information on advanced standing credit (<http://www.bentley.edu/undergraduate/advanced-standing-credit/>) may be found on the Office of Undergraduate Admission website.

Directed Study

Qualified students can, under the guidance of a faculty member, undertake directed study to conduct an in-depth investigation or analysis of a specialized topic. To be eligible, students must have a 3.0 cumulative average; or a 3.3 cumulative average for the previous two semesters; or a 3.3 cumulative average in at least 12 credit hours within the curriculum area in which the directed study will be done.

Prior to the start of the semester during which the directed study will be undertaken, interested students obtain a directed study form from the registrar's form site. A written proposal, completed form and transcript are submitted to the appropriate faculty member. Upon faculty approval,

the forms are forwarded for approval to the department chairperson and the associate dean of either business or arts and sciences, depending on the department in which the study will be done. Students may not take more than two directed study courses in any department; nor can students take more than two directed study courses in any semester. Students may apply directed study course credits only as electives, or, with department permission, as credit for major courses.

Tutorials

Tutorials enable students to complete a regular course when it is not offered in the university's schedule. All academic regulations apply to tutorials and students register under the course's regular catalogue number. To initiate a tutorial, students must have a special need for the proposed course; for example, the course is needed to complete a degree at a particular time. Students obtain a tutorial form from the registrar's forms site. Approvals before the start of the semester in which the tutorial is to be taken are required from the appropriate faculty member, department chairperson and associate dean of either business or arts and sciences, depending upon the department offering the course.

Bentley-Brandeis-Regis Exchange

Bentley students may enroll in courses at Brandeis University and Regis College through a cross registration agreement between the institutions. With the advice and approval of an appropriate faculty member and the Associate Provost for Academic Services and Operations, students may enroll in any Brandeis or Regis course that is not offered at Bentley. Grades from cross registered courses, including F's, are recorded on the Bentley transcript and are averaged into a student's overall Bentley grade point average.

Students seeking to enroll in a Brandeis or Regis course must obtain permission from the Brandeis or Regis faculty member teaching the course. Students must receive authorization from the Bentley Associate Provost for Academic Services and Operations and the Bentley and exchange institution's university Registrars. For more information, contact Undergraduate Academic Services, ga_academic_services@bentley.edu. You may also view the application form (<https://www.bentley.edu/offices/registrar/forms/>) for cross registration in advance of meeting with the Associate Provost.

The Bentley Library

The library (<http://library.bentley.edu/>) is a state-of-the-art building in the heart of the campus. It is an inviting place for research, quiet study, and collaboration. With seating for 743, 43 computer workstations, 22 technology-rich collaborative study rooms with online reservation capability, and a research instruction classroom, the Bentley Library is the hub of academic life on campus. The three-story building is also home to the Writing Center, ESOL Center, IT Client Services Help Desk, the RSM Art Gallery, and the Deloitte Café. The Bentley Library is a full member of the Boston Library Consortium (BLC), a network of 21 academic and special libraries located in Massachusetts, Connecticut, New Hampshire, and Rhode Island. Students, faculty, and researchers of BLC member libraries are provided with enhanced interlibrary loan and document delivery services, as well as access to onsite resources and reference services at these libraries. The library also provides a Museum Pass program, offering passes for free or discounted admission to several Boston-area museums and attractions.

Staff

Library staff have expertise in finding, organizing, and evaluating information. Professional reference librarians assist in the use of specialized databases and collections, collaborate with professors to provide library instruction, and offer workshops on a variety of research and bibliographic management topics. The Research Instruction Classroom (RIC) is located on the ground level of the library.

Collections

The Baker Library collection includes 177,000 volumes, a print periodical collection of 480 current subscriptions, a collection of 6,500 DVDs, 460 audiobooks, and a popular reading collection of more than 700 titles. The library also houses several special collections, including faculty publications, career resources, and the Bentley University archives. The library's online resources for research and scholarship include more than 500,000 e-books and digital audiobooks, 121,000 streaming films, and more than 150 online research databases that provide full-text access to journals, newspapers, reports, analysis & statistics — all of which offer the university community 24/7 access to a wealth of information. Scholars @ Bentley (<https://scholars.bentley.edu/>) is a digital archive that collects and preserves the intellectual output of Bentley faculty and students. This service of the Bentley Library provides open, worldwide access to these research materials and promotes Bentley scholarship, teaching, and learning.

Electronic Databases

The library provides access to print and electronic information through an online discovery platform and specialized web pages within the Bentley Library website (library.bentley.edu (<http://library.bentley.edu/>)). Databases, full-text journals, streaming films, and e-books are available on all library computers and via laptops through the university's wireless network. Most electronic resources and databases may be accessed off campus as well.

The library subscribes to databases from leading vendors and publishers in the academic, accounting, business, and IT worlds, such as EBSCO, ProQuest, CCH, Elsevier, Euromonitor, Forrester Research, Gartner Group, IEEE, JSTOR, LexisNexis, Mergent, Mintel, IBISWorld, SAGE, and S&P. Visit the library's Databases A to Z page (<https://libguides.bentley.edu/az.php>) to find a comprehensive listing of databases and electronic resources.

Additional library information may be obtained at the Library Services and Reference desks. Regular library hours are posted, as are the hours for semester breaks, holidays, and other special circumstances on the library's website. For more information, visit us on the web at library.bentley.edu (<http://library.bentley.edu/>). Email questions may be addressed to the Reference Desk at refdesk@bentley.edu.

Career Services

From the first year to graduation day and beyond, the Pulsifer Undergraduate Career Development Center (<https://www.bentley.edu/university-life/pulsifer-career-development/>) helps students develop the skills and contacts required to pave the way for professional success. The center has programs and services to tap at every stage of career planning. These opportunities include:

Career Design Introduction (CDI) 101: This six-week course (<https://careeredge.bentley.edu/hire-education/career-development-seminars/>) provides first-year students in the spring of their first year with a

comprehensive career toolkit and the opportunity to develop an effective college resume, cover letter, elevator pitch, and LinkedIn profile and conduct informational meetings while learning about their own strengths. The early introduction of career design and management principles prepares students to apply for highly selective internships and engage with employers.

Career Design Introduction (CDI) 201: This four-week course (<https://careeredge.bentley.edu/hire-education/career-development-seminars/>) provides sophomores in the fall of their second year with continuing career education, focusing on self-assessment, career design, major decisions, and job search readiness. The curriculum is centered on advanced StrengthsFinder and Strong Interest Inventory based assessment, career design, and major decision and customized career action planning.

Career Design Intensive (CDI) 301: These specialized asynchronous courses (<https://careeredge.bentley.edu/hire-education/career-development-seminars/>) educate sophomores, juniors and seniors about advanced job searching as it relates to their particular major, related jobs and industries, recruiting timelines, interview preparation, offer management and help students develop their advanced career development toolkits, career management skills, and workplace readiness competencies as upperclassmen.

Career Coaches & Colleagues: Experienced career coaches (<https://careeredge.bentley.edu/about/staff/>) work closely with students within dedicated majors and career communities. Dedicated career coaches possess an in-depth knowledge of career resources, assessment tools, and alumni in relevant fields. They also offer insight into employers, functional roles, recruiting timelines and requirements, and employer expectations to assist and prepare students as they navigate the job search process. Coaches are available for individual coaching appointments and during open drop in hours throughout the year to assist students with all of their job search needs. A team of highly trained peer Career Colleagues (<https://careeredge.bentley.edu/about/student-colleagues/>) are available to meet with first and second year students Monday through Thursday from 1-3 p.m. without an appointment during the academic year.

Career Assessment: Online tools such as StrengthsFinder and Strong Interest Inventory help students learn more about their strengths, skills, personality and career/major interests. A trained career coach interprets the results and discusses academic and career options, including nontraditional choices.

Recruiting Programs: More than 65,000 internships and full-time job opportunities from a range of industries and fields are available to students through campus recruiting each year. Students enjoy 24/7 access to our online recruiting platform Handshake (<https://bentley.joinhandshake.com/edu/>) to learn about and apply to thousands of local, national and international positions, and schedule interviews with companies and organizations recruiting on campus. This past year, companies that recruited at Bentley included Boston Scientific, Raytheon Technologies, Fidelity Investments, Deloitte Consulting, Liberty Mutual, Epsilon, Bose, iRobot, Massachusetts General Hospital, Protiviti, Raytheon Technologies, Aldi, State Street, Rapid 7, Federal Reserve Bank of Boston, L'Oreal, DraftKings, TJX, Wayfair and the Big 4 accounting firms among many others.

Career & Affinity/Identity Communities: The Pulsifer Undergraduate Career Development Center embraces Career & Affinity/Identity Communities as a model to expand student awareness of the many

functional roles, employer organizations and industries that can align with their unique strengths and interests. This holistic approach introduces students to a collaborative ecosystem of a variety of industry professionals, within a learning community, to explore the relevancy and application of classroom knowledge and skills with the needs of the business community. As the convener of over (<https://careeredge.bentley.edu/what-is-a-career-community/>) 20 Career & Affinity/Identity Communities (<https://careeredge.bentley.edu/what-is-a-career-community/>), Undergraduate Career Development brings students together with faculty, alumni, parents and friends into learning communities that provide mentorship and connection around similar career interests.

Internships: Internships enable students to integrate conceptual knowledge with practical experience, as they participate in career-related employment associated with their academic interests. Internships help students apply theory to workplace challenges, test career options, strengthen skills, learn more about their values and interests, and make the transition to the world of work. Whether positions are for-credit (<https://www.bentley.edu/offices/academic-services/policies-and-procedures/#Internships>), not-for-credit, paid or unpaid, the Pulsifer Undergraduate Career Development Center encourages all students to take advantage of this important experiential vehicle.

Center for International Students and Scholars

The mission of the Center for International Students and Scholars (<https://www.bentley.edu/ciss/>) (CISS) is to support Bentley's 1000+ international students and scholars through immigration-related advising and resource referral. In doing so, the CISS helps keep Bentley University and international students in compliance with government regulations while providing a caring and supportive atmosphere as international students adjust to life at Bentley and in the U.S. The CISS consists of a team of advisors and government-approved Designated School Officials (DSOs) who possess in-depth knowledge of F-1 and J-1 visa-related regulations. The CISS team is able to advise students on issues relating to initial visa acquisition, employment in the United States, travel, academic requirements for maintaining visa status, and adjustment to life in the U.S. The CISS also offers workshops and information sessions throughout the academic year for students to learn about their immigration status and resources on campus.

In addition to compliance responsibilities and advising, the CISS also offers cross-cultural programming open to the campus community as well as opportunities for engagement for international students and scholars. These programs include: the WorldView (<https://www.bentley.edu/university-life/diversity-equity-inclusion/worldview/>) program, Culture Fest (<https://www.bentley.edu/university-life/diversity-equity-inclusion/international-community/>), workshops and dialogue spaces. The CISS also advises and collaborates with many student-run cultural organizations on campus, including the International Student Association (ISA).

Location: Student Center 310

International Student Academic Requirements - Full Course of Study & Online Course Policy

International students attending Bentley University in F-1 visa status must follow specific regulatory requirements. The Department of Homeland Security (DHS) requires F-1 students to maintain a full course of study (12 credits for undergraduate students), with the exception of

a student's final semester or in the case of a pre-authorized reduced course load. Students must also maintain physical presence at Bentley University, and may only count one fully online/distance learning class towards their full course of study requirement [8 C.F.R. 214.2(f)(6)(i)(G)]. In the case of hybrid offerings, international students are required to maintain physical presence in these classes by attending at least 50% of the class sessions in person. Please note that any hybrid course in which physical attendance in class totals less than 50% will count as the one allowed online/distance learning course. Students studying on visas must also obtain authorization prior to engaging in internship opportunities. Failure to comply with these regulations is a violation of a student's F-1 visa status. You can learn more about these and other F-1 regulatory requirements (<https://www.bentley.edu/offices/center-international-student-scholars/current-students/>) on the CISS website, [bentley.edu/ciss](https://www.bentley.edu/ciss) (<https://www.bentley.edu/offices/center-international-student-scholars/>).

Computing at Bentley

Technology is a vital part of life at Bentley University and you are required to have a laptop computer. You will use your laptop computer to communicate with others students and faculty, register for classes, access library resources, complete and submit academic assignments, as well as countless other tasks.

Bentley offers students a great opportunity to purchase a business-class laptop at educational pricing. Recommended laptop models are selected based on product quality, reliability, value, warranties and the ability to meet the needs of the Bentley curriculum. Recommended computers can be purchased from a secure procurement portal (<https://www.bentley.edu/offices/it/bentleys-computer-purchase-program/>) which is provided in partnership with Bentley's preferred vendor.

Bentley does not recommend using a Mac. This is due to certain required courses making use of Windows-only applications. If you already have a Mac, Bentley cannot guarantee compatibility with Windows-only applications which puts you at a disadvantage for completing required academic work. Students with Macs will need to purchase and install additional software to use Windows-only applications in order to attempt to complete course requirements.

While students are not required to purchase a computer through the procurement portal, we strongly recommend that your computer meet the required minimum computer configuration (<https://www.bentley.edu/offices/it/bentley-s-computer-configuration-for-students/>) to ensure your ability to run the necessary academic software.

Software and services available to all students include a student license to use **Microsoft Office 365**, access to computer repair services (<https://www.bentley.edu/offices/it/computer-repair-services/>) and Help Desk support for e-mail, network connectivity and printing.

Disability Services

Bentley University is committed to offering an accessible, equitable and inclusive learning environment for all students with disabilities. Housed in Academic Services, Disability Services (<https://www.bentley.edu/offices/disability-services/>) provides accommodations and services that promote individual growth and self-advocacy. Through collaboration and innovative programming, the staff strives to inform and educate all members of the Bentley community and promote diversity that respects

and appreciates disability. We work closely with undergraduate and graduate students with various types of:

- Learning disabilities
- Attention Deficit/Hyperactivity Disorders
- Mobility, visual and hearing impairments
- Medical conditions
- Psychiatric/psychological disabilities

The major components of these services include:

- Academic accommodations
- Assistance with accessibility issues
- Community education
- Individual coaching and support

Services are tailored to each student's individual needs, and students are invited to take advantage of these services. In turn, the Disability Services staff will listen, guide and educate students on the full range of the accommodations and services available. Staff members will also help evaluate individual strengths and weaknesses, thereby enabling the student to make wise choices on an independent basis. To register with Disability Services, students are encouraged to send a copy of their documentation via email to Stephanie Segalini (sssegalini@bentley.edu (sbrodeur@bentley.edu)) and Steph Bohler (sbohler@bentley.edu). Documentation must be current (usually no more than three to four years old) and must be submitted by a licensed or certified diagnostician or medical professional. This documentation must be a comprehensive assessment and should include recommendations for accommodations and treatment.

Check the information regarding documentation for specific disabilities (<https://www.bentley.edu/offices/disability-services/>) **as well as general information.**

English Language Learning Resources

English for Speakers of Other Languages (ESOL)

The English for Speakers of Other Languages (ESOL) Program at Bentley provides a number of courses and services for international and multilingual students.

English and Media Studies Writing and Communication Courses

Writing courses and communication courses designed to meet the needs of international and multilingual students are offered in conjunction with the English and Media Studies Writing and Communication Program. These courses are taught by ESOL instructors who provide students with multiple opportunities to engage in critical reading, writing and communication and who give careful attention to the linguistic and cultural issues that arise out of using English as an additional language in an academic context. Student placement in these classes depends on students' language backgrounds and on the results of the university's expository writing placement exam. The ESOL courses, including a course with an intensive writing lab, each grant three credits, cover similar skills, and fulfill the same requirements as all other sections of EMS courses.

The ESOL Center

In the ESOL Center (<https://www.bentley.edu/offices/academic-services/esol/>), faculty tutors who specialize in working with multilingual learners provide English-language support for writing and academic coursework. Students can receive help at any stage in the writing process. Additionally, they can receive guidance with research, citing sources, oral presentations, Power Point slides, pronunciation, and conversation enrichment for building fluency.

Appointments: Weekday, evening and virtual appointments can be scheduled through <https://bentleyesol.mywconline.net/> or by calling 781.891.2021.

Location: Library, Lower Level, 026

International Education

Bentley's Cronin Office of International Education (<https://www.bentley.edu/offices/international-education/>) provides students with academically rigorous and culturally **enriching** international experiences, preparing them for socially responsible leadership in an increasingly interconnected world. The Office of International Education offers eligible undergraduates a wide range of education abroad options. **With more than 80 programs in over 25 countries, the world really is your classroom!** Few experiences are as packed with opportunities for intellectual and professional growth. Students gain valuable insight into other countries and cultures, experiencing different ways of life, new points of view and innovative strategies for living and working.

Term and Academic Year Study Abroad Programs

Students, regardless of major, are encouraged to spend a term abroad as a junior or senior, or a year abroad as a junior. Financial aid and scholarships are available.

Bentley Partner Programs allow for studying alongside local and international students at prestigious institutions around the world. The methods of teaching and assessment at foreign universities are significantly different from those in the United States. These programs provide the highest level of academic immersion and require a great deal of self-sufficiency and independence on the part of students. The support networks reflect the cultural values and style of the host university and do not mirror Bentley's administration.

Bentley Affiliate Programs are administered by highly respected education abroad organizations approved by the university. Students enroll in courses designed for American study abroad participants and typically follow an American model of teaching and assessment. Students may have the option to take some or all courses at foreign universities with local and international peers, in which case teaching and assessment methods are very different from those at American universities.

Summer and Short-Term Study Abroad Programs

Students may apply as early as the first year for many of the following programs.

Summer programs range from three to eight weeks long. Students can enroll in summer courses at a foreign university or gain real-world

experience through an unpaid internship while earning credit towards their degree.

Faculty-led international courses are intensive three-credit courses of 10 to 14 days that take place abroad during term breaks. Under the guidance of a Bentley professor, students examine course topics in the context of a specific country or region. Programs are announced each August for the upcoming academic year. Some courses are repeated and others are newly added each year, ensuring a variety of choices over a student's four-year career.

International Internships and International Service-Learning Options

Credit-bearing internships and service-learning opportunities are available during the semester or summer at many program sites. Please see an advisor in the Office of International Education for more information.

To explore the most up-to-date program options, visit International Education (<https://www.bentley.edu/offices/international-education/>) and then meet with a study abroad advisor. All students are encouraged to visit as early as their first year, as planning ahead is important.

Grading Policy for Term and Academic Year Study Abroad

Grading is "GPA neutral" for students studying abroad for a semester or academic year at Bentley partner and affiliate programs. Students earn Bentley credits and Bentley grades for all approved courses. If the program utilizes a different grading system, grades will be translated to Bentley's A-F/4.0 system according to Bentley's equivalency scale. The Bentley transcript will show the term abroad with all approved course titles, Bentley credits, and Bentley grades in the A-F system. For grade translation details, please reference Bentley Grade Equivalencies chart (<https://d2f5upgbvbx8pz.cloudfront.net/sites/default/files/inline-files/Grade%20Equivalencies.pdf>) on the International Education website. Programs not listed on the chart use a grading scale similar to Bentley's system and do not require translation.

Semester and academic year study abroad grades are NOT included in the Bentley GPA calculation, hence the name "GPA Neutral". The exclusion of grades from Bentley GPA calculation does not apply to:

- "non-Bentley" term and academic year programs (transfer credit policy applies)
- domestic study away programs (similar U.S. grading applies)
- faculty-led international courses offered by Bentley faculty (campus grading policy applies)

Courses may not be taken pass/fail and students cannot choose to omit any approved course abroad from the Bentley transcript. All approved courses will appear on the transcript regardless of whether they are needed to meet degree requirements. Grading systems vary significantly around the world. Students who have any issues with grades earned abroad must address them with the faculty and program administrators abroad as early as possible, ideally before returning home. Bentley is obligated to honor the courses and grades as reported on the official transcript of the partner institution or study abroad program. Bentley cannot change or omit any courses or grades reported by the host institution or program.

Senior Spring or Summer Term Study Abroad Policy

Students who study abroad in the spring semester of their senior year generally do not complete the semester abroad in time to participate in May Commencement or receive an official diploma in May. Transcripts from the semester abroad will not be received until summer. A diploma will not be issued until all program completion requirements are verified by the Bentley Registrar's office and the degree is conferred, typically in October. Study abroad students whose schedules allow attendance at Commencement must request permission to participate in Commencement from the Associate Provost of Undergraduate Education.

Pre-Law Advising

Pre-Law Advising is designed for students who wish to pursue an interest in attending law school or opting for a law-related career. It is not intended as preparation for the law school admissions exam; instead it focuses on developing or enhancing the skills associated with critical thinking, problem analysis and solution, as well as oral, written and electronic communications. Advice and assistance is also provided for the law school application process.

For more information contact the Law and Taxation Department (<https://www.bentley.edu/academics/departments/law-and-taxation/>).

Registrar's Office

The Registrar's Office (<http://www.bentley.edu/offices/registrar/>) is located in the Rauch Administration Building. The office is responsible for assuring the integrity of the academic procedures by enforcing academic policy and maintaining student data and student records. The Registrar's Office administers student registration; maintains academic records, course records, degree audit functions and verifies students for degree completion.

Registration

Bentley offers an automated, online course-registration system that allows students to register for classes using the web. This system also enables students to add or swap courses typically through the first week of classes, drop courses typically through the second week of classes, and withdraw from courses within predetermined deadlines.

Revised Schedules and Course Cancellations

Bentley reserves the right to cancel courses or to reschedule courses in which registration is below an acceptable minimum. The university makes every effort to communicate such changes to students already registered. If students cancel registration due to a schedule change by the university, their entire tuition for that course will be refunded or credited. If students were registered in only one course, the activity fee will also be refunded or credited.

The faculty names listed in registration information are tentative and subject to change. The university does not guarantee choice of individual instructors.

Transcript Requests

Bentley students may order an official transcript (<https://exchange.parchment.com/send/adds/>)

main_page=time_out&s_id=5kVvYXESKry50knC&bentl=rql4v1bj1c6isbgn84244605601 nurtures such growth through a wide variety of programs and services, both in and out of the classroom.

Completion of Degree Requirements for Graduation

Bentley confers degrees three times per year, consistent with the meetings of the Board of Trustees.

Students completing degree requirements at the conclusion of the spring term will be considered spring graduates. Students completing degree requirements at the conclusion of the summer term will be considered October graduates. Students completing degree requirements at the conclusion of the summer intensive week in May *will not be considered spring graduates*. Students completing degree requirements at the conclusion of the fall term will be considered March graduates.

Students are required to apply for degree completion. Specific dates of each conferral are listed in the online Academic Calendar. Students must have met all financial obligations to be eligible to participate in the May ceremony. Once a degree is awarded, the record is sealed and no grade changes may be recorded.

Graduation requirements for undergraduate students: Students must meet the overall, major(s) and minor GPA of 2.0 and have no grade below a D-.

Students that do not meet the 2.0 minimum GPA in the minor will be dropped from the minor, including the required Business Administration minor.

Undergraduate students that are within two courses (or seven credits) of completing their degree by the end of the spring term are eligible to participate in the spring ceremony as a "Commencement Participant." Commencement Participants must apply for program completion and meet the 2.0 GPA requirements both cumulatively and for the major and have all financial obligations met prior to the ceremony. Commencement Participants must fill out a contract with Academic Services and meet with an academic advisor for approval of the contract.

Graduation requirements for graduate students: Students must meet the overall GPA of a 2.7 as well as a 2.7 in their major/concentration.

Graduate students that are within two courses of completing their degree by the end of the spring term are eligible to participate in the spring ceremony as a "Commencement Participant". Commencement Participants must file for graduation and meet the 2.7 GPA requirements for the overall and major/concentration and have all financial obligations met prior to the ceremony. Graduate students must be registered for summer classes to complete their degree prior to being approved to participate in the ceremony.

Student Affairs

The university experience extends far beyond academics. The years spent in college are a time when students learn to exercise a new level of independence and assume responsibility for many decisions that will affect their personal lives, their careers, their futures and their communities.

The Division of Student Affairs (<http://www.bentley.edu/campus-life/student-life/division-student-affairs/>) provides many opportunities through Student Life (<http://www.bentley.edu/campus-life/student-life/>).

Living on Campus

The campus is more than just a place to live — it supports a community that broadens the educational experience and promotes the personal growth of Bentley students. Learn more about Bentley living and dining options through the Residential Center (<http://www.bentley.edu/campus-life/residential-center-dining/>).

Health, Counseling and Wellness

Bentley University supports the overall health and well-being of its students. The Center for Health and Wellness (<https://www.bentley.edu/university-life/student-health/>) provides health and wellness services, and the Counseling Center provides mental health services. The Centers for Health, Counseling and Wellness work collaboratively to prepare students to thrive while at Bentley and throughout their lives.

The Health Center

Confidential health care is available to all full-time Bentley students through the Health Center with the cost primarily covered by tuition. The Health Center (<https://www.bentley.edu/university-life/student-health/health-center/>) provides a wide variety of services to all Bentley students.

University Police may be called in the event of an emergency at 781.891.3131; they will provide emergency response and transportation or call an ambulance if necessary. University Police is available 24 hours per day, seven days per week, at 781.891.2201 (for emergencies: 781.891.3131).

The Wellness, Health Promotion and Prevention (<https://www.bentley.edu/university-life/student-health/wellness-prevention/>) staff provides health counseling and education to individuals and groups.

All full-time students must submit a medical history form and immunization record to Bentley.

Counseling Center

The Counseling Center (<https://www.bentley.edu/university-life/student-health/counseling-center/>) is staffed by psychologists and doctoral interns who can meet with students experiencing a range of adjustment, stress and mental health-related issues.

The office is accredited by the International Association of Counseling Services and abides by the ethical standards of the American Psychological Association.

Athletics

Recreational and competitive athletics are an important part of campus life, with more than 65 percent of undergraduate students participating in intercollegiate, intramural or club sports. The Bentley athletics (<http://bentleyfalcons.com/landing/index/>) program is designed to meet the needs of virtually every student.

Learning Labs

Center for Languages and International Collaboration (CLIC) LAB

The goal of the Center for Languages and International Collaboration (CLIC (<http://www.bentley.edu/centers/clic/>)) is to provide support services for both faculty and students in exploring pedagogical

innovation in the fields of language learning. CLIC offers an array of ground-breaking technology, such as original language software and virtual reality, that aims at enhancing the Modern Languages course curricula. CLIC intends to create a social space and develop communities of practice where intercultural exchanges can flourish, and multilingual communication can thrive.

Location: Adamian 162

CIS Sandbox

Celebrating its 10th year during 2020-2021 as Bentley's Technology Social Learning Space, the CIS Sandbox (<https://cissandbox.bentley.edu/sandbox/>) prepares students to succeed in their CIS courses and to thrive in a technology-driven business world. As a campus destination for informal technology education, the CIS Sandbox provides peer-led tutoring services for CS 100 and advanced CIS courses. Students may drop in in-person or online to meet with a tutor, make an appointment for a 1-1 session, or meet with other students in their class with a tutor assigned to support their class.

When visiting the CIS Sandbox in person, students often sit in the 'theatre' area, with a large screen smart-board and theatre-style chairs for informal conversation, or gather at U-shaped tables to view a shared screen, or meet at the glass-board for group collaboration. The CIS Sandbox also offers desktop computers running Windows, Linux and Mac operating systems, and specialized software, Android tablet, Raspberry Pi devices, Amazon Alexa and Google Home smart speakers, Oculus Virtual Reality Headsets, large wall displays, a talking robot, and other high-tech gadgets.

The CIS Sandbox also hosts several workshops and site visits throughout the year featuring Bentley alumni and industry leaders speaking on technology trends and careers.

Location: Smith 234 and online at <http://cissandbox.com>.

The Howard A. Winer Learning Lab for Economics, Accounting and Finance (LEAF)

The goal of the LEAF (<https://www.bentley.edu/centers/leaf/>) is to provide a welcoming and inclusive learning environment where students are encouraged to seek academic support for their accounting, economics and finance courses. Students utilizing the LEAF will find peer tutors knowledgeable in accounting, economics, and finance, ready to help and prepare students to thrive in the Bentley business curriculum.

The LEAF is designed to allow students hands-on experience by integrating technology into their areas of study and work together on group projects and case studies. Additionally, students will find peer led tutoring for the subject areas covered by the lab.

The LEAF has networked individual workstations plus group workstations with 42" display screens, and a conference room with a Smartboard.

Location: Lindsay 21

The Mathematics Learning Center

The Math Center (<https://www.bentley.edu/offices/academic-services/mathematics-learning-center/>) provides drop-in tutoring to undergraduate and graduate students enrolled in mathematics or statistics courses at Bentley. The goal is to have students leave a tutoring session with

an increased understanding and confidence in their own ability to do mathematics. The center is directed by a full-time faculty member but is staffed entirely by Bentley students. Most days and evenings Math Center offers drop-in, no appointment needed hours to help with math courses at Bentley University. During all hours of operation, students may get help with all 100-level math courses, and there are selected hours in which students may get help with math electives, graduate courses and ST 113 (business statistics). Computer assistance as it relates to a mathematics course is also provided.

Location: Jennison 218

The Writing Center

Few students find it easy to do all the writing required of them in college. Forms of writing assigned in college often differ from those assigned in high-school, and college professors' standards are often higher than those of high school teachers. The Writing Center (<https://www.bentley.edu/offices/academic-services/writing-center/>) offers one-to-one assistance with writing skills. It is staffed by a writing instructor and by peer tutors and offers guidance at all stages of the writing process, through tutoring, writing workshops, diagnostic testing and self-paced instruction.

Location: Library, Lower Level, 023

English for Speakers of Other Languages (ESOL) Center

Bentley University students who are English Speakers of Other Languages (ESOL) can receive English-language support for their writing and academic coursework at the ESOL Center (<https://www.bentley.edu/offices/academic-services/esol/>). Faculty tutors who specialize in working with multilingual learners offer feedback and strategies for writing at any stage from the brainstorming through the drafting process. Additionally, students can receive help related to research, documenting sources, oral presentations, Power Point slides, pronunciation, and conversation enrichment.

Location: Library, Lower Level, 026

High-Tech Labs

Media and Culture Labs and Studio

The Media and Culture Labs and Studio (<http://www.bentley.edu/academics/departments/english-and-media-studies/media-and-culture-labs-and-studio/>) supports the English and Media Studies Department's media and culture major, the joint Creative Industries major, as well as the university's double major in Liberal Studies with a concentration in Media, Arts and Society. This state-of-the-art facility provides resources for all forms of media production: video, sound, digital photography and design. The labs house industry-standard software for video editing, screenwriting, sound mixing, animation, as well as graphic and motion design. The professional production tools available include digital and 4K HD cameras, lighting and grip equipment, microphones, and audio accessories. A soundproofed studio with green screen and lighting grid complete the professional production environment. Students are encouraged to visit the labs and studio in Lindsay Hall.

Location: Lindsay Hall, Room 10

The User Experience Center

We are a global user experience consulting group based at Bentley University. Since our foundation in 1999, we have provided hundreds of clients around the world with user experience research, design, and strategy services.

Our affiliation with the master's program in Human Factors in Information Design (catalog.bentley.edu/graduate/programs/mba-ms-programs/ms-human-factors-design/) provides the center (<https://www.bentley.edu/centers/user-experience-center/>) with unique access to internationally-recognized experts and the latest research in the fields of user experience, design, human factors, usability, marketing, and business.

Location: Smith Academic Technology Center

The Hughey Center for Financial Services (HCFS)

The Hughey Center for Financial Services (or the Trading Room (<https://www.bentley.edu/centers/trading-room/>)) is a world class academic facility providing students with hands-on, practical, and experiential learning opportunities in areas such as equity and fixed income research, portfolio management, risk management, and analytical decision making. The HCFS enables students to stay current in their fields and gain certifications in Bloomberg (Bloomberg Markets Concepts), Factset (Financial Modeling), and Morningstar. In addition, students have the opportunity to engage in multiple thought leadership sessions that are run throughout the year, including sessions on Blockchain, Behavioral Finance, ESG, Lifecycle of a Trade and Conversations with Senior Investment Professionals. For more information, please contact Jay Sultan, Director of The Hughey Center for Financial Services at jsultan@bentley.edu.

Location: Smith Academic Technology Center

The CIS Sandbox

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Location: Lindsay 21

Academic Centers

- Bentley Service Learning and Civic Engagement Center (p. 69)
- Hoffman Center for Business Ethics (p. 70)
- The Jeanne and Dan Valente Center for Arts and Sciences (p. 70)
- Center for Women and Business (p. 71)

Bentley Service Learning and Civic Engagement Center

Community involvement outside of the classroom contributes significantly to what students learn in class and helps students develop into socially-responsible professionals and informed, global citizens with the tools to create social change. Students involved in service-learning apply their academic learning to real-life settings and situations by being active in meaningful community-based projects.

For more information regarding BSLCE, visit the center in Morison Hall 101, call 781.891.2170, or visit B (<http://bentley.edu/centers/service-learning-center/>) SLCE (<https://bentley.edu/centers/service-learning-center/>).

CERTIFICATE PROGRAM

While earning a degree, Bentley students are able to earn a Service-Learning Certificate. The certificate is designated on the student's final university transcript. The certificate is a mark of distinction available to all Bentley students who contribute at least 120 hours of service in the community during their four years at Bentley University and participate in the Bentley Civic Leadership Program. The 120 hours of service should be evenly spread over the four years and may comprise service undertaken by students through fourth-credit course options and embedded service-learning course projects, along with other community civic projects. However, at least 60 hours must be academically based. For more

information about the requirements for the Certificate, see student information (<https://www.bentley.edu/centers/service-learning-center/students/>).

EMBEDDED COURSES

Embedded service-learning courses integrate community-based work directly into the course curriculum. A service-learning project can be embedded as a general course requirement or as a “track” — an assignment that takes the place of another, more traditional assignment. Embedded projects allow students to combine class material closely with hands-on experience.

FOURTH-CREDIT OPTION

Professors who make use of the fourth-credit option offer their students a chance to earn an additional credit for course-related work done in conjunction with service to the community. Students earn such a credit by completing 20 hours of service and 10 hours of academic processing of that service, in addition to their usual three-credit coursework. Professors provide feedback on fourth-credit projects, require structured reflection, and give the fourth-credit work a separate grade based on the student’s performance.

NONPROFIT INTERNSHIPS

BSLCE oversees a nonprofit internship program, thanks to a generous donation from the Yawkey Foundation. Each semester, students will receive an email alerting them that the application process is open, and from these 15 students will receive acceptance. Once accepted, the student will enroll in a 3-credit course for the following semester, which also will carry with it a stipend. Internship placements occur at a variety of organizations identified by BSLCE staff, and representing the nonprofit, government, and social enterprise sector.

INTERNATIONAL SERVICE-LEARNING

In collaboration with the Cronin Office of International Education, the Service–Learning Center offers service–learning opportunities for students studying abroad at the Quinn School of Business at University College Dublin (Ireland), the University of Manchester (UK), Bond University (Brisbane, Australia) and the Lorenzo DiMedici Institute (Florence, Italy). Students in these programs participate in projects aimed at assisting nonprofit organizations at these overseas locations. Projects have included designing marketing campaigns, developing websites and conducting marketing research. Some projects also allow students to work directly with the clients of nonprofits. These opportunities are available during both fall and spring semesters.

SCHOLARSHIP PROGRAMS

FOUR-YEAR RENEWABLE SCHOLARSHIPS FOR NEW FIRST YEAR STUDENTS

With initial help from the Department of Education’s Fund for the Improvement of Post-Secondary Education, the university created a service scholarship program. Bentley awards a number of \$7,500 scholarships each year to students committed to service-learning. Approximately four of these scholarships are awarded to incoming First Year students. These scholarships, which may be renewed after sophomore year, encourage students to deepen their commitment to service. The selection process, which is administered by BSLCE, is highly competitive.

The scholarship program helps incoming freshmen with a demonstrated interest in community service to enhance their sense of civic responsibility, to heighten their leadership potential and to refine their interpersonal skills. These scholarship students commit to working 12

hours weekly at one of the many nonprofit entities affiliated with BSLCE in Greater Boston and Waltham.

As scholarship students move through the program, they take on greater leadership roles on campus and within the community. They work closely with faculty and serve as project managers and course coordinators, facilitating the progress of specific service-learning assignments. They may also attend local and national conferences as representatives of BSLCE; make presentations to students, faculty and staff; and lead reflection sessions. Scholarship students also are strongly encouraged to develop their own service-learning initiatives.

The minimum grade point average for receiving and maintaining a service scholarship is 3.0.

Civic Engagement and Social Justice

BSLCE offers a variety of ways for students to engage in meaningful social justice work, including the annual Fair Trade Fair and BUILLD (Bentley Unities In International Livelihood and Development) events; a series of events connected to UN World Days; and other work connected to issues of social justice and the Sustainable Development Goals.

Hoffman Center for Business Ethics

Founded in 1976, the internationally renowned W. Michael Hoffman Center for Business Ethics (<https://www.bentley.edu/centers/center-for-business-ethics/>) (HCBE) provides leadership in creating organizational cultures that align effective business performance with ethical business conduct. To this end, the center applies expertise, research, education and a collaborative approach to disseminating best practices. With its vast network of scholars and practitioners, HCBE provides a multidisciplinary forum for research and education in business ethics.

In 1991, the Ethics and Compliance Officer Association (ECOA), an international association of ethics and compliance professionals, was founded by HCBE. In 2014, the ECOA merged with the Ethics Resource Center to form the Ethics & Compliance Initiative (ECI). Every year, HCBE and ECI offer “Managing Ethics in Organizations,” the premier executive education program in the field. Through conferences and events, the center regularly brings business and academic leaders to campus to address key issues and current events. With the sponsorship of the State Street Foundation, HCBE annually hosts the Global Business Ethics Symposium and Teaching Workshop.

Visit HCBE’s website at bentley.edu/cbe (<https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fbentley.edu%2Fcbe&data=02%7C01%7CPAUCOIN%40bentley.edu%7C8b741fbd82d94f96183608d6ef3bcc6e%7C9030beae3cfc4788a9e2130204ff1f10%7C0%7C0%7C636959437437826044&sd%2BuLxqg7%2BPAX0mFipXQ%3D&reserved=0>) or contact the center at 781.891.2981 or CBEInfo@bentley.edu.

The Jeanne and Dan Valente Center for Arts and Sciences

The mission of the Jean & Dan Valente Center (<http://www.bentley.edu/centers/valente-center/>) for Arts & Sciences is to foster the arts, humanities, and sciences as a vital, integral, and challenging aspect of education at Bentley. The Valente Center contributes to the overall intellectual life on campus by organizing special events on a variety of topics and by hosting visiting scholars from a range of fields in the arts, humanities, and sciences. The center supports faculty and student

research through various undergraduate research programs, student research assistantships, and workshops, including a humanities research seminar with participating fellows from across Boston-area institutions, self-directed student seminars, and the Undergraduate Roundtable on “Great Books” Seminar. Through its programs, the Valente Center for Arts & Sciences aims to promote individual scholarship, while cultivating research and teaching at the intersection of arts, humanities, sciences and business. The center seeks to raise the national and international profile of Bentley University’s arts, humanities, and sciences disciplines.

Location: Adamian 247

Gloria Cordes Larson Center for Women and Business

The Gloria Cordes Larson Center for Women and Business (CWB) (<https://www.bentley.edu/centers/center-for-women-and-business/>) at Bentley University advances intersectional gender equity from the classroom to the boardroom. The CWB serves as an incubator for gender equity innovation and intersectional leadership initiatives on campus and by working in organizations committed to diversity, equity, inclusion, and justice. In addition, the CWB brings intersectional gender equity to the design and delivery of its innovative, transformative programs, training, and tools to help create inclusive cultures within the classroom and workplaces.

The CWB focuses on such issues as inclusive leadership, unconscious bias, racial equity, feminist allyship, mentorship and sponsorship, intersectional negotiations, workplace culture, the gender wage gap, confidence, and more.

CWB partners with Bentley University faculty, staff, students, and businesses locally and globally to achieve its mission. The CWB also hosts numerous conferences and events. For example, its annual Gearing Up Conference mobilizes professionals in the first decade of their career to think critically about how they can advance their careers while advancing intersectional gender equity in the workplace. This highly interactive one-day annual event focuses on women’s leadership aspirations, gender-expansive individuals, and allies. Gearing Up prepares individuals to take risks, aspire to higher leadership, and grow as confident, inclusive leaders.

Come by the CWB any time to learn more about our student programs and work-study opportunities.

Location: LaCava 298

Admission to Bentley University

Application Communication

The Office of Undergraduate Admission (<http://www.bentley.edu/undergraduate/>) communicates with prospective students via email regarding applications, special events and campus updates, using the email address provided on the application. *It is essential to check this email account regularly.*

Once an application to Bentley has been received and processed, the applicant receives a Bentley ID number. This provides students with access to their BentleyConnect account (<https://applicant.bentley.edu>) and the ability to monitor the Office of Undergraduate Admission’s receipt of credentials, as they are recorded electronically. **Please understand that it may take up to 7 business days for credentials to be received, processed and recorded to each account.** It is the student’s responsibility

to regularly check their email and BentleyConnect account, as the office will communicate through these means.

Students seeking to return to Bentley after a five-year absence must apply using the transfer application and fulfill the application requirements by the respective deadlines. Due to changing degree requirements, the staff in the Office of Undergraduate Admission will determine which courses taken at Bentley (and elsewhere) will be accepted for credit toward the current degree requirements for the term in which the student enrolls. Credit evaluations using the established transfer credit policies (<https://www.bentley.edu/undergraduate/transfer-credit-policies/>) will be completed after the readmission to Bentley has been approved. A maximum of 60 credits from all sources can be awarded. Courses taken towards major requirements will not be eligible for credit.

First-Year Admission

The Admission Committee evaluates each applicant’s potential for success as demonstrated by academic performance and rigor of curriculum, optional standardized test scores, extracurricular involvement, recommendations and essay. First-Year applicants should send the following to the Office of Undergraduate Admission:

1. A completed Common Application and non-refundable application fee of \$75.00.
2. Official secondary school transcript (mark sheets and/or national exam results if applicable), including grades available at the time of application or an official GED score report. International students are expected to submit documents with a signature and stamp or seal from their institution and English translations where necessary. Photocopies or facsimiles are not accepted;
3. Two letters of recommendation: one from a teacher and one from a guidance/college counselor;
4. While Bentley is test-optional for the 2022-2023 academic year, students can choose to send official results of the SAT Test or the American College Test (ACT) to Bentley University from the test center or from the secondary school guidance/college counseling office. Bentley superscores both SAT and ACT to most favorably reflect the student’s candidacy. While SAT-II test scores are not required, the committee recommends having the scores sent if a test has been taken.
5. Non-native speakers of English must submit official results from one of the following: Test of English as a Foreign Language (TOEFL (<http://www.ets.org/toefl/>)), International English Language Testing System Examination (IELTS (<https://www.ielts.org/>)), Duolingo, Cambridge English Assessment or Michigan English Test (MET). The preferred results are available on our website (<https://www.bentley.edu/undergraduate/apply/first-year-applicant/>).

Bentley is test optional for applicants for the Academic Year 2022-2023 which includes application terms spring 2023, fall 2023 and spring 2024 for both domestic and international applicants.

Application materials should be submitted electronically or can be mailed directly to:

Office of Undergraduate Admission
Bentley University
175 Forest Street
Waltham, MA 02452-4705

High School/Secondary School Preparation

Students are encouraged to challenge themselves by electing a competitive college preparatory program. Bentley recommends the following as the **minimum** appropriate secondary school preparation:

- Four units in English
- Four units in mathematics
- Three units in history/social science
- Three units in laboratory science
- Three units in a foreign language, preferably with three years proficiency in one particular language

Transfer Admission

Students who have earned 12 or more college credits can apply to Bentley as a transfer student. In addition to the above requirements for first-year students, transfer applicants must also submit an official copy of all college transcripts. Transfer applicants should send the following to the Office of Undergraduate Admission:

1. A completed Common Application and non-refundable application fee of \$75.00.
2. Official secondary school transcript including graduation date or an official GED score report. International students are expected to submit documents with a signature and stamp or seal from their institution and English translations where necessary. Photocopies or facsimiles are not accepted;
3. An official college or university transcript from all universities attended;
4. A Midterm Report (<http://d2f5upgbvbx8pz.cloudfront.net/sites/default/files/inline-files/Mid%20Term%20Report%202018.pdf>) after mid-semester exams or assignments are completed;
5. The Transfer College Report (https://bentleydownloads.s3.amazonaws.com/undergraduate/CA_19-20_College_Report_Form_0718.pdf);
6. An academic letter of recommendation from a college/university instructor;
7. Non-native speakers of English must submit official results from one of the following: Test of English as a Foreign Language (TOEFL (<http://www.ets.org/toefl/>)), International English Language Testing System Examination (IELTS (<https://www.ielts.org/>)), Duolingo, Cambridge English Assessment or Michigan English Test (MET). The preferred results are available on our website (<https://www.bentley.edu/undergraduate/apply/first-year-applicant/>).

Bentley is test-optional for the Academic Year 2022-2023 which includes application terms of spring 2023, fall 2023 and spring of 2024 for both domestic and international applicants.

Additional Information for International Students

If you are admitted to Bentley and elect to enroll, you must submit the VICFR (<https://ugadmission.bentley.edu/account/login/?r=https%3a%2f%2fugadmission.bentley.edu%2fapply%2fform%3fd%3d50a1250c-d903-424d-b376-9595367e1bdb>) (Visa Information and Certification of Financial Resources) form and provide all supporting documentation in order for an I-20 to be issued. The form is available to deposited students via the admitted student portal.

All international students are required to purchase the student health insurance plan offered through Bentley. The only exception to this policy is for students who are already enrolled in a health insurance plan through a United States–based insurance company. In such cases, students must contact the Office of Student Financial Services at 781-891-2162 to provide proof of enrollment before the student health insurance plan offered through Bentley is waived.

Note: International students must provide detailed contact information on the application form, including mailing address, international telephone number, mobile number, email address and, where available, a fax number, to help expedite application processing.

Application Programs and Deadlines

Early Decision (Admission and Financial Assistance)

For more information about the application process with deadlines visit bentley.edu/undergraduate/applying (<http://bentley.edu/undergraduate/applying/>).

For specific transfer application deadline dates and information, visit bentley.edu/undergraduate/applying/transfer-applicants (<http://bentley.edu/undergraduate/applying/transfer-applicants/>).

Advanced Standing Credit Policies

Bentley students may accelerate their individual program with advanced standing credit, which may be earned through several means. A maximum of 30 credits, from all sources, is allowed for first-year students.

The Office of Undergraduate Admission reserves the right to adjust its advanced credit standing policies at any time. Official copies of exam results and certificates with supporting translations are required to determine advanced standing credits. Additional information may be required; see bentley.edu/undergraduate/applying/freshman-applicants/advanced-standing-credit (<http://www.bentley.edu/undergraduate/advanced-standing-credit/>).

Visiting Bentley

Campus visits are among the best ways to explore the colleges you are considering. Every year, several thousand prospective families visit Bentley for opportunities that include interviews, information sessions, tours, Academic Information Sessions and Open House. We also offer a full array of virtual events if you are not able to travel to campus. The Office of Undergraduate Admission is open Monday through Friday during the academic year and limited Saturday options in the fall. In the summer, the office is open Monday through Thursday. Reservations are highly recommended as space may be limited. Call the Office of Undergraduate Admission at 781-891-2244 or visit our website bentley.edu/undergraduate/visiting (<http://bentley.edu/undergraduate/visiting/>) to review options and arrange a visit.

Interviews

An admission interview, although not required, is encouraged by the Office of Undergraduate Admission for students applying to Bentley. It is a prime opportunity for students to learn more about Bentley on an individual basis and can be conducted in person or virtually. An interview also allows admission representatives to learn more about students' interests and goals. Information shared in the interview is taken into consideration by the Admission Committee.

Tours

A walking tour led by a Bentley student takes visiting students and families around campus, into academic buildings and the heart of student life. Highlights include high-tech facilities such as the world-class financial Trading Room, the Student Center, athletic facilities and a residence hall.

Information Sessions

Information sessions provide an overview of Bentley. Topics include academics, hands-on learning, student life and the admission process. The agenda also includes a guided tour of campus led by a current student.

Open House

Attending Open House allows prospective students to meet many members of the campus community during a special day-long program of tours, individual exploration, presentations and discussion forums. The agenda includes talks with professors about various academic majors, chats with students about how to join a club or organization, consultation with staff members about internship possibilities and career options, and much more. Each year, we hold an Open house in the fall for high school seniors and their families.

For program and scheduling details on information sessions, interviews and similar opportunities, see bentley.edu/undergraduate/visiting (<http://bentley.edu/undergraduate/visiting/>).

Admission and Financial Aid Calendar

Spring Semester 2023 (January)

Admission – First-Year and Transfer Students

Application deadline	November 1
Notification date	Rolling
Enrollment deposit deadline	Rolling

Financial Aid – First-Year and Transfer Students

Free Application for Federal Student Aid (FAFSA) submitted	November 1
College Scholarship Service (CSS) PROFILE submitted	November 1
Parent IRS 1040 (signed, with all schedules) and W2 forms	November 1
Award notification	Rolling

Fall Semester 2023 (September)

Admission – Early Decision I (First-Years only)

Application deadline	November 15
Decision notification	Late December
Enrollment deposit deadline	January 20

Admission – Early Decision II (First-Years only)

Application deadline	January 15
Decision notification	Early February
Enrollment deposit deadline	February 20

Admission – Regular Decision (First-Year)

Application deadline	January 15
Decision notification date	Late March
Enrollment deposit deadline	May 1

Admission – Regular Decision (Transfer Students)

Priority Application deadline	April 1
Decision notification date	Rolling
Enrollment deposit deadline	Rolling

Financial Aid – Early Decision I (First-Years Only) ¹

Free Application for Federal Student Aid (FAFSA)	November 15
CSS PROFILE	November 15
Parent IRS 1040 (signed, with all schedules) and W2 forms	November 15
Award notification	Late December

Financial Aid – Early Decision II (First-Years Only) ¹

Free Application for Federal Student Aid (FAFSA)	January 15
CSS PROFILE	January 15
Parent IRS 1040 (signed, with all schedules) and W2 forms	January 15
Award notification	Early February

Financial Aid – Regular Decision (First-Years Only)

Free Application for Federal Student Aid (FAFSA)	January 15
CSS PROFILE	January 15
Parent IRS 1040 (signed, with all schedules) and W2 forms	January 15
Award notification	Late March

Financial Aid – Regular Decision (Transfer Students)

Free Application for Federal Student Aid (FAFSA)	April 1
CSS PROFILE	April 1
Parent IRS 1040 (signed, with all schedules) and W2 forms	April 1
Award notification	Rolling

¹ Early Decision financial aid applicants who do not meet these deadlines are considered with Regular Decision applicants.

Financial Aid Checklist

- Free Application for Federal Student Aid Form (FAFSA) (complete online)
- CollegeBoard CSS Profile (complete online)
- Copies of your parents' federal tax returns (physically signed with all schedules) and W2 forms.
 - The year of documentation is dependent on application year.
 - Student documents may also be required in some circumstances.
- Admitted students can check their BentleyConnect portal for checklist requirements and to submit taxes and supplemental documents. Continuing students check their Workday account for checklist requirements and submit documents through the secure

document upload at [bentley.edu/offices/financial-assistance/current-students](https://www.bentley.edu/offices/financial-assistance/current-students) (<https://www.bentley.edu/offices/financial-assistance/current-students/>). Documents may be submitted via portal, by fax, or by mail (do not email). Keep copies of all forms you file for easy reference and in the event copies are requested.

Bentley University Codes

ACT: 1783
CEEB/Financial Aid PROFILE: 3096
FAFSA: 002124

The websites to file the forms online are:

FAFSA: studentaid.gov/apply-for-aid/fafsa (<https://studentaid.gov/h/apply-for-aid/fafsa/>)
PROFILE: cssprofile.collegeboard.org (<https://cssprofile.collegeboard.org/>)

Bentley application instructions for first year and transfer students: [bentley.edu/offices/financial-assistance/applying-aid-prospective-students](https://www.bentley.edu/offices/financial-assistance/applying-aid-prospective-students) (<https://www.bentley.edu/offices/financial-assistance/applying-aid-prospective-students/>)
Bentley application instructions for continuing students: [bentley.edu/offices/financial-assistance/current-students](https://www.bentley.edu/offices/financial-assistance/current-students) (<https://www.bentley.edu/offices/financial-assistance/current-students/>)

Tuition and Fees
Commitment Deposit (Nonrefundable)
New U.S. Students and International Students

Undergraduate Residents	\$1,000
Undergraduate Commuter	\$500
Full Time Graduate	\$1,000
Part Time Graduate	\$500

Tuition and Fees

Tuition and fees for the 2022/2023 year will be available on the Student Financial Services website here (<https://www.bentley.edu/offices/student-financial-services/costs-and-billing/>)

BENTLEY UNIVERSITY PAYMENT PLAN AND PAYMENT OPTIONS

Bentley University has developed a new payment plan which allows students to split up their balance owed on their student account over a maximum of five payments for a nominal fee of \$35. To view the payment options click here (<https://www.bentley.edu/offices/student-financial-services/payment-options/>).

ROOM AND BOARD

Although payable by semester, room charges are for the entire academic year. If you agree to the Housing and Meal Plan Contract and move into housing, you are obligated to pay for the entire academic year of housing, as long as you are enrolled at Bentley University.

If a student believes they have an extenuating circumstance they may **request permission** to terminate the housing contract by completing and submitting the appropriate **Contract Release Form** available on the Housing Portal. Submitting this form does not automatically grant you a release from the Housing and Meal Plan Contract, as contract releases

are not granted often. All students who submit the Contract Release Form prior to **the release date outlined in the housing contract** for the fall academic year will not require the permission of the Director of the Residential Center or their designee to terminate their housing contract.

If you submit Contract Release Form after the release date outlined in the housing contract, then once your request has been received, the Director of the Residential Center or their designee will make a determination regarding your request. If declined, then you will have the opportunity to appeal to a committee of University representatives who will make the final determination. The committee of University representatives will meet two (2) times per academic year to review appeals. A member of the Residential Center will inform you of the committee's decision via e-mail to your Bentley University e-mail account. If approved your housing assignment will be pro-rated and you will pay a contract release fee. If you have any questions you can e-mail housing@bentley.edu.

OTHER EXPENDITURES

In general, students spend more than \$1,000 for books and supplies during an academic year. Books and supplies issued to military veterans under Public Law 894 and 815 are billed to the government. Students who bring cars on campus are required to register them with University Police. Resident freshmen are not allowed to park their vehicles on campus.

TUITION REFUNDS

All refund requests must be submitted online via Workday to the Office of Student Financial Services. Step by step guides for setting up refund elections and completing the online refund request form can be found here (<https://www.bentley.edu/offices/workday-student-students/>).

Withdrawal credits for tuition are made according to the following schedule:

Withdrawal period	Amount to be credited
First week	100 percent
Second week	80 percent
Third week	60 percent
Fourth week	40 percent
Fifth week	20 percent
No refund after end of fifth week.	

In the case of course withdrawal, scholarships initially credited toward tuition balances are subject to the same withdrawal credit percentage as the tuition charge. No cash refunds of scholarships are made.

Tuition refund disputes must be submitted in writing by completing a Tuition Refund Application (<https://www.bentley.edu/offices/student-financial-services/faqs-and-how-tos/>).

Note: Bentley University has partnered with GradGuard to offer Tuition Insurance. The insurance provides 100% reimbursement for tuition, room, board and most other fees. Learn more and review the plan coverage to determine if it meets your needs at: <https://gradguard.com/tuition> or call (877) 794-6603.

FEDERAL POLICY FOR RETURN OF FEDERAL FUNDS

A federal regulation specifies how colleges and universities must determine the amount of federal financial aid a student earns if he/she

withdraws or is withdrawn from the college or university, which differs from the university's refund policy and applies only to students receiving federal student aid. The law mandates that Bentley use a specific formula to calculate the percentage of federal student aid "earned" at the point of withdrawal. The amount of assistance that a student has earned is determined by the percentage of the semester completed. For example, if he/she has completed 30 percent of the semester, he/she earns 30 percent of the federal aid they were originally scheduled to receive. Once a student has completed more than 60 percent of the semester, he/she is considered to have earned all of their federal assistance.

If a student received excess funds that must be returned, Bentley University must return a portion of the excess equal to the lesser of the qualifying institutional charges for the term multiplied by the unearned percentage of the funds, or the entire amount of the excess funds.

If the university is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that he/she must return, the student (or his/her parent for a PLUS loan) repays in accordance with the terms of the promissory note. That is, the student makes scheduled payments to the holder of the loan over a period of time.

If a student is responsible for returning grant funds, he/she does not have to return the full amount. The law provides that he/she is not required to return 50 percent of the grant assistance received that it is the student's responsibility to repay. Any amount that does have to be returned is a grant overpayment and the student must make arrangements with the Department of Education to return the funds and will be ineligible for future federal student aid until completed. If Bentley must return part of his/her financial aid and the removal of those funds from their account creates a balance due, the student will be billed for this balance.

EXAMPLE

A student has tuition charges of \$28,250 and no room or board charges for the fall semester. The student pays \$25,925 toward the bill and the rest is covered by a federal Stafford Loan for \$1,750. The student withdraws from the university after completing 40 percent of the semester. The student is considered to have earned 40 percent of the aid received, or \$700. The remaining 60 percent, or \$1,050, must be returned. Bentley will return \$1,050 of the loan from the student's account to the lender. This leaves an unpaid balance of \$1,050 on the student's account. The student will be billed by the university for this amount and is responsible for paying, since not all of the aid used to pay the initial bill was considered to have been earned by the student.

APPLICATION OF FINANCIAL ASSISTANCE TO STUDENT ACCOUNT

Financial assistance is generally awarded for the full academic year; aid is disbursed by semester. At the start of each semester, one-half of the aid is credited to the student's account. Institutional grants and scholarships are generally credited at the start of each term. Grants from the federal government or state agencies are also disbursed each term but may be credited later than institutional aid due to additional processing requirements. Loans cannot be disbursed until promissory notes are completed and any counseling requirements are met and may also be delayed due to additional processing steps. Finally, students and parents who wish to have federal aid applied to their account to pay charges in excess of tuition and fees should complete a Title IV Credit Authorization Form, available on the Office of Financial Assistance's web page.

STUDENT FINANCIAL SERVICES BILLING AND COLLECTION POLICY

All Bentley students should review the policy here (<https://www.bentley.edu/offices/student-financial-services/policies-and-procedures/>).

Financial Aid at Bentley

Bentley administers its financial assistance program on the premise that no academically qualified student should have educational choice restricted by lack of financial resources. Academically-based scholarships are available to qualifying incoming students and are awarded during the admission process. Need-based financial aid is available to U.S. citizens and permanent residents. The primary responsibility for educational financing belongs to students and their families and financial assistance from the university is considered supplemental to the family's contributions.

Applying for Financial Aid

At Bentley, parents and students are asked to complete both the Free Application for Federal Student Aid (<https://fafsa.ed.gov/>) (FAFSA) and the College Scholarship Service (CSS) PROFILE (<https://cssprofile.collegeboard.org/>). Families who wish only to be considered for federal and state grants and Federal Direct Loans for parents and students do not need to complete the CSS PROFILE. Both the FAFSA and the CSS PROFILE are available online and each form must be completed annually. The Office of Financial Assistance (OFA) website (<https://www.bentley.edu/offices/financial-assistance/>) contains links to both forms. Bentley University receives the results electronically as long as Bentley University is designated as a recipient.

These forms will ask questions about a student's family size and parent and student income and assets. The application includes detailed instructions for each question. The priority application deadline dates for all required financial aid information and forms are listed in the section entitled Admission and Financial Aid Calendar. Students whose files become complete after the priority deadline will be reviewed for aid on a rolling basis and as funds are available.

Bentley uses the information students and their families report on the FAFSA, the CSS PROFILE, and other documents, such as tax returns, to calculate an expected contribution from both the parents' and the student's income and assets. These numbers add up to the total expected family contribution. The difference between the total expected contribution and the estimated cost of attendance is the student's financial aid eligibility.

There are two aid formulas for determining financial aid eligibility. The first, "federal methodology," is used to determine a student's eligibility for most types of government aid, including federal loans, and most state grant aid. A family contribution is determined from the data a family provides on the FAFSA. Because the federal methodology omits some financial information from consideration, Bentley uses another formula, "institutional methodology," with data taken from the CSS PROFILE, to determine a family's eligibility for Bentley funding.

The institutional need-analysis formula allows Bentley to target limited resources to the neediest of students. A student may receive whatever federal aid is available based upon eligibility under the federal methodology. The need for Bentley aid, however, is determined primarily on the basis of the institutional methodology. Your need may be met with

a combination of loans, job eligibility and possibly a grant, depending on funding levels and need.

Types of Financial Aid

There are three types of aid:

1. Gift aid (scholarships and grants) are awarded on the basis of financial eligibility, academic promise, special skills or a combination of these. These funds do not have to be repaid.
2. Loans provide students the opportunity to borrow against future earnings. These funds must be repaid, which typically happens after graduation or when the student is no longer enrolled at least half-time.
3. Work programs are employment opportunities which enable students to earn funds to use toward educational expenses. These funds are not applied directly towards the bill.

Bentley Grants and Scholarships

These awards are made available through Bentley funds and do not have to be repaid. Scholarships are based on academic excellence or outstanding athletic ability, and students do not have to demonstrate need. Scholarships are awarded at the same time as acceptance, and generally have grade point average requirements for renewal in subsequent years. Scholarships are awarded only at the time of admission to Bentley.

Bentley also offers grants to students who demonstrate need. If you received one of these grants as part of your aid package, you may be notified during the academic year that your grant was sponsored by an endowed fund. Endowed funds are made possible by the generosity of individuals and corporations who believe in providing opportunities for Bentley students. Our ability to assist all students increases substantially due to this generous support. You may be asked to write a note of appreciation to the donors if you received a grant from one of our endowed funds.

Ineligibility for need-based institutional grant funds in the current academic year does not preclude a student from receiving institutional grant funding in future years, if need should change. Students and parents who wish to have their eligibility for need-based aid assessed are required to fill out the FAFSA and the CSS PROFILE annually, as well as submit Federal tax documents. These forms are available on October 1st of each year for the following fall.

Federal Pell Grant

The Federal Pell Grant is a government-sponsored grant designated for high-need students. Responses on the FAFSA determine a student's eligibility. It is available to students completing their first undergraduate degree. Students are limited in the amount of Pell Grant they can receive throughout the course of their degree. Students pursuing a four-year degree have a maximum of six years of Federal Pell Grant eligibility.

Federal Supplemental Educational Opportunity Grant (SEOG)

These funds, provided to Bentley by the federal government, are awarded to the neediest undergraduate students and do not have to be repaid. Annual awards typically range from \$100 to \$2,000.

State Grants

State grants are awarded to students by the agency of the state in which the student has established legal residency. A student's initial award

letter may indicate an estimate of what the Office of Financial Assistance anticipates that a student will receive from these programs. Bentley grant funding may later be adjusted when we receive the actual amount of the grant awarded. The states that currently offer funding for Bentley students include Massachusetts, Connecticut, and Pennsylvania. Each state has its own application procedure and deadline that needs to be followed for eligibility. Not all states have this type of program.

Subsidized Federal Direct Loan

These need-based loans are borrowed directly from the federal government. Any accruing interest on a subsidized loan is paid by the federal government while a student is in school and enrolled at least half-time each semester. The maximum annual subsidized loan for freshmen is \$3,500, for sophomores \$4,500, and for juniors and seniors \$5,500, or up to need, whichever is less. Federal loans also have origination fees set by the government each year, and that amount is deducted from the loan proceeds before the loan is credited to the student account. Repayment of the loan usually begins six months after a student graduates or is no longer enrolled at least half-time.

Depending on the amount borrowed, a student may have up to 10 years to repay principal and interest. The interest rate on the loans are fixed, and rates for new loans are set annually.

Unsubsidized Federal Direct Loan

Unsubsidized Federal Direct Loans are available to students without financial need or whose need is met by other resources. Interest accrues while the student is enrolled and may be deferred and then capitalized when the loan goes into repayment six months after the student ceases half-time enrollment, or the student may opt to pay the interest while enrolled to minimize debt.

Student Employment

The Student Employment Office is responsible for the coordination of all student employment during the academic year and summer months. Students are paid at least minimum wage and receive paychecks. Students are offered an amount that they can earn, but students may opt to work fewer hours. Students with a work component of their aid package should be advised that funds will not be applied to their bill.

Federal Work-Study is awarded to students as part of their financial aid package, based on financial need. Most positions are on campus, but there are a limited number of off-campus positions.

The Bentley Work Program provides additional employment for students in on-campus positions. Financial need does not determine eligibility for the program, but income gained through work may affect a student's future financial aid. Job opportunities are limited as students with Federal Work-Study receive priority for on-campus hiring.

Aid for Continuing Students

Bentley financial aid decisions are made on an academic-year basis. Students must apply annually by the published deadlines. Financial aid can vary each year if family circumstances change. Amounts of aid may be decreased at any time if additional information indicates that such adjustment is appropriate. Aid is usually reduced if a student drops below full-time (12 credits) registration status during a semester. Students must be enrolled in at least two courses (six credits) each semester to be eligible for almost any funding, including federal work study and federal loans. Students must be enrolled full-time to be eligible for institutional funding.

Prior to awarding an institutional grant, Bentley expects a minimum self-help contribution from all students who receive financial aid to meet financial need. The amount of the self-help contribution varies, but self-help funds will be offered first. It is important to note that even though your GPA may be high, if your need is low, loans and work will still be awarded first to meet your need, possibly eliminating grant funding from your award.

Students with GPAs of less than 2.0 are not eligible for federal or institutional financial aid. Please refer to the *Satisfactory Academic Progress Policy* section for more information.

Outside Aid

The federal government requires students to inform the Office of Financial Assistance of any grants, scholarships or other education benefits that they will be receiving from sources outside Bentley (i.e., high school or community). Outside scholarship aid will in many cases allow students to increase their total grant award and reduce their loan amount. It is the policy at Bentley to try to replace self-help portions of the financial aid package (loans and/or work) with outside aid before reducing the Bentley grant. Please notify the Office of Financial Assistance as soon as possible of any outside aid that is forthcoming. Our office cannot guarantee that self-help funding will be replaced by outside scholarship if notification is received after the start of the academic year.

Satisfactory Academic Progress Policy

Financial aid applicants must meet standards of academic progress established in accordance with federal regulations. The academic progress of aid applicants and recipients must be evaluated by the Office of Financial Assistance annually. This evaluation will generally occur in late May after spring semester grades are posted as a part of our determination of eligibility for the next academic year.

Students must have at least a 2.0 cumulative grade point average (GPA) in order to be awarded Bentley need-based grant funds or federal financial aid. In addition to a 2.0 minimum cumulative GPA, applicants for Bentley funds and federal aid must demonstrate progress by successfully completing (finishing with a passing grade) at least 67 percent of all attempted courses. An attempted course is one in which the student is enrolled after the second week of classes. Failure, withdrawal after the second week or an incomplete (I) in a class constitutes an attempted course which is not successfully completed. Repeated courses will be counted in measuring this standard. Coursework transferred into Bentley from another institution will be counted in the measurement of course completion but not factor into a student's cumulative GPA at Bentley. In addition, aid applicants may not attempt more than 150 percent of the number of credits required for their degree. For instance, if your degree requires 122 credits, you may not receive aid if you attempt more than 183 credits to achieve this degree.

Notification of Loss of Eligibility

Students who apply for financial aid by April 1 will be notified in writing by the Office of Financial Assistance during the month of June if they have lost eligibility for aid due to failure to meet these standards. Late applicants will be notified when they submit a Free Application for Federal Student Aid (FAFSA) or a Federal PLUS Loan application. Students who regain eligibility by taking summer courses or as the result of a grade change must notify the Office of Financial Assistance to reactivate their aid application. Likewise, students who enroll for fall without the benefit of aid who re-gain eligibility for the spring should

contact the office to have their application reviewed. Students who become eligible in the spring will only receive aid if funds are still available.

Satisfactory Academic Progress Appeals

Students with significant and documented extenuating circumstances may appeal to regain eligibility through Academic Services. Appeals must be made in writing and are approved or denied at the discretion of the Associate Dean. Appeals must address the reason that a student has failed to make satisfactory progress and describe what has changed to allow the student to make satisfactory progress in the future. Students whose appeals are approved may be granted one additional semester of aid on financial aid probation or they may be placed on an academic plan that will require them to meet specified standards of academic progress before regaining aid eligibility. Students are expected to meet the standards of academic progress upon completion of the semester for which they were granted financial aid probation.

Alternative Financing Options

Many students and their families who do not apply for financial aid or who need to borrow to meet their expected contribution may be interested in other options to meet their educational obligations. Bentley participates in numerous alternative loan programs, including the Federal Direct Parent Loan (PLUS) program. More information on financing options can be found on our website. Students and their families are free to borrow from any lender they wish to use. Please read the details of each loan program carefully, and contact the Office of Student Financial Assistance with any questions.

Veterans' Benefits

All U.S. veterans and individuals currently in military service should register with the veterans' coordinator in the Office of Financial Assistance at least 30 days before the start of each academic period. The veterans' coordinator completes enrollment certification paperwork to initiate the receipt of federal compensation for eligible veterans. Bentley participates in the Yellow Ribbon Program.

Pursuant to Section 103 of the Veterans Benefits Transition Act, Bentley University permits any covered individuals (see below) to attend or participate in the course of education during the period beginning on the date we receive the Certificate of Eligibility (COE) or Statement of Benefits and ending on the earlier of:

1. The University receives payment from the VA; or
2. 90 days after the date the initial certification was submitted

Bentley University also will not impose any penalty for late payment - including late fees, denial of access to classes, libraries, or other facilities, or requirement that a covered individual borrow or finance additional funds to cover balances - due to delayed disbursement of funding from the VA under either the Chapter 31 or Chapter 33 programs.

A covered individual is a student who is the recipient of veterans benefits through either the Chapter 31 or 33 programs, whether the student be a veteran or the dependent of a veteran. In order to receive benefits, we require students to submit a copy of the Certificate of Eligibility (COE) or Statement of Benefits (found in the eBenefits website) as proof of eligibility for benefits. For Chapter 31 recipients, we may also accept a certification request from the student's caseworker.

For More Information

The Office of Financial Assistance, which serves both undergraduate and graduate accepted and returning students, can be reached by calling 781.891.3441 or 877.362.2216. The office is located in the Rauch Administration Building, Room 104. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Friday during the academic year. For more information, visit the OFA website at bentley.edu/financial-aid (<http://bentley.edu/financial-aid/>). Email inquiries to finaid@bentley.edu.

Student Rights and Responsibilities

The Bentley Core Values

Bentley University is a community of students, faculty and staff who are committed to learning. To create the best environment for learning to occur, we as a community embrace these core values to guide our conduct:

Caring

We practice understanding, compassion and kindness. We recognize the whole person and their wellbeing, and we think beyond ourselves and our immediate goals to consider the impact our actions have on other people.

Collaboration

We welcome new perspectives as we work with others toward a common goal. We seek out opportunities for partnership and teamwork, readily sharing our knowledge and expertise with others.

Diversity

We are all different and that makes our community stronger. We embrace and seek to understand those with different beliefs, backgrounds and life experiences. We celebrate those differences as opportunities to learn and grow. We protect and affirm the right of all people to be themselves.

Honesty

We act with honesty and integrity in our academic, personal and professional affairs. We are dedicated to ethical and transparent behavior, and we hold ourselves accountable for our words and actions.

Impact

We recognize our potential to make a difference. We use the power of business and innovation to positively impact individuals, organizations and the communities we serve at home and abroad.

Learning

We are here to learn and develop. We are passionate about knowledge and want to continue to learn throughout our lives. We are eager and willing to try new experiences and ways of thinking. We appreciate that much of our learning will occur by interacting with others, inside and outside of the classroom.

Respect

We treat others as they would like to be treated. We recognize the inherent dignity and worth of all members of our community and strive to better understand and appreciate everyone. We are committed to keeping our community free of vandalism, hate speech, violence and harassment.

University Policies

Bentley University does not discriminate in admission or access to or treatment or employment in any of its educational programs or activities, including scholarships, loans and athletics, on the basis of race, color, religion, sex, sexual orientation, gender identity and/or expression, marital status, age, national origin, citizenship status, disability, genetic information, military or veteran status. Bentley University maintains and supports affirmative action plans for its workplace in compliance with federal law. Equal opportunity extends to all aspects of the employment relationship, including hiring, promotions, training, working conditions, compensation and benefits. Bentley University's policies and practices reflect the university's commitment to nondiscrimination in all areas of employment. The university complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, and Revenue Procedure 75-50 prohibiting such discrimination.

Anyone believing that they have experienced adverse treatment may file a report through the appropriate reporting system found on Bentley's Equity Reporting webpage: <https://www.bentley.edu/equity-reporting> (<https://www.bentley.edu/equity-reporting/>). Staff overseeing the Title IX & Gender-based harassment and discrimination policy, the Bias Incident Response Team, Student Conduct, University Police, or Institutional Equity will review all reports received through the Equity Reporting webpage and will follow-up accordingly. Please visit the Equity Reporting webpage for the most up-to-date information, policies, and resources.

Rights Regarding Educational Records

Bentley University Policy Family Educational Rights and Privacy Act

This policy is issued in compliance with the regulations established by the Department of Education, 20 C.F.R. Part 99.6, for the university's implementation of the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, also known as FERPA. This policy is also guided by the laws in the commonwealth of Massachusetts concerning privacy. The university has established strong policy guidelines that support its adherence to FERPA and protect the rights of students, except under certain circumstances stated in the statute and its regulations and as noted below.

In compliance with the Student Right-to-Know and Campus Security Act of 1990, Bentley University provides annual statistics concerning "criminal offenses reported to campus security authorities or local police agencies."

Notice

Students and parents receive notice of FERPA and their rights under FERPA through the electronic publication of the Student Handbook each academic year.

Access/Amendment to Educational Records

Students and eligible parents have the right to access the student's educational records upon written request to the Office of Student Conduct. An exception to this policy is made for requests from students or others for transcripts and degree information, which may be made directly to the Office of the Registrar. Requests for disclosure of educational records may be made by electronic signature when available. Each department/division of the university will determine if it will assess fees for copies of an educational record or transmission of an educational record to another party. All requests for changes to a

student's educational record must be made in writing to the Office of Student Conduct.

Location of Educational Records

Educational records may be kept by the registrar, each committee, board and department of the university and by faculty and staff of the university in paper or electronic form.

Directory Information

Unless otherwise requested by the student, Bentley (Information Desk, Registrar's Office, deans' offices, etc.) may release to the public, student data considered "directory information." If a student desires that directory information not be released, it is his or her responsibility to notify the Registrar's Office in writing. Please note that students do not have the flexibility of choosing to release or not release particular items defined as directory information.

Bentley will not sell or give directory information for commercial purposes to external vendors who are not affiliated with the institution. The university may use all directory information for the operation of student organizations or university-sponsored functions. Directory information, as defined by the Family Educational Rights and Privacy Act, includes the following information relating to a student: name, address, email address, photograph, telephone number, date and place of birth, class, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, academic honors, degrees and awards received and the most recent previous educational agency or institution attended.

Disclosure Without Consent-Statutory Exceptions

The statute provides that, under a number of circumstances, the university will disclose educational record information to other persons/entities without seeking prior consent or notice to a student or eligible parent. Such examples include but are not limited to: certain subpoenas and court orders, accrediting organizations, requests in connection with a student's application for financial aid, certain requests from federal, state or local authorities and disclosure to other "university officials" who "have legitimate educational interests" in the information and records.

"University officials" includes the officers and directors of the university, all members of the administration, faculty, staff, persons serving on conduct, promotion and academic boards and committees and any professional providing assistance to the university (such as lawyers, accountants, law enforcement personnel, medical personnel).

The university has determined that there are certain persons who have the right to review a student's educational records and personally identifiable information in every case: officers of the university and the deans. Other university personnel will have access to educational records and personally identifiable information in circumstances where the dean of student affairs, or his or her designee, concludes based upon the information available to her or him at the time of the decision, that the disclosure of the records and/or information will assist the university in making decisions concerning a student's academic status or standing at the university or the health, safety or well-being of a student or other members of the university community.

The dean of student affairs or his or her designee reserves the right to contact parents of a dependent student when it has been determined that the student's success is at risk.

Complaint Procedure

Students have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202 concerning any alleged failure on the part of Bentley to comply with the Family Educational Rights and Privacy Act.

Bentley University Policy Amendments

The trustees reserve the right to modify or amend curricula and to change or modify aspects of university operations, as well as the right to increase tuition and other charges, without notice. Policies and regulations may be amended from time to time by action of the responsible bodies.

Affidavits of Voter Registration Forms

Affidavits of voter registration forms for Massachusetts residents are available in the Registrar's Office in the Rauch Building. Students who wish to register in another state may not use these forms.

Out-of-state students who wish to vote in their home state must use a mail-in form supplied by the home state or the federal mail-in affidavit of voter registration, which may be obtained by writing or calling the Massachusetts Elections Division, One Ashburton Place, Room 1705, Boston, MA 02108; telephone 617.727.2828 or toll-free 800.462.8683 (in Massachusetts only). You can also get this online <https://www.sec.state.ma.us/ele/>.

Academic Policies and Procedures

Students enrolled in any division of the university are responsible for familiarizing themselves with (and understanding) the implications of all institutional policies, procedures and requirements affecting progress toward their academic goals. These include, but are not limited to, degree and major course requirements and the university's grading and course-repeat policies. Students who ignore these policies, procedures and requirements do so at their own risk. See the Student Handbook (<http://www.bentley.edu/campus-life/student-life/division-student-affairs/the-student-handbook/>) for additional information.

Attendance Policy

Students are expected to attend every class session. For full semester courses, students (whether currently registered in the course or not) must start attending classes by the first class meeting after the add/swap period ends.

An enrolled student who misses the first week of class and is not present at the first class meeting after the add/swap period ends needs faculty and department chair approval to remain in the class. If the add/swap period has ended, instructors retain the right to deny admission to a course to any student who is not yet enrolled.

After a course has met for two weeks, students may not register for it and may not start to attend classes, including those classes for which they are already registered. Instructors must report missing students as "no-shows" to the Registrar at the end of the second week of classes.

Exceptions to this policy can be made only in the following cases:

- The student has been attending one section of a course but needs to switch to another section.
- The student has been mistakenly placed in the wrong course and needs to be reassigned.

In such cases the exception will be made by the chair of the relevant department on a case by case basis.

An enrolled student may not be absent from class for a prolonged period of time. The definition of prolonged period is:

- Two or more consecutive weeks during any fall, spring or summer term;
- Two consecutive classes during a four, six, eight or ten week session;
- Any absence during an intensive course.

In cases of a prolonged absence, faculty members should notify either the Registrar's Office or Academic Services.

This attendance policy will be in effect even when a student misses class due to medical or personal reasons, subject to the University's obligation to accommodate students with disabilities. Exceptions for medical or other hardship will be worked out through an interactive process and on a case-by-case basis.

A faculty member may hold students to a more restrictive attendance policy, as specified in the course syllabus.

A student not meeting the Attendance Policy may be administratively withdrawn from a course by the Registrar's office.

Course Away Policies and Guidelines

Once enrolled at Bentley, students can transfer in (through Course Away) up to 10% of their Bentley program from other institutions. Please note: Students must complete a minimum of 60 credits at Bentley to meet graduation requirements. Students are responsible for ensuring they understand and adhere to the Course Away credit maximum.

If a student's intended course away is needed to meet the co-or prerequisite for a course at Bentley, the prerequisite waiver form must be accompanied by documentation confirming that the student is registered for the course away.

The prerequisite waiver form and the proof of course registration must be submitted to the Office of the Registrar at registrar@bentley.edu. Without this documentation, students will not be permitted to register for the Bentley course with the applicable co-or prerequisite. If a student's intended course away is needed to meet the co- or prerequisite for a course at Bentley, the prerequisite waiver form must be accompanied by documentation confirming that the student is registered for the course away. The prerequisite waiver form and the proof of course registration must be submitted to the Registrar's office at registrar@bentley.edu. Without this documentation, students will not be permitted to register for the Bentley course with the applicable co-or prerequisite.

- Courses must be approved in writing by Academic Services *in advance* of the course being taken
- Students take courses elsewhere at their own risk. Academic Services cannot guarantee that course content is 100% comparable to its Bentley equivalent. Students should exercise care as to whether they think courses taken elsewhere will offer the proper foundation for their subsequent coursework at Bentley
- Students are permitted to take courses away only during interim periods between terms or during the summer term. Please note: Permission to take courses outside of Bentley during Fall or Spring terms will only be granted for students with extenuating circumstances and for compelling reasons. Requests to take courses

during Fall or Spring terms must be accompanied by an Academic Petition.

*For seniors intending to graduate in May and who are approved to take courses away in the Spring term, official transcripts must be received in time to be processed prior to graduation. (Please see the Registrar's office for deadlines and special instructions.)

- Undergraduate Academic Services reviews courses students wish to take at institutions outside of the U.S., but in their home country. Students taking courses at institutions outside of the U.S., but not in their home country, must submit the request and corresponding course syllabi to the Cronin Office of International Education for review.
- Upper-level business department courses must be taken at an AACSB-accredited college (<https://www.aacsb.edu/accredited/>) or university. Please submit a full course syllabus for review.
- Students opting to take a course at another institution must ensure they meet the prerequisites established by that institution
- Courses must be credit-bearing courses comparable to 3 or more semester credits, and may not duplicate previous coursework. Please note: CEU (Continuing Education Unit) courses are not transferable
- All courses transfer to Bentley as 3 credits, with the exception of lab sciences which transfer as 4 credits
- A maximum of 6 total credits may transfer into a major and 3 total credits may transfer into a minor.
- Internships and/or internship courses are not eligible for Course Away credit with the exception of approved, credit-bearing internship programs offered by the Cronin Office of International Education
- Course Away approvals apply to undergraduate program requirements only. Students considering graduate study at Bentley should consult their program requirements to assess if classes taken elsewhere meet graduate admission standards
- A minimum grade of 2.0 (C) must be earned for the course taken away to be eligible for course away credit. Please note: Only the course away credits (TR) will appear on the Bentley transcript rather than the actual grade.
- To receive credit for approved courses, students must request an official transcript from the outside institution and have it sent to the Office of the Registrar at registrar@bentley.edu. If the transcript needs to be sent via mail, it should be directed to: Bentley University/ Office of the Registrar- Rauch 111- Course Away/175 Forest Street/ Waltham, MA 02452. Transcripts for summer courses away are due by October 15 of the same year; transcripts for winter courses away are due by March 15 of the same year.

More information is available on Course Away (<https://www.bentley.edu/offices/academic-services/course-away-0/>) and policies and procedures through Undergraduate Academic Services.

Transfer Credit Policy

This policy applies to undergraduate transfer students who have earned credits at another accredited institution. Students seeking to receive Bentley credit for coursework completed at another institution must submit copies of course syllabi, course descriptions, and an up-to-date transcript to the Transfer Admissions office. These materials must be

submitted by **July 15 for students admitted for the Fall semester, and January 5 for students admitted for the Spring semester. Materials submitted after these deadlines will not be considered for transfer credit.** Credit will be evaluated by the Transfer Admissions team, in consultation with faculty, to determine if the course learning outcomes/curriculum match 70% of a course offered at Bentley. Additionally, a student must have received a C or higher in the course to receive Bentley credit.

Incoming Advanced Standing Credit Policy

This policy applies to undergraduate students entering Bentley as new students who are seeking credit for exams or college/university courses taken while enrolled in high school. Incoming first-year students may be able to transfer up to 30 credits. A complete list of approved advanced standing program policies can be found here (<https://www.bentley.edu/undergraduate/advanced-standing-credit/?locale=en>). Students should submit materials related to these policies as soon as possible, but no later than the **first day of classes of their first semester**.

Course Overload Policy

Full time student status is defined as enrollment in 12-16 credit hours. Authorization to carry more than 16 credit hours in any one semester is generally given only to students with a 2.7 or higher cumulative grade point average (GPA), or to students with a cumulative GPA of 2.0 or higher and a minimum of 75 earned credits. In special cases, students may file a petition with Academic Services to waive the GPA requirement. Students may not exceed a total of 19 credit hours in any given semester.

Summer Course Overload Policy

Students may enroll in no more than 13 credits of summer course work, 16 if their current GPA is at least a 2.7. This includes summer credits earned at Bentley*, regardless of course delivery mode, transfer credits earned at another institution through the Course Away process, or a combination of Bentley and Course Away (transfer) credits. Students taking courses for credit beyond this limit may not apply the additional course credits to their academic program.

*Summer courses are defined as courses taken between the end of the Bentley spring semester until the beginning of the Bentley fall semester in any given calendar year. Bentley summer courses include May intensives.

Course Prerequisites

Students are not permitted to attend courses unless all prerequisites are satisfactorily completed, either through Bentley courses or transfer credit.

Departments are not obligated to grant waivers to accommodate a student's required course of study. Students may petition the appropriate department chairperson for a waiver of a prerequisite for a particular course. The university makes every effort to notify students who fail to meet the appropriate prerequisites. The responsibility, however, is the student's and the university has the authority to remove students from courses without notice.

Course Repeat Policy

Generally, students are not permitted to repeat courses for which they have received a passing grade, i.e., a D- or higher. The university's policy on repeating courses is designed to assist students in meeting the cumulative grade point average(s) needed to graduate. Students may only repeat passed courses to raise their overall grade point average

(Bentley GPA) and/or the grade point average for courses in their major(s) (Major GPA) to satisfy their graduation requirements, based on the guidelines outlined below. Note that students may not earn duplicate credit for the same course.

All earned grades from Bentley courses, including F's, will be calculated in a student's Bentley GPA even when a course is later repeated. In the instance where a student must repeat a major course to meet a minimum Major GPA of 2.00, the grade from a repeated course, unless lower than the original grade, will substitute in the Major GPA(s). The original grade in the major course will be calculated in the Bentley GPA but will no longer be included in the Major GPA(s).

Cumulative grade-point average (GPA) restrictions are as follows:

- Repeating a major passed course: Major GPA must be below 2.00 and course grade must be below a C.
- Repeating non-major passed courses: Bentley GPA must be below 2.00 and course grade must be below C.

A student can repeat a course a maximum of two times after the original attempt. This includes grades of F, W and AU.

Students who opt to repeat a prerequisite course may not enroll concurrently in the subsequent course.

Religious Observances Policy

Bentley University is committed to supporting a diverse and inclusive campus culture. We recognize the diversity of religious traditions represented in the campus community, and affirm the rights of students to receive reasonable accommodations when their sincerely held religious observances conflict with an academic requirement, except when such an accommodation would create an undue hardship. We offer reasonable religious accommodations in accordance with Massachusetts state law and Bentley core values.

Massachusetts General Laws, Chapter 151C, Section 2B states:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the list of available courses.

The following are guidelines for students and faculty to follow in order to arrive at an agreed upon accommodation:

For students:

If a student anticipates being unable to attend class, take an exam, or turn in an assignment because of a religious observance, they are strongly encouraged to discuss their needs with their professors at the outset of the semester, but not less than two weeks before the day of the religious observance in order to ensure that the faculty member and

the student can adequately determine an appropriate accommodation. Students are expected to work with the faculty member to identify an accommodation that satisfies the specific need of the student while maintaining the necessary academic requirements. In general, reasonable religious observance accommodations will be made for the day of the religious observance but not for any days preceding or succeeding it.

For faculty:

Faculty are expected to respect the religious traditions of their students and make reasonable accommodations when academic requirements conflict with a student's sincerely held religious beliefs or practices, unless when such accommodations would cause undue hardship. Faculty should not expect the student to disclose their religious affiliation in order to receive a religious accommodation. Faculty are expected to work with the student to identify an accommodation that meets the student's needs and those of the class and that maintains equity for all students in the class. A day missed under this accommodation cannot be counted against the attendance policy.

For students and faculty:

Academic Services (<https://www.bentley.edu/offices/academic-services/>) is a resource to students and faculty when determining reasonable accommodations for religious observances. Students and faculty can reach out to Academic Services at any time with questions regarding how to agree upon a reasonable accommodation. A student is encouraged to work with their professors directly, but they may also choose to work solely with Academic Services, who will then liaise with their professor. Once an accommodation is agreed upon, that agreement should be documented in writing; an email between the student and professor can serve as such documentation.

Pass/Fail/D Course Policy

As Bentley attracts more highly qualified students and offers a greater range of challenging courses, the pass/fail option has become a way for interested students to risk taking elective courses that are intellectually challenging without jeopardizing their GPA as long as they pass the course as defined below.

Policy: Available for sophomores, juniors and seniors;

- The pass fail option can be used for one (1) course in the Bentley curriculum.
- A pass/fail option can only be used for courses that are Business electives, Arts and Science electives, or Unrestricted electives.
- A student who earns a D-, D or D+ in a course for which they have enrolled pass/fail, will have the letter grade recorded on the academic record. The grades of D-, D or D+ earned in a course for which a student registered pass/fail will be averaged into a student's overall grade point average.
- Students are not permitted to use pass/fail grades toward their Foundations for Success, Business Dynamics, Context and Perspectives, Business Environment or major courses.
- That pass/fail option may be used for courses taken in a minor, with the exclusion of the Business Administration minor.
- That pass/fail option may not be used for Honors courses.
- Blended term students are restricted from taking pre-program required courses or courses for advanced credits standing as pass/fail.

- Students may not use the pass/fail option for courses taken in Bentley-sponsored education abroad programs.
- Students may not use the pass/fail option for internships, directed studies, tutorials, Service Learning (SL) 120, SL 121, or faculty-led international courses.
- An academic department may request that a particular course be excluded from the pass/fail option. Exclusions are noted with "not eligible for P/F" along with course prerequisites on the on-line course listings and in the registration booklet.
- A Pass/Fail declaration must be indicated by the student prior to the end of the drop period. No faculty member or department chair can waive this deadline.
- **The decision to take a course pass/fail is irrevocable.** Pass/Fail declarations should be checked for accuracy. No changes will be permitted after the deadline.

Grading Scale:

- Faculty will submit letter grades that will be converted by the Registrar's Office. The pass/fail designation will be updated after all grades are received.
- A "P" (C- through A) will earn academic credit and is not calculated in the term and cumulative GPA.
- A "D-, D or D+" will earn academic credit and is calculated in the term and cumulative GPA.
- An "F" will not earn academic credit and is calculated in term and cumulative GPA.

Incomplete Grades Policy

As a general rule, all coursework must be completed by the end of the semester in which the course is offered. An incomplete grade is a temporary designation issued when required work, which can be made up, is not completed by the end of the semester.

Eligibility for an Incomplete Grade

- An incomplete grade may be granted to a student at the discretion of a faculty member as an accommodation due to the student experiencing unforeseen and extraordinary circumstances at the end of the semester.
- A student must have consistently demonstrated passing academic work prior to the request for an incomplete.
- Incompletes are not automatically granted for students who miss large amounts of class due to illness or personal circumstances. Instructors *must not* issue an incomplete due to lack of class attendance and/or a lack of completed work. An incomplete grade should *not* be issued in the following situations:
 - The student needs to attend and repeat most of the course.
 - The student stopped attending class.
 - To allow the student the opportunity to complete additional work or improve upon previously completed requirements after the semester has ended.
- A faculty member's failure to complete grading by the deadline is not a permissible reason to issue an incomplete. When a grade designation is required, the faculty member, Registrar, and department chair will coordinate such designation.

An incomplete grade issued in the fall or winter session term must be completed no later than March 1 of the subsequent spring semester. An incomplete grade issued in the spring or summer term must be completed no later than October 1 of the subsequent fall semester. Faculty members have the discretion to require outstanding coursework to be submitted earlier than the deadlines stated above. Faculty members should email the Registrar's office to set a deadline earlier than those stated above. It is the student's responsibility to work with the faculty member to clear the incomplete grade.

An incomplete grade not completed within the required period will automatically convert to an 'F'. The completion deadline for an incomplete grade may not be extended. A faculty member has up to one year from the last day of the semester for which the incomplete was granted to change a grade. A change of grade may not be submitted after this one year period without permission from the Associate Provost for Academic Services and Operations.

Final Grade Dispute Policy

In very rare instances, students may dispute a course grade. Such cases will be considered by a faculty-led review process described below. Every attempt should be made to preserve confidentiality for all involved in the process.

At any point during the process, the student may terminate the process and accept the original course grade. The Bentley University administration, including deans, has no authority to change course grades. Following are the steps to dispute a final course grade:

1. All grading disputes shall begin with the student arranging a conference with the instructor. The student must initiate the dispute resolution process within 30 days of the posting of the final course grade.
2. If the dispute has not been resolved after the student-instructor conference, the student may choose to request a conference with the department chair of the instructor's primary department, which is normally the department in which the course is offered. If the course in question has a course coordinator (such as for the General Business courses), the course coordinator shall be included in this meeting, even if he or she is from a different department.
3. If the instructor for the course with the disputed grade is the department chair, the student should contact the chair of the Faculty Senate and request a Hearing Committee.
4. Prior to the conference with the department chair, a written, detailed explanation of the complaint, along with supporting documents, will be submitted by the student to the department chair.
5. After the conference with the student, the department chair shall consult with the instructor:
 - a. If the department chair believes that the instructor graded correctly, the process ends and the course grade will not be changed.
 - b. If the department chair believes that the student may have been graded incorrectly, the department chair will suggest that the instructor consider reevaluating the course grade.
6. If the instructor still does not believe a course grade change is warranted, the department chair shall request that the chair of the Faculty Senate convene a Hearing Committee of three tenured faculty members to resolve the case.
7. The chair of the Faculty Senate is directed to choose by lot three tenured faculty members from all eligible faculty members. Members of the instructor's primary academic department are

ineligible. The chair of the Faculty Senate will ask the three member hearing Committee to select a committee chair, who will inform the instructor's department chair that the Hearing Committee has been formed, except in the case where the instructor is the department chair.

8. The Hearing Committee will examine all evidence from the instructor and from the student disputing the course grade. Within one week of the Hearing Committee's final decision, written findings and the Hearing Committee's decision will be forwarded to the student, instructor, department chair and course coordinator, if appropriate.
 - a. If the Hearing Committee rejects the assertion by the student that the course grade is incorrect, the process ends and the grade will not be changed.
 - b. If the Hearing Committee decides in favor of the student and the instructor is unwilling to follow the Hearing Committee's recommendation, the Hearing Committee shall direct the registrar to replace an F or other grade with an S grade. The course counts toward graduation, but is not included in the student's grade point average.
9. Within 10 days of receiving the Hearing Committee's written decision, the student must respond in writing to the Hearing Committee chair, accepting either the Hearing Committee's decision or the original grade. If the student does not respond, the original grade stands. Then the Hearing Committee will inform the registrar, department chair, instructor, course coordinator and student of the outcome of the dispute process.

Removing an Advanced Standing Program Policy

Students enrolled in an Advanced Standing program at Bentley University (currently Advanced Standing in Business (ASB) or Advanced Standing in Finance (ASF) program) are able to take up to four graduate courses that are shared between their undergraduate and graduate degree. If a student decides to drop out of an Advanced Standing Program they should consider the following:

- Enrolled students in the ASB or ASF can choose to drop from the program at any point. Once a student drops from an Advanced Standing Program, they cannot re-enter the program.
- Removing the ASB/ASF status will stop the program fees moving forward. However, already paid program fees are nonrefundable.
- If a student drops the Advanced Standing Program during their undergraduate degree and they qualify for a blended term (refer to blended term guidelines), they can do a blended term during their last semester of senior year (fall or spring semester only). The blended term courses can be applied to a graduate program subject to the blended term rules.
- If a student dropped the Advanced Standing Program during their undergraduate degree but is still interested in graduate study, the student can apply to a graduate program through admissions. Qualified Bentley undergraduates have the option to apply through an accelerated application process for a graduate program within five years after completing their undergraduate degree. Applying to a graduate program through admissions qualifies students for graduate merit aid. In addition, students who are admitted to a graduate program through admissions can apply for a dual degree and are able to share four courses between an MBA and MS degree within the five year period (this option is not available for students who enter a graduate program through Advanced Standing).

- Graduate courses taken as an undergraduate student will count toward the undergraduate degree, but may not count in any new graduate program (other than the original ASF->MSF or ASB->MBA pathway). However, these courses may be used as pre-requisites or as a justification for substitutions in a graduate program.
- Graduate Admissions will review students for foundation waivers and potential substitutions.

Return to Studies after a Leave of Absence

Students who seek to return to Bentley to complete their degree after an absence of no more than two years are subject to the catalogue year degree requirements and policies in place when they first matriculated. Students requesting to return to Bentley to resume their studies after an absence of more than two years are subject to the catalogue year degree requirements and policies in place at the time of their return.

When possible, students returning after an absence of more than two but no more than five years will be awarded credit for courses previously completed at Bentley. These credits will be applied to meet the new program degree requirements with review by relevant departments.

Students who seek to return to Bentley to complete their degree after an absence of more than five years must reapply for admission through the Office of Undergraduate Admission. Students must submit a transfer application and fulfill the transfer application requirements by their respective deadlines. Due to changing degree requirements, the undergraduate admission staff will determine which courses taken at Bentley (and elsewhere) will be accepted for credit under the current degree requirements for the term in which the student applies.

Credit evaluations using the established transfer credit policies (p. 80) will be completed after a student has been potentially readmitted to Bentley and a maximum of 60 credits from all sources combined can be awarded. A maximum of two courses, typically six credits, taken towards major requirements will apply.

Substitutions to Undergraduate Academic Programs

Faculty design program requirements to ensure educational outcomes and accreditation needs. Ultimately, students are solely responsible for understanding and fulfilling program requirements.

However, if a program requirement is unavailable, and this impacts a student's ability to graduate in a timely manner, a department chair or program coordinator may approve a substitution under the following circumstances:

- An academic requirement to complete a required or optional program is not available within one semester of the student's planned graduation date.
- An academic requirement to complete a required or optional program is available only outside of a normal fall or spring semester and would require the student to pay additional tuition and/or fees to complete the program.
- The student demonstrates a compelling need for allowing a substitution within an academic program due to circumstances beyond the student's control.

Students requesting a program requirement substitution must follow these guidelines:

- For minor requirements, send a written request to the appropriate minor coordinator who will evaluate the request for substitution.
- For major requirements, send a written request to the department chair who will evaluate the request for substitution.
- Department chairs and/or program coordinators will not approve a student's request for a course or other substitution for the following reasons:
 - Student misses a deadline for program declaration.
 - Student fails to review and understand the stated requirements of a program after declaring the program.

For any substitution request for an academic program, the decision of the department chair and/or program coordinator is final.

Academic Honors and Awards

President's List

The President's List identifies all full-time students who complete at least 12 course credits in the semester with a qualifying, unrounded grade point average of 3.7 or better and with no grade below B.

Dean's List

The Dean's List identifies all full-time students who completed at least 12 course credits in the semester with a qualifying, unrounded grade point average of 3.3 or better and with no grade below C.

Beta Gamma Sigma Honor Society

Beta Gamma Sigma (<https://www.betagammasigma.org/about/what-is-bgs/>), a national scholastic honor society, recognizes students of business and management who exhibit high academic achievement. Only students who attend schools accredited by the AACSB International — the Association to Advance Collegiate Schools of Business — are eligible for induction into this society. Juniors and Seniors must be in the top 10 percent of their class.

Bentley Honor Society

The Bentley Honor Society recognizes students who have achieved distinction in their university programs. Membership is restricted to juniors and seniors who have completed at least 30 semester hours at Bentley. Juniors must have completed 75 semester hours of study and be in the top 5 percent of their class. Seniors must have completed 102 semester hours and be in the top 10 percent of their class. Determination for membership is made twice yearly, after the fall and spring semesters.

Graduation Honors

At Commencement, Bentley awards honors to degree recipients who have completed at least 60 hours at Bentley toward a bachelor's degree. The following standards apply:

- Summa Cum Laude — GPA of 3.8 or higher
- Magna Cum Laude — GPA of 3.6 to 3.799
- Cum Laude — GPA of 3.4 to 3.59

GPA calculations are not rounded.

All faculty members are responsible for promoting academic integrity by managing their classes, assignments and examinations so as to reduce temptation and opportunity for plagiarism and cheating. Faculty are required to clearly define the expectations and procedures for academic

work, either as part of the individual assignment or in the syllabus or other document that presents course-work guidelines. These include, for example, overall classroom assessment procedures; examination protocols; and guidelines for citing sources in written work, and for collaborating and/or receiving outside assistance with homework and other assignments.

Each faculty member is expected to abide by the principles and procedures established in Bentley's Academic Integrity System.

A faculty member who believes an academic integrity violation has occurred **must** file an Academic Integrity Incident Report. Staff members who become aware of a possible violation must notify the director of academic integrity. **No sanction can be imposed on a student without a report first being filed with the director.**

The faculty member who alleges an academic integrity violation is entitled to ask the director for additional resources to support the investigation of the violation, and may question relevant students about an alleged violation.

Student Responsibilities and Rights

Each student is expected to become familiar with and at all times adhere to the Bentley Honor Code and Academic Integrity System, including standards and expectations set out in each course syllabus, assignment and/or examination concerning collaboration, methods of research and data collection, and other practices.

Students are also expected to uphold the Academic Integrity System. Therefore, a student who is aware of a possible violation of the standards established in the system is expected to report the suspected violation to a faculty member or the director. A student who is suspected of committing a violation must respond promptly and honestly when informed of a suspected academic integrity violation, and must provide information that may aid in the investigation of an alleged violation.

A student charged with an academic integrity violation is entitled to ask the director for a list of student support services and will be allowed to respond to an alleged violation before the faculty submits the report to the director.

Role of Observers

If a member of the Bentley community believes that s/he has observed behavior related to a faculty member's class that violates academic integrity, it is the observer's responsibility to bring the matter to the faculty member's attention. If the observer is not satisfied with the faculty member's response, the observer has the right to bring the matter directly to the director's attention for possible action. The director will consult with the faculty member and investigate the incident to determine whether or not a hearing is warranted. The director may arrange a hearing, with or without the faculty member's explicit consent, if there is sufficient evidence to suggest a violation may have occurred.

Incidents outside the normal purview of course instructorS

When an incident is brought to the director's attention that falls outside the normal purview of an individual instructor, involves students in multiple classes, or classes taken in previous semesters, the director may impanel a Hearing to adjudicate it. In such instances, the director may appoint another faculty or staff member to provide the student(s) with counsel regarding the case.

III. Violation Levels Defined and Recommended Sanctions

Violations are categorized as either Level I or Level II based on severity. The level of an alleged violation determines the appropriate steps in the academic integrity process and recommended sanctions.

1. Levels Defined

- a. A Level I violation is a minor infraction, generally confined to student work within an individual course, including but not limited to:
 - i. failing to apply appropriate conventions for citing and documenting sources;
 - ii. giving assistance to or receiving assistance from another student or any other person on an assignment or exam when such collaboration is prohibited; or
 - iii. accessing prohibited materials during an examination.
- b. Any violation not categorized as Level I is a Level II violation. Level II violations are serious breaches of academic integrity. They include, but are not limited to, the following examples:
 - i. committing any violation such as those listed under Level I that pertain to more than a small portion of the course grade;
 - ii. submitting the same work or major portions thereof to satisfy the requirements of more than one course without written permission from each faculty member (including Honors and Capstone requirements);
 - iii. using illicit means of acquiring data, fabricating evidence, falsifying data or fabricating sources;
 - iv. collaborating to exchange information during an examination or engaging in any action during an exam prohibited by the instructor, such as copying another student's work, utilizing prohibited materials (for example, books, notes, calculators, cell phones or other electronic devices) or helping other students to copy another student's work on an examination;
 - v. altering a graded assignment or examination and asking for it to be re-graded;
 - vi. stealing and/or distributing an examination;
 - vii. purchasing or otherwise illicitly acquiring and submitting a paper or any other course materials as original work;
 - viii. creating a paper or other course materials for sale and/or distribution;
 - ix. reproducing or distributing university course materials without instructor permission;
 - x. having a substitute take an examination or taking an examination for someone else;
 - xi. stealing another student's work;
 - xii. intentionally impeding an investigation of an academic integrity incident or giving false witness in a hearing;
 - xiii. engaging in actions designed to hinder the academic success of another student or students – for example, by impeding access to course materials, or hiding or removing library resources;
 - xiv. using improper means to access computer files; and/or
 - xv. forging or falsifying a grade, transcript or diploma.
- c. Any alleged violation involving a student who at the time has an earlier report on file or under investigation must go to a hearing.

2. Recommended Sanctions

- a. Level I sanctions may include, but are not limited to:
 - i. a make-up assignment at a more difficult level than the original;
 - ii. failure or other reduced grade on the examination or assignment.
- b. Level II sanctions may include, but are not limited to:
 - i. any sanctions for Level I violations;
 - ii. course grade of F;
 - iii. course grade of F being permanently calculated into the Grade Point Average;
 - iv. exclusion from activities such as study abroad, honors societies and programs, and varsity athletics;
 - v. suspension from Bentley University;
 - vi. expulsion from Bentley University.

IV. Academic Integrity Incident Reports and Consequences

The relevant faculty member should meet with the student(s) to discuss an alleged violation. If the faculty member still suspects that a violation has occurred, a report must be promptly filed.

1. Level I sanctions may include, but are not limited to:
 - a. a make-up assignment at a more difficult level than the original and/or
 - b. failure or other reduced grade on the examination or assignment.
2. In the case of an alleged Level I or Level II violation, if the student(s) agrees that the incident is a violation of academic integrity, the faculty member shall propose a sanction(s) in consultation with the director.
 - a. For a Level I violation, if the student agrees to the proposed sanction(s), both the faculty member and the student sign the report and it is forwarded to the director. The faculty member implements the proposed sanction(s) only after the report has become an official record in the office of the director. In this instance, no hearing is required. If, however, new information becomes available, the director will schedule a hearing.
 - b. For a Level II violation, if the student agrees to a proposed sanction(s) of lowering an assignment or grade for that course, both the faculty member and the student sign the report and it is forwarded to the director. No hearing is required, but the faculty member implements the proposed sanction only after the Academic Integrity Council reviews and approves the sanction. Proposed sanctions that are more severe require a hearing.
 - c. For Level I and Level II violations, if the faculty member and student cannot agree on a sanction(s), the report is sent to the director, who will schedule a hearing. In this instance, the student is not required to sign the report.
3. Regardless of level, second violations must go to a hearing.
4. Regardless of level or prior agreement, the director has the authority to call a hearing with the agreement of the student to resolve the incident in the interest of academic integrity.
5. If it is determined at a hearing that the allegations were unfounded, the report is destroyed.
6. At a hearing, only the current report and related information will be disclosed when determining whether the student is responsible for the violation. Once a student has been found responsible for a violation, the director will disclose prior reports, if any, to the hearing

members before sanctions are determined. Only records filed with the director are actionable.

7. Within the university, the existence and contents of all reports are confidential, and will be maintained by the director for seven years.

V. Academic Integrity Hearing

A hearing is convened by the director. The hearing members review evidence of an academic integrity incident, decide if a violation has occurred, and set sanctions with consideration given to the faculty member's proposed sanction.

1. **Student and Faculty Rights:** When a hearing is convened, both faculty and students are entitled to:
 - a. a fair hearing in a reasonable amount of time;
 - b. ample notice of the hearing, a summary of the violation to be discussed, and an explanation of the hearing process;
 - c. access to the director to prepare for the hearing;
 - d. the presence of witnesses accepted by the director to give pertinent testimony;
 - e. the opportunity to hear and respond to all testimony presented in the hearing;
 - f. the opportunity to speak on one's behalf;
 - g. the presence of one person who is not an attorney to provide support;
 - h. written notice, within a reasonable amount of time, of the hearing's findings and any sanctions;
 - i. notification of appeal decisions, if any.
2. **The Hearing:** A hearing requires five voting members. Three must be full-time faculty members, with at least one who is tenured and at least one who is a member of the Academic Integrity Council. The director solicits students from graduate and undergraduate student government, corresponding with the student(s) subject to the incident review. One faculty member serves as chair of the hearing. The director attends all hearings in a neutral supporting role and is not a voting member. The hearing membership listens to evidence, determines the presence or absence of an academic integrity violation and, where appropriate, sanctions a student.
3. **Scheduling:** The director reserves the right to schedule hearings in a way that accommodates extenuating circumstances and minimizes the impact on academic schedules of all involved parties.
4. **Communication:** The director communicates the findings of the hearing in writing to the faculty member and student involved within five working days. If it is determined at a hearing that a violation has occurred, the report and supporting documentation are retained in confidence for seven academic years by the director. Outcomes affecting transcripts will be reported to the Registrar's Office and other relevant campus officials. In addition, the director is authorized to respond to requests from the director of the Honor's Program and the authorized non-student representative of the Falcon Society to verify that specified students, identified by name and student number, have not had sanctions imposed that violate the program guidelines regarding rules of membership to these programs.
5. **Sanctions for Special Circumstances:** Sanctions may involve restrictions on or disqualification from participation in university programs or extracurricular activities only with a hearing. When such a sanction is imposed, the director may disclose only those restrictions involving that program or activity to the relevant campus official.

6. **Sanctions Involving Grades and Graduation:** The timing of the filing of reports may result in investigation procedures that cannot be concluded before grade reporting or degree auditing for graduation. In the case of incidents that may reasonably be expected to affect a course grade, the faculty member of the course will post a grade of incomplete, pending the completion of the academic integrity investigation. In the event that this incomplete affects a graduation requirement, the student shall remain otherwise eligible to “walk at graduation.” The right of an Honors Program student to walk with the Honors Program cohort at graduation is governed by that program’s guidelines. The awarding of the degree and final transcript must await the result of the investigation. In cases where the incident cannot be addressed prior to grade reporting or prior to awarding the degree and final transcript, relevant sanctions may be applied retroactively, including transcript modification and/or rescinding the degree, as determined by a hearing.
7. **Appeals:** A student may appeal the outcome of a hearing only when: new material or information unavailable at the time of the hearing becomes available; or evidence is provided that a fair process has not been followed.
- An appeal of hearing decisions must be submitted in writing to the Provost and must explain in detail the reason for the appeal. It must be submitted no later than five working days from the date of the written notification from the director informing the student of the hearing outcome. The student will be notified within a reasonable time whether the appeal will be granted. Sanctions determined by a hearing will stand until a decision on the appeal is made.
 - The Provost’s decision as to whether an appeal will be granted is final. If the appeal is denied, the sanction is implemented and the academic integrity process ends. The student cannot appeal the Provost’s decision.
 - If an appeal is granted, the Provost will then either determine an appropriate sanction or refer the case to a new hearing. If the case is to be heard again, the student will be notified within a reasonable time as to the date and time of the hearing.
 - The Provost, or a designee, will inform the director of the outcome of any student appeal.
 - The director will notify other college officials as necessary.

Academic Performance Standards

Students whose academic performance is below standard are strongly urged to maintain close contact with their academic advisors and Academic Services. While Bentley academic and administrative staff are dedicated to helping students attain their collegiate goals, students are ultimately responsible for their own success at the university.

Students with an overall grade point average (GPA) below a 2.0 are placed on academic probation. Students with a semester GPA below a 2.0 will receive an academic warning the first time their semester GPA is below a 2.0.

A newly admitted First Year or transfer student will be automatically reviewed by the Academic Performance Committee for possible

suspension or dismissal if the student’s GPA is below a 2.0 during the first semester of enrollment.

Students are also placed on academic probation, regardless of overall GPA, if two or more courses taken under a full-time load (or accumulated equivalent) receive F grades. In addition, members of varsity athletic teams must maintain a minimum overall GPA set by the NCAA to remain eligible to participate in intercollegiate athletics. Students with a satisfactory overall GPA will receive an academic warning if they have earned at least one of the following in the most recent semester:

- A semester GPA below a 2.0
- More than one “F”, “W” or “I”.

A student who has earned F’s in six or more distinct courses is subject to dismissal.

Students on academic probation are subject to review by the Academic Performance Committee. Committee actions can include reducing course loads, requiring attendance in a study skills course, suspension and, ultimately, permanent dismissal from the University.

Students subject to such action are contacted individually and must follow the Committee’s directives to improve their academic performance. Continued inadequate academic performance can also jeopardize students’ eligibility for federal financial aid.

Students who are suspended (normally for a one-year period), may petition for re-admission in writing to the Associate Provost for Undergraduate Education. The deadline for re-application is March 15 for a fall or summer term re-entry and October 15 for a spring term re-entry. Students who wish to re-enter should be prepared to accept a reduced course load and other conditions outlined by the Associate Provost for Undergraduate Education

Grading Standards

Grading System

Grade Point Average (GPA) and Course Grade

Academic performance is officially recorded on a semester basis in grades and grade points. Passing grades that range from D- (0.7) to A (4.0) earn grade points; failures are recorded as F and earn no grade points.

The terms “grade point average” and “course grade” are generally interchangeable; however, a grade point average takes into account the number of credit hours in each course when measuring overall academic achievement.

Grading General

Grade	Alphabetical Equivalent	Numerical Equivalent
4.0	A	95-100
3.7	A-	90-94
3.3	B+	87-89
3.0	B	83-86
2.7	B-	80-82
2.3	C+	77-79
2.0	C	73-76
1.7	C-	70-72
1.3	D+	67-69

1.0	D	63-66
0.7	D-	60-62
0.0	F	Below 60
P	C- or better	70 or better

Grade Point Average

Grade point average is obtained by multiplying the course grade by the semester hours of credits the course carries and dividing the total quality points earned by the total semester hours of course work taken.

Academic performance is officially recorded on a semester basis in grades and grade points. Passing grades, ranging from D- to A, earn quality points; failures and incompletes are recorded as "F" and "I," respectively and earn no quality points. For example:

Course Grade	Semester Hours	Quality Points
A = 4.0	3	12
B = 3.0	3	9
C = 2.0	3	6
F = 0.0	3	0

Example GPA: 28.65
 quality points ÷ 12
 credits = 2.38

I = incomplete	Not Counted	N/A
P = pass	3	N/A

Grade Reports/Transcripts

A report of grades, or unofficial transcript, is available by accessing the Degree Works Audit through Workday (<https://my.bentley.edu>).

Bentley University uses an electronic transcript request (https://exchange.parchment.com/send/adds/?main_page=login&s_id=5kVvYXESKry50knC) and fulfillment process. This process offers advanced security features and improved efficiency to meet student needs.

Transcripts are not released to students who receive a Perkins loan and do not complete an exit interview or have a financial hold.

Students have an obligation to complete their administrative responsibilities. When deemed appropriate by the university, students may be restricted from viewing and accessing grade information in an effort to enforce compliance with these responsibilities.

Class Standing and Credits

Students are designated as First Year, sophomores, juniors or seniors according to the number of courses successfully completed, including transfer and examination credits awarded. Credits are awarded in semester hours. Bentley does not rank individual class standing.

Class standing is a prerequisite for many business courses. However, class standing may be waived for full and part-time students according to the provisions of the Window Policy (<http://www.bentley.edu/offices/registrar/registration-policies/#window%20policy>). The Window Policy permits any student who is nine credits short of standing to enroll in leveled courses, providing the course prerequisites have been met.

Number of Credit Hours Successfully Completed Classification

Credit Hours	Class Standing
0-29	First Year
30-59	Sophomore
60-89	Junior
90-122	Senior

Grading Designations

Pass/Fail/D

P - "Pass" earns no grade points in the computing of the grade point average. Eligibility to register for a course under the Pass/Fail Policy is restricted. Students must declare their intent during the Add/Swap/Drop period and this declaration is irrevocable.

D - The grades of D-, D or D+ are issued as part of the Pass/Fail/D grading policy when a student's earned grade is below a C-. The grade points associated with a D-, D or D+ will be computed into the grade point average.

Other Grade Designations

F - "Failure" earns no grade points in the computing of the grade point average. The course may be repeated for credit in order to clear the "F-." See the Course Repeat Policy (p. 81) in this catalogue.

I - "Incomplete" is a temporary designation given when course requirements that can be made up are not yet completed. Undergraduate students must make up all incomplete grades for spring semester or summer term courses by November 15 and for fall semester courses by March 15.

Failure to clear the incomplete within the above-stated time periods will result in automatic conversion of incompletes to "F" grades.

S - "Satisfactory" is given for passing work.

U - "Unsatisfactory" is given for work below passing.

W - "Withdrawal" signifies that a student has withdrawn during the period beginning with the third week and continuing through two-thirds of the semester. Retroactive withdrawals are not permitted.

AU - "Audit" must be declared before the end of the third week of classes with the requirements for the retention of such status to be spelled out by the individual instructor to the student. If the requirements are not fulfilled, the AU can be changed to a W. After the first three weeks, AU status cannot be changed to a credit status.

A student is permitted to audit any course being offered by the undergraduate college, provided the student obtains the permission of the instructor. Students may take the examinations for the course, but receive no credit for them. Transcripts contain a memorandum entry when a course is audited. Audited courses count towards the total number of credits allowed for a term. For example, a student enrolled in 15 credits may add a course for audit to a schedule, but the audited course is considered part of the 18 credits allowed per term.

There is no change of any grade one year after its original submission or after a degree has been awarded.

Leave of Absence Policy

Leave of Absence

Students who wish to pause their studies and resume them at a future date should apply for a leave of absence. A leave of absence must be for at least a semester and may be granted for up to two years. To apply for a leave of absence, the student must fill out the Leave of Absence Form (<http://www.bentley.edu/offices/student-affairs/leave-absence/>).

If a student is suspended from the university for any reason, the suspension supersedes the Leave of Absence, even if the Leave of Absence has already been requested and processed.

Before applying for a leave of absence, please note that:

While on a leave of absence, a student will not have access to Bentley's residence halls, events, or activities. If the student has received a Title IV loan, and the leave lasts more than 120 days, the loan will go into repayment at the end of its grace period.

Withdrawal/Transfer from the University

If a student decides to leave the university permanently, the student should fill out the Withdrawal/Transfer Form (<http://www.bentley.edu/offices/student-affairs/leave-absence/>). Once the withdrawal/transfer process is complete, the individual is no longer considered a Bentley student. Should an individual(s) change their mind after the withdrawal/transfer process is complete, the former student must reapply to Bentley through the Office of Admission. Students must also settle all payments due to the university with Student Financial Services.

For more details about the leave of absence and withdrawal/transfer processes, please see the Student Handbook (<https://www.bentley.edu/the-student-handbook/>). For any questions, please email LOA@bentley.edu.

Course Descriptions

Note: There may be slight changes to course descriptions. Please see individual syllabi at the beginning of the semester for the most up-to-date course description.

A

- Accounting (AC) (p. 90)
- Accounting and Finance (AF) (p. 92)

C

- Career Development - Undergraduate (CDI) (p. 92)
- Chinese (MLCH) (p. 93)
- Communications (COM) (p. 94)
- Computer Information Systems (CS) (p. 95)

E

- Economics (EC) (p. 97)
- Economics-Finance (EF) (p. 101)
- English & Media Studies (EMS) (p. 101)

F

- Falcon Discovery Seminar (FDS) (p. 114)
- Finance (FI) (p. 111)
- French (MLFR) (p. 114)

G

- Global Studies (GLS) (p. 115)

H

- History (HI) (p. 120)
- Honors Capstone Project (HNR) (p. 127)

I

- Info Design and Corporate Comm (IDCC) (p. 127)
- Information Process Management (IPM) (p. 130)
- Interdisciplinary Studies (ID) (p. 131)
- Italian (MLIT) (p. 133)

J

- Japanese (MLJA) (p. 134)

L

- Law (LA) (p. 134)

M

- Management (MG) (p. 137)
- Marketing (MK) (p. 140)
- Mathematical Sciences (MA) (p. 143)

N

- Natural & Applied Sciences (NAS) (p. 148)

P

- Philosophy (PH) (p. 156)
- Professional Sales (PRS) (p. 159)

S

- Service Learning (SL) (p. 159)
- Sociology (SO) (p. 160)
- Spanish (MLSP) (p. 163)

T

- Transfer Seminar (TS) (p. 165)

Accounting (AC)

AC 115 Financial Reporting and Analysis (3 credits)

Pre-Req: at least 12 completed or in progress credits

This course introduces students to the concepts of financial accounting as a tool for effective business decision making. Designed for students with no prior knowledge of accounting, this course explains the purpose, meaning, interpretation and use of financial accounting data. Emphasis is placed on evaluating accounting transactions and their impact on the major financial statements.

AC 201 Introduction to Financial Information Professions (3 credits)*Pre-Req: AC 115***AC 215 Performance Measurement (3 credits)***Pre-Req: AC 115 and (Pre or Co-Req: EMS 104 or EMS 105)*

This course is designed to introduce students to the basics of measuring and reporting on the performance of business organizations. The course also covers how to collect, analyze, and present performance data while understanding the impact and use of performance measurement in businesses and society today.

AC 310 Cost Management (3 credits)*Pre-Req: GB 212 or AC 215*

This course introduces the concepts of cost management and strategic cost management. Here, the curriculum presents comprehensive coverage of principles involved in the determination of the cost of a products as well as services. Further, the course covers operational budgeting, standard costing, and activity-based costing as tools for management planning and control. This includes emphasizing analysis, interpretation and presentation of information for management decision-making purposes, especially those decisions as they relate to cost management. The curriculum also integrates technological tools into the coursework (e.g., Excel, Tableau, etc.).

AC 311 Financial Accounting and Reporting I (3 credits)*Pre-Req: GB 212 or AC 201*

First in a two-course sequence of financial accounting courses at the professional level, this course examines accounting theory and concepts which form background for the external financial reporting. It addresses the U.S. Generally Accepted Accounting Principles (GAAP) related to the preparation of financial statements, with particular emphasis on asset valuations, and their relationship to income determination. Addresses skills to record and report the impact of transactions and events in compliance with GAAP, identify financial reporting and measurement alternatives, and determine their effects on financial statements, and apply professional accounting literature to determine the applicable GAAP in a real-world context.

AC 312 Financial Accounting and Reporting II (3 credits)*Pre-Req: AC 311*

This course continues the two-course sequence begun in AC 311 by exploring accounting theory and concepts which form background for external financial reporting. It examines the Generally Accepted Accounting Principles (GAAP) related to the preparation of financial statements, with particular emphasis on the equity side of the balance sheet. Topics covered include current liabilities, long-term debt, leases, pensions, stockholders' equity, earnings per share, accounting for income taxes, accounting changes, and the statement of cash flows.

AC 331 Governmental and Not-for-Profit Reporting (3 credits)*Pre-Req: GB 212 or AC 201*

Introduces financial and reporting issues related to state and local government and nonprofit organizations. Deals with the preparation, analysis and interpretation of financial statements. The course incorporates a project to enrich the student's classroom experience. Students research, analyze and interpret the financial performance of an actual governmental or nonprofit organization. Websites unique to governmental and nonprofit organizations are used in the course.

AC 332 Fraud Examination (3 credits)*Pre-Req: GB 212 or (AC 201 and AC 215)*

Fraud Examination introduces concepts and techniques useful for accountants, managers, business owners and criminal investigators. The course covers many types of financial fraud, including asset misappropriation, money laundering, mail fraud, securities fraud, electronic fraud, corruption, fraudulent financial statements (management fraud), and tax fraud. nature of fraud, who commits fraud, the fraud triangle, fraud detection, fraud prevention, fraud against organizations, fraud investigation (theft, concealment and conversion), interviewing and resolution of various types of fraud. Guest speakers, handouts, articles and videos will be used to enhance the real-world nature of the course.

AC 340 Accounting Information Systems (3 credits)*Pre-req: GB 212 or AC 215*

Prepares students to be effective users, evaluators, designers and auditors of accounting information systems (AIS). Examines several typical business processes, such as order entry/sales, billing/accounts receivable/cash receipts and purchasing/accounts payable/cash disbursements and their associated AIS. Major themes throughout the course include oral and written communication, objectives and procedures of internal control, typical business documents and reports, proper system documentation through flowcharts and other techniques, systems analysis and design methodologies and assessment of information processing in support of operational and strategic objectives in the context of rapidly changing technological advances. Hands-on experience with the process, risk, and control implications of enterprise systems coupled with an in-depth field-based business process analysis gives students exposure to state-of-the-art AIS.

AC 350 Federal Taxation (3 credits)*Pre-Req: GB 212 or AC 201*

Gives a broad training in federal income tax law and Treasury Department regulations. Introduces a broad range of tax philosophy, tax concepts and types of taxpayers. Emphasizes the role of taxation in a business decision-making environment for all types of entities. Introduces basic skills of tax planning and tax research.

AC 381 International Accounting (3 credits)*Pre-Req: AC 312*

Provides an overview of the unique accounting problems and issues posed by an international business environment. Examines the causes of international accounting diversity and its implications for financial analysis. Presents the external financial reporting and management control systems issues faced by multinational enterprises.

AC 402 Seminar in Accounting (3 credits)

Offers opportunity for advanced students to study selected topics in small groups. Allows repetition for credit

AC 412 Advanced Accounting (3 credits)*Pre-Req/Co-Req: AC 312*

This course presents the theory and concepts regarding specialized topics in financial accounting. It examines business combinations, with emphasis on consolidated financial statements and elimination of inter-company transactions. Topics covered also include accounting for foreign operations, and financial reporting for partnerships, governmental and not-for-profit entities.

AC 421 Internship in Accountancy (3 credits)

Pre-Req: (GB 212 or AC 201), 2 major courses in accounting and instructor permission

Involves each student in an internship of a minimum of 200 hours over 8-14 weeks duration in the spring semester of the junior year, the summer following junior year, or the fall of senior year. Provides the interning student with a valuable experiential learning opportunity. Includes on-the-job training in either public, corporate or government accounting. Requires the student to work closely with a faculty advisor to develop a term paper and a work summary on the internship experience.

AC 440 Design and Control of Data and Systems (3 credits)

Pre-Req: AC 340

Develops an integrating framework to illustrate the evolving role of current and emerging information technologies in supporting accounting and business activities. Students explore several current issues, including data and knowledge management, using contemporary tools to capture, store, retrieve and analyze data; the design and control of complex information systems, such as a networked interorganizational system; and an overview of assurance services. A group project showing the integration of all the major business processes in a typical business provides a capstone experience.

AC 450 Advanced Federal Taxation (3 credits)

Pre-Req: AC 350

Examines tax topics for corporations, partnerships and proprietorships at a more complex level. Focuses on a life-cycle approach for each of the entities. Includes, at a basic level, topics of estate and gift tax and tax-exempt entities. Reinforces tax research and tax planning skills.

AC 455 Strategic Performance Management (3 credits)

Pre-Req: AC 310, AC 311, and FI 307

Modern business professionals need to evaluate the effectiveness of business strategy, which is reliant on the way companies manage their internal processes and external opportunities to accomplish strategic objectives. Students will develop the necessary business analysis skills and be given the opportunity to apply them to business situations in this course.

AC 470 Financial Statement Auditing (3 credits)

Pre-Req: AC 311 and AC 340

Develops an understanding and appreciation of the philosophy of the audit process and its practice. Presents the preparation of audit working papers supporting an examination of the records and procedures of an enterprise. Covers the report and opinion of the auditor to management, stockholders and others. Discusses internal auditing procedures as opposed to those performed by the independent public accountant. Considers the ethical and legal responsibilities of the auditor. Includes an introduction to operational auditing as a tool to increase the efficiency and effectiveness of a firm's accounting system.

AC 472 Internal Auditing (3 credits)

Pre-Req: AC 340

Introduces the duties and responsibilities of the internal auditor and the role of internal auditing in organizations. Introduces professional standards and presents readings, case studies, and other opportunities for students to learn the steps required to plan, conduct, and report on common internal audit activities. Additional topics include application of appropriate information technology tools as part of the audit process, and definition of the role of the internal auditor in fraud prevention. Provides a foundation to begin preparation for the Certified Internal Auditor exam.

AC 475 Information Technology Auditing Principles and Practice (3 credits)

Pre-Req: AC 470 or AC 472

Introduces three typical aspects of information technology (IT) audits: the audits of computerized information systems, the computer facility, and the process of developing and implementing information systems. Through readings, case studies, exercises and discussion, students will learn to plan, conduct and report on these three types of IT audits. Additional topics may include challenges posed by emerging information technologies, advanced audit software, business continuity planning, and the role of the IT auditor as an advisor to management.

Accounting and Finance (AF)

AF 450 Performance Management and Evaluation (3 credits)

Pre-Req: AC 310, AC 311 and FI 307

Modern business professionals need to evaluate the effectiveness of business strategy, which is reliant on the way companies manage their internal processes and external opportunities to accomplish strategic objectives. Students will develop the necessary business analysis skills and be given the opportunity to apply them to business situations in this course.

Career Development - Undergraduate (CDI)

CDI 101 Career Design Introduction Seminar (0 credits)

Career development and design are essential parts of the undergraduate experience, as students need to be well prepared to not only enter into the unknown world of college recruiting and internships, but to succeed in both. Career Design Introduction Seminar will introduce the foundation of this critical tool development (introduction of career design thinking, self-assessment and understanding of personal talents and strengths, resume and cover letter development, LinkedIn and elevator pitch development, information meetings and mentoring, networking and utilizing social media, and internship search strategies). This course will teach incoming first-year students how to identify and understand their own strengths, interests and skills as they relate to their careers and how to best develop and utilize these necessary tools for their lifelong career development and evolution.

CDI 201 Career Design Introduction Seminar (0 credits)

Pre-Req: CDI 101 and at least 21 completed and in progress credits

CDI 201 is for sophomores and focuses on helping students determine appropriate major and career path based on their strengths, interests, skills, and values. The curriculum is centered on advanced StrengthsFinder-based assessment, Strong Interest Inventory assessment, major decision assessment and customized career action planning. This course is a non-credit course and will not appear on the transcript. The 4-week class is only offered in the Fall of students' second year, and covers applying talent in career exploration based on strengths (StrengthsFinder assessment), personality and environment "fit" based on interests (Strong Interest Inventory assessment), major and career pathing and decision making, and customized career design action planning.

CDI 301 Career Design Intensive (0 credits)

Pre-Req: minimum of 30 Credits

CDI 301 is an advanced career design and job search preparation course offered to sophomores, juniors and seniors and focused on their career development based on their specific MAJOR. Eight specialized, asynchronous CDI 301 courses are offered in the following major fields/industries of study every Fall and Spring and meet students career development needs on demand: AC/ACS/MA/ISAC/CFA-AC focus, BA's and Leading with your Liberal Studies Major (BA/LSM), CIS, Consulting (any student can take this in addition to their major 301 course, but can only take one 301 per semester), CI/IDDC/MC/MG/MK/PS, DA, EC-FI/BE/QE, and FI/CFA-FI focus. CDI 301 educates students about advanced career design and job searching as they relate to their particular major, related jobs and industries, and recruiting timelines, and help students evolve their career development toolkits and develop their interviewing skills, career management skills, and workplace readiness competencies as upperclassmen.

Chinese (MLCH)

MLCH 101 Elementary Chinese I (3 credits)

The following course is closed to all students who have taken more than one year of Chinese in high school or college. If you are not sure or have any questions, contact the instructor or the Chair of the Modern Languages Department.

This course is designed for students with no prior experience studying Chinese or less than one year of high school study. Through a communicative-based approach, students in this class will learn to understand and participate in basic conversations on familiar and everyday topics. There will be an emphasis on practicing words, phrases and simple sentences using practical vocabulary and basic grammatical structures. Students will be exposed to basic cultural practices employed by native speakers in order to understand appropriate interpersonal behaviors and communicative practices unique to Chinese culture. By the end of the course, students will be able to express basic needs and personal preferences and ask and answer simple questions both orally and also in writing.

MLCH 102 Elementary Chinese II (3 credits)

This course is designed for students who have taken one or two years of high school Chinese or one semester of university study. Through a communicative-based approach, students in this class will learn to understand and participate in conversations on familiar and everyday topics. There will be an emphasis on expanding vocabulary related to familiar and everyday topics and on how to speak about present and past events. By the end of the course, students will be able to express, ask about, and react to preferences, feelings, and opinions through a series of connected sentences both orally and also in writing. They will also be able to rehearse appropriate interpersonal behaviors and communicative practices unique to Chinese culture.

MLCH 105 Chinese Basic Course: A Practical Approach (3 credits)

Chinese Internship – Learn Chinese and gain work experience

This course is project-based. Students will remotely work with Kaidun International School in Shanghai China on the actual in-class teaching projects. Kaidun International School was founded in 2008 by Hongen Education Group and Kaiser Kastle textbook Publisher. It now has over 20 branches in China, focusing on early childhood education.

Each student is expected to work with one local branch in China on a weekly basis. In order to participate in this class, students will need to have completed at least one year of Chinese learning in high school or are currently enrolled in MLCH 102 or a higher-level Chinese class.

MLCH 201 Intermediate Chinese I (3 credits)

Context and Perspectives: Globalization

This course is designed to reactivate and build upon knowledge gained through previous language study. Students gain cultural competencies/competency while using the target language. They also analyze the role of language and how it reflects and shapes the culture(s) in which it is spoken. All four language skills (listening, speaking, reading and writing) are emphasized. Special attention is given to grammatical structures and the inclusion of original reading and/or viewing materials in the target language.

MLCH 202 Intermediate Chinese II (3 credits)

Context and Perspectives: Globalization

This course further develops student's language proficiency introduced in 201. In addition to actively using the target language, students deepen their cultural awareness and understanding through the study of videos and authentic texts. The course focuses on enhancing listening comprehension and oral proficiency, improving proficiency in writing and reading comprehension, as well as providing a more complex insight into language customs and lifestyles.

MLCH 204 Chinese for Business – Exploring Real Companies (3 credits)

This course will integrate task-based language teaching approaches which place more emphasis on teaching/training students to use the language for communicative purposes in a business environment. Context and Perspectives: Globalization

Business Chinese for Success is designed for the learners of Chinese who have studied the language for two or three years in a regular college program or learners with equivalent language proficiency. It is aimed to enhance learners' linguistic skills and communicative competence and prepare them to function more comfortably and confidently in the Chinese business environment. It is also intended to help students gain a better understanding of the macro and micro Chinese economic situations and specific market needs.

MLCH 205 Chinese Language Immersion (3 credits)

With a theoretical and hands-on approach, this intermediate course offers the opportunity for students to increase all four language skills (aural-oral/reading/writing/grammar) while at the same experiencing the culture firsthand. Students will attend classes every day and will visit various sites under the supervision of the Bentley Modern Language Faculty. These visits will offer students a chance to appreciate the history and culture of China. This course will fulfill the same requirements for the Modern Language intermediate course depending on language placement. Therefore, it can fulfill the Arts and Sciences language requirement, or the LSM Global Perspective language requirement, as well as Modern Language Chinese minor requirements.

MLCH 207 Learn Chinese through Learning Chinese Music (3 credits)

Music is an expressive language of culture. In this course, we will analyze lyrics of popular Chinese songs as authentic texts. We will not only learn words, phrases, and grammar through understanding the lyrics, but will also learn to analyze the genres and to dig deeper to understand the feelings and contexts behind those words. Students can choose to sing the song or recite the lyric as a poem to demonstrate their own interpretations of the piece. You will need to have a minimum of one year of Chinese learning in high school or have completed MLCH102 at Bentley or at an equivalent level. This course is not designed for native speakers, however, heritage speakers who struggle with reading and writing are welcome.

MLCH 208 Chinese for Business II -- Exploring Real Companies (3 credits)

Chinese for Business II is designed for the learners of Chinese who have studied the language for two or three years in a regular college program or learners with equivalent language proficiency. This course is not designed for native speakers. This course integrates real business case studies and project-based language learning activities. The goal is to help students understand the background stories behind a successful business operation in China. Context and Perspectives: Globalization

Chinese for Business II is designed for the learners of Chinese who have studied the language for two or three years in a regular college program or learners with equivalent language proficiency. It is aimed to enhance learners' linguistic skills and communicative competence and prepare them to function more comfortably and confidently in the Chinese business environment. It is also intended to help students gain a better understanding of the macro and micro Chinese economic situations and specific market needs. This course is not designed for native speakers.

MLCH 303 Chinese Public Speaking (3 credits)

This class is taught in Chinese Mandarin. It is open to both native and non-native advanced Chinese speakers. It is designed to help students who already have Chinese proficiency and desire to become better speakers in Chinese. Students will build strong presentation skills, learn to avoid common speaking blunders, and acquire techniques to explain difficult concepts in Chinese.

We will watch and study seven selected winning speeches in Chinese. Each speech demonstrates unique presentation skills, such as "passion of the presenter", "Art of storytelling" etc.. Students are required to study these winning speeches through analyzing the heart of the presentation, the supporting evidence, and the techniques observed. Also, students should be open to point out what they consider insufficient or can be further improved.

This course will satisfy a GP LSM requirement, an Arts & Sciences elective, or Gen ED humanities requirement.

MLCH 398 Experimental Course in Chinese (3 credits)

Experimental courses explore curriculum development with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses for credit with a different topic.

MLCH 401 Directed Study in Chinese (3 credits)

Permits students to do special studies in language, literature or culture not offered as a departmental course.

MLCH 402 Seminar in Chinese (3 credits)

Pre-Req: Open to heritage or near native Chinese speakers.

This course brings together advanced and native speakers of the same language to engage in the study of a selected topic using a critical lens of analysis

MLCH 403 Chinese for Cinema (3 credits)

Chinese for Cinema is designed for students whose Chinese proficiency is beyond advanced level or near-native speakers. In the process of appreciating, analyzing, and discussing the portrayals on the screen in a broad historical and sociopolitical context, students will be able to understand a general framework of Chinese historical issues (eg. The Cultural Revolution), gender issues, popular cultures, identification, and nationalism under globalization era. An interdisciplinary approach, including a wide diversity of readings and multimedia materials, will also be incorporated into understanding and discussing these topics.

MLCH 404 Chinese/English Interpretation (3 credits)

Pre-Req: Native or near-native Chinese-English speaker or permission of the instructor. Context and Perspectives: Globalization

Advanced Chinese for heritage and native Chinese speakers whose English skills are at minimum near-native. This course will help develop students listening comprehension skills, reading skills, note-taking skills and verbal interpretation skills in both languages. Students will practice and accumulate vocabulary for verbal interpretation in a variety of situations, such as a social event, business meeting, reception, legal courtroom or a company tour.

Communications (COM)

COM 298 Experimental Course in Com (3 credits)

Pre-Req: EXP 101, EXP 101L, EXP 102, or EXP 102L

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

COM 299 Experimental Course in Comm (3 credits)

Pre-Req: EXP 101, EXP 101L, EXP 102, or EXP 102L

Experimental courses explore curriculum development with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses for credit with a different topic.

COM 328 Writing and Design for Multimedia (3 credits)

Pre-Req: EXP 101, EXP 101L, EXP 102, or EXP 102L

This course provides an introduction to media writing for digital environments, with specific emphasis on news stories, feature packages, web pages and blogs. Students learn about the history of the Internet, the impact of hypertext and multimedia on storytelling, the development of network digital information production/retrieval environments, the forms and practices of writing for a web page, and principals of information architecture. Activities occur in the classroom and in a web-based online lab.

COM 390 Special Topics in Language Studies and Communication (3 credits)

Pre-Req: EXP 101, EXP 101L, EXP 102, or EXP 102L

Explores a special topic, theorist or theme in language studies and communication. (Allows repetition for credit.)

COM 401 Directed Study (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed upon, in-depth independent examination, investigation or analysis of a specialized topic.

COM 410 Communication Research Design (3 credits)

Students learn to research issues in the field of communication, concentrating on the tools used in applied and basic communication research, with special attention given to developing research questions and objectives. The course explores a variety of research methodologies, including surveys, interviews, computerized literature searches, experimental designs and textual analyses. Students design and implement their own research projects and report the results

COM 411 Research Project (3 credits)

Students select, in consultation with the departmental advisor, a topic related to communication or literary studies. They undertake both bibliographical and field research, as appropriate, and prepare a substantial documented report

COM 421 Internship in Communication (3 credits)

Internships permit students to integrate conceptual knowledge with practical experience, allowing them to participate in career-related employment associated with their academic interests. Internships help students apply theory to workplace challenges, test career options, strengthen skills, learn more about their values and interests, and make the transition to the world of work. Tuition is charged for this class

Computer Information Systems (CS)

CS 100 Solving Business Problems with Information Technology (3 credits)

This course introduces information technology skills necessary for operating a small business and understanding how information technology benefits all organizations. Through hands-on exercises, readings, class discussions, homework assignments, and group projects, students will learn to identify and use IT resources for problem solving, with a focus on how IT enables modern businesses to operate. Students will gain a fundamental understanding of digital technology and the implications of hardware, software, cloud and networking decisions on related business operations. They will use productivity software to create, modify, and present business documents, and develop an intermediate level of

proficiency using Excel. Students will explore emerging technology trends such as artificial intelligence, machine learning, virtual/augmented reality and the Internet of Things and their impact on conducting business.

CS 150 Introduction to Data and Information Management (3 credits)

Pre-Req: IT 101 or CS 100

The course introduces information management and relational databases; data collection, storage and retrieval; query/report design and generation; logical database structures; basic transaction architecture; and systems analysis for database design.

CS 160 Data-Driven Decision Making (3 credits)

Pre-Req: IT 101 or CS 100

The primary objective of this course is to expose the student to the breadth, depth, versatility and usefulness of data and databases in problem solving. This course will develop the students' foundational competencies related to data management that allow them to critically analyze complex problems using a variety of data sources and tools and to effectively present their ideas to others.

The key learning objectives of this course are: 1. Understanding how data can support effective problem solving and decision making in specific problem contexts, 2. Understanding how data are stored, organized, managed, and how data can support effective problem solving and decision making in specific problem contexts, 3. Acquiring, cleaning, and structuring data for analysis and decision support, 4. Analyzing the data with relevant tools, and 5. Presenting the results of the analysis effectively to various stakeholder groups

CS 180 Programming Fundamentals (3 credits)

Pre-Req: IT 101 or CS 100.

Students will develop basic programming and problem-solving skills through a variety of assignments that explore the use of fundamental control and data structures using the Java programming language. Students learn about the concepts of classes and objects without being exposed to the advanced principles of object orientation. Testing and debugging techniques, the development of sound programming logic, and the writing of well-structured code are also emphasized.

CS 213 The World Wide Web (3 credits)

Pre-Req: IT 101 or CS 100

This course explores the World Wide Web as an educational resource. Emphasis is on the use of HTML and JavaScript as programming tools to develop web pages that include text, graphics, animation, internal and external linkages, frames, forms and, with JavaScript, alert boxes, remote windows, events and cookies. In addition, such concepts as the architecture of the web, the use of browsers, effective search strategies, multimedia and web security are addressed to familiarize students with the web as a business tool and resource. Teaches a contemporary IT technology by using a computer-based software package. Students are expected to perform operational exercises to gain experience and facility with the particular technology designated for this course section. Students have a broad choice of technology appropriate for those with some experience beyond IT 101.

CS 230 Introduction to Programming with Python (3 credits)

Pre-Req: IT 101 or CS 100

This course introduces students to the fundamentals of programming and algorithmic thinking using the Python programming language. Students learn the fundamental constructs and key concepts that are common to all modern programming language using this relatively straightforward, popular, and versatile language. Their understanding is reinforced throughout the course by the development of several standalone applications, in which the importance of writing efficient, clear, and well-structured code is also emphasized. This course is intended for any motivated student interested in learning how to program. No prior knowledge of Python or other programming languages is required.

CS 240 Business Processing and Communications Infrastructure (3 credits)*Pre-Req: IT 101 or CS 100*

A detailed overview of information technology infrastructure components used by modern organizations: underlying principles, concepts, and terminology of computer architecture and digital communication networks; organization of computer hardware, data representation, input/output, instruction sets, file and memory organization, and operating - enabling evaluation of the hardware capabilities and performance of a computer system; assembly, compilation and execution of computer programs will be addressed as the basic operations of a computer system at the machine level. Foundational technologies and fundamental principles of digital communication: ISO, IETF and IEEE standards, concepts relevant to physical, data link, and network layers of communication including analog and digital signaling, communications media, data representation, communications protocols and addressing.

CS 280 Object-Oriented Application Development (3 credits)*Pre-Req: CS 180*

This course teaches object-oriented programming and development using the Java programming language. Students will complete several programming assignments designed to reinforce their comprehension of object-oriented concepts, including encapsulation, class hierarchies and polymorphism. Developing both Java applications and applets will strengthen their understanding of abstract classes and interfaces, event-driven programming and exception handling. This course will include required lab sessions and regularly scheduled lab hours.

CS 297 Experimental Course (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

CS 298 Data Driven Decision Making (3 credits)*Pre-Req: IT 101 or CS 100***CS 299 Experimental Course in CS (3 credits)**

Experimental courses explore curriculum development with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

CS 350 Database Management Systems (3 credits)*Pre-Req: CS 150 or CS 160 or (AC 340 for ISAC major) or (MA 346 for DA/DT students)*

This course is a comprehensive introduction to data management in organizations. It establishes the data management foundation in the computing and AIS majors. Topics include conceptual and logical data modeling, entity relationship and relational data modeling, and database design and implementation using the SQL programming language. Students will complete exercises in database modeling, design and programming.

CS 360 Business Systems Analysis and Modeling (3 credits)*Pre-Req: CS 150 or CS 160 or (AC 340 and ISAC major)*

This course begins with business functional analysis and ends with object-oriented information systems design. Students are introduced to tools and techniques enabling effective analysis, design and documentation of an information system. Students learn formal methodologies that form the basis of object-oriented systems engineering practices. Models that focus on the articulation of business functions, integrating process, data and behavioral abstractions form the core of formal methods in systems development using the Unified Modeling Language (UML).

CS 380 Multi-Tiered Application Development (3 credits)*Pre-Req: (CS 150 or CS 160) and (CS 180 or CS 213)*

This class provides a hands-on introduction to a number of tools and technologies that are utilized to develop e-business applications and considers the impact of these technologies on e-business solutions. It assumes the student has basic proficiency in programming (e.g., JavaScript or Java) and basic Web-site use and introduces tools to develop dynamic, data-driven Web applications. The primary objective of the course is to learn how to develop database driven web applications that enable businesses to interact with their customers, employees and suppliers. This will be a hands-on course and numerous programming assignments and related project work will be expected.

CS 399 Experimental Course (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

CS 401 Directed Study in Computer Systems (3 credits)

Permits superior students to study special topics. Allows repetition for credit.

CS 402 Advanced Computing Topics Seminar (3 credits)*Pre-Req: CS 213 or CS 180*

Discusses current topics in computing based on readings in the professional literature, guest speakers, and field and individual research projects.

CS 421 Internship in Computer Systems (3 credits)*Pre-Req: Computer science major, (CS 350 or CS 360), at least 66 completed and in progress credits, and internship coordinator permission*

Provides an opportunity to develop an extensive project relating computer systems concepts to a specific organization in combination with a work assignment. Involves both full-time employment with an organization and close work with a faculty member.

CS 440 Advanced Net-Centric Computing (3 credits)*Pre-Req: CS 180 and CS 240*

Building on the foundation of CS240, Advanced Net-Centric Computing provides students with an in-depth understanding of the planning, design, implementation, and operation of organizational information technology infrastructures. It covers network and transport layer protocols and related addressing and routing issues at a detailed level. The course focuses on network and systems architecture design for the entire enterprise at the campus, metropolitan area, and wide area network levels. It helps students understand issues related to ensuring business continuity, including network and IT systems security and management. It pays special attention to the integration of processing, storage and communication capabilities, and the continuing convergence of telecommunications and networking technologies in the enterprise context.

CS 460 Applied Software Project Management (3 credits)*Pre-Req: CS 360*

Students learn and experience the process of information systems development through managing team dynamics and performing software engineering project management. Specific topics discussed include the value of different software development life cycles, project management tools and techniques, software process management practices and software quality management practices. This course fuses students' prior IT and business education, preparing them to launch their professional IT careers.

CS 480 Advanced Application Development Technology (3 credits)*Pre-Req: CS 280*

This course gives CIS majors the opportunity to explore emerging application development technologies. The instructor will choose a particular development technology to present or students will be assigned emerging technologies in the commercial arena to investigate.

Economics (EC)

EC 111 Principles of Microeconomics (3 credits)

Provides students with an understanding of fundamental economic principles and tools. Presents economic analysis with respect to demand, supply, market equilibrium, costs of production and resource pricing. Examines the market structures of pure competition, oligopoly, monopolistic competition and monopoly. Analyzes the markets for labor and capital..

EC 112 Principles of Macroeconomics (3 credits)*Pre-Req: EC 111 and 3 credits of math*

Analyzes the determinants of aggregate economic activity and the effects of government policies intended to achieve full employment, price stability and economic growth. Topics include inflation, unemployment, interest rates, fiscal policy and the public debt, monetary policy, the balance of payments, and exchange rates. Introduces the economic analysis of international trade, comparative advantage and selected current economic problems.

EC 224 Intermediate Microeconomics (3 credits)*Pre-Req: EC 111, EC 112, and three credits of 100 level Math. Pre or Co-Req: (EMS 104 or EMS 105)*

Examines price determination in the marketplace and the interactions among consumers, firms and government in the market process. The study of markets and the forces of supply and demand provides a sound basis for understanding pricing, production decisions, cost conditions, industry regulations and profitability. Consumer behavior and firm decision-making form the fundamental structure for the course of study. Among the topics covered are consumer choice, welfare effects of government policy, production technology, profitability, competitive market analysis, and market power and price discrimination. Analytical tools and economic modeling techniques are developed through the course. This is a required course for all Economics and Economics-Finance majors.

EC 225 Intermediate Macroeconomics (3 credits)*Pre-Req: EC 111, EC 112, and three credits of 100 level Math. Pre or Co-Req: (EMS 104 or EMS 105)*

Analyzes the environment in which business operates, including the influence of the government and Central Bank policies, recessions and expansions, inflation and growth in a business. Provides the tools to analyze the effects of various economic events on production, employment and prices. The course also introduces important debates in economics, such as supply side economics, the impact of a balanced budget amendment, and the role of the Federal Reserve in keeping inflation and unemployment low. Periodic writing assignments help students use the tools learned to analyze current events and policy discussions. This course is required for all Economics and Economics-Finance majors.

EC 282 Introduction to Econometrics (3 credits)*Pre-Req: EC 111 & EC 112 & (GB 213 or ST 113). May not be taken by students who have completed MA 252*

Introduces students to the building and estimation of statistical models used to test economic theory. Familiarizes students with the sources of economic data and with the difficulties encountered in empirical testing of these models. The methods employed and problems encountered in testing economic theory are also applied to other areas such as finance and marketing.

EC 298 Experimental course in EC (3 credits)*Pre-Req: EC 111 and EC 112*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

EC 299 Experimental Course in Econ (3 credits)*Pre-Req: EC 111, EC 112 and (GB 213 or ST 113)*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

EC 311 International Economics (3 credits)*Pre-Req: EC 111 and EC 112*

Presents the basis of international trade through both classical models and recent complementary trade theories. Analyzes the impact of trade, i.e., who gains and who loses, with implications regarding the politics of trade. Examines commercial policy, trade blocks, links with development, and consequent north-south conflicts. Shows the determination of exchange rates and the relationship with the U.S. balance of payments.

EC 315 The Economics of Multinational Corporations (3 credits)*Pre-Req: EC 111 and EC 112*

Analyzes the unique nature of multinational corporations and how multinational corporations are affected by, and affect, national and world economies. Evaluates the impact on multinational corporations of many economic events such as capital flows and asset markets, exports, competition, labor relations and foreign exchange rates. Includes a critical examination of tax policies with regard to multinationals and the effect of such policies on the transfer (intersubsidiary) prices of the firm. Examines the future role of multinational firms in the U.S. and world economy.

EC 317 The Economics of Race and Gender (3 credits)*Pre-Req: GB213 and at least one other EC course at the 200 level or higher*

Economics is fundamentally about understanding the interactions between economic agents. These interactions between economic agents do not always lead to equity, with economic outcomes varying by race and gender. This course uses analytical tools common in applied microeconomics to critically examine economic outcomes by gender and race. Specifically, we will examine differences in the labor market, housing and credit markets, the U.S. criminal justice system, the healthcare industry, and education.

EC 321 International Economic Growth and Development (3 credits)*Pre-Req: EC 111 and EC 112*

Analyzes the long-term performance of an economy in terms of the related concepts of growth and development. Examines alternative explanations for the growth record of developed economies as well as their prospects for continued growth. Presents an overview of the economic performance of less developed countries and examines critical aspects of development such as capital accumulation, technological change, population growth, labor and manpower issues, agriculture and trade. Examines development policies in the areas of inflation and planning, and considers issues related to economic ties between developed and developing economies.

EC 331 Modern Economic Systems (3 credits)*Pre-Req: EC 111 and EC 112*

Describes and analyzes the different approaches to organizing economic systems in the latter half of the 20th century, e.g., modern capitalism, modern socialism, command systems and mixed variants. Contrasts the differing roles played by government in the regulation and direction of the economy. Notable attention is paid to the differences in the use of fiscal, monetary, incomes and international trade policies to affect economic activity. Countries representing major differences in approaches include the United States, United Kingdom, France, Germany, Japan, China, Hungary, Russia and others.

EC 333 Economics of the European Union (3 credits)*Pre-Req: EC 111 and EC 112*

Economics of the European Union gives students a broad-based, multi-faceted introduction to how the EU operates and its role both within Europe and beyond. The impact of the EU has been growing through its regulations, laws, spending programs and international treaties. This is a survey course covering a wide range of topics including the formation of the EU, European politics, budgets, education, labor markets, immigration, demography, trade, the Euro, and EU expansion. There is a special focus on analyzing current crises within the EU and forging connections across topics throughout the course. Counts as an Arts and Sciences elective.

EC 341 Urban and Regional Economics (3 credits)*Pre-Req: EC 111 and EC 112*

Analyzes the economic forces determining where cities develop and grow. Studies the location decision of firms and how land and housing prices are determined in a regional economy. Examines the role and effects of city government on the metropolitan economy. Discusses urban problems such as poverty, discrimination, housing, pollution and crime. Problem-solving, economic analysis, and analytical writing are emphasized in the course.

EC 343 Health Economics (3 credits)*Pre-Req: EC 111 and EC 112*

Uses economic tools to understand various issues and problems pertaining to health and medical care. Examines in considerable detail the structure, conduct and performance of health insurance, physician, hospital and pharmaceutical industries. Discusses the role, design and effects of the Medicare and Medicaid programs and alternative delivery systems such as Health Maintenance and Preferred Provider organizations on the functioning of healthcare markets.

EC 346 Environmental Economics (3 credits)*Pre-Req: EC 111 and EC 112*

Uses a modular approach to investigate the economics of environmental issues and policy solutions. Economic modeling is used to illustrate how environmental damage can be viewed as a market failure. Using this approach, analytical tools are developed to evaluate environmental policy solutions such as direct regulation, pollution taxes, abatement subsidies and the trading of emissions rights. In addition to analyzing environmental policy, the course examines the importance of environmental issues to the corporate sector and the ways in which businesses are responding both to new regulations and consumer awareness of environmental risks.

EC 351 Contemporary Economic Issues (3 credits)*Pre-Req: EC 111 and EC 112*

Applies the principles of economics to critically analyze current economic problems and issues. Treats such problems as poverty, population, pollution, health, economic welfare, American business in an evolving global environment, ecology, income redistribution programs, agricultural policy, economic discrimination, foreign trade, and balance of payment problems.

EC 362 Development of Economic Thought (3 credits)*Pre-Req: EC 111 and EC 112*

Examines the development of economic thinking with regard to topics such as value, production, distribution, employment and inflation. Outlines the progression of ideas from the classical school through Marxism and neoclassical thinking to the Keynesian revolution of this century. Examines the post-Keynesian direction of economics and provides an overview of recent theoretical developments in the context of past approaches. Traces the development of economic concepts in the context of economic conditions of the period and concludes with a discussion of the current direction of economic thought.

EC 370 Behavioral and Experimental Economics (3 credits)*Pre-Req: EC 111 and EC 112*

This course introduces the complementary fields of experimental economics and behavioral economics. Behavioral economics adds insights from psychology to the economic model of behavior. In so doing, it looks beyond the standard neoclassical model of how people and firms make decisions, examining ways in which behavior is not consistent with strict rational self-interested decision-making. This includes irrational behavior such as overvaluing losses and failing to exert the effort needed to find the exact choice that maximizes personal payoffs. It also includes social preferences, where people care about the payoffs of others and not just their own out of concerns for fairness or altruism. Frequently, students will review how standard economic theory predicts people will behave in a given situation, and compare that to how people actually behave.

EC 373 Technology, Innovation and Economic Performance (3 credits)

This course explores the economic aspects of innovation and technology, focusing on their implications for economic performance and competitiveness of firms, industries, regions and countries. Microeconomic aspects of innovation are covered, including topics such as types of innovation, the role of R&D, patents, and characteristics of firms most likely to innovate. Business applications are demonstrated through case studies of industries. At the macroeconomic level, interrelationships among technology, innovation and economic growth are analyzed. Factors underlying the ability of regions (such as Silicon Valley and along Route 128) and of countries (such as Ireland, India and China) to succeed or fail in generating technology-based firms and in high-tech economic growth and development are explored.

EC 374 Industrial Organization and Markets (3 credits)

Investigates the interdependence of market structure, strategic firm behavior and industry performance, and those relationships. Market structure is analyzed through the study of scale economies, merger activities and entry barriers. Various competitive strategies are examined, such as advertising, price discrimination and technological innovation. Industry case studies are used to provide a contemporary, real-world context for the economic analysis.

EC 375 The Economics of Sports (3 credits)*Pre-Req: EC 111 & (GB 213 or ST 113).*

This course allows students to develop a detailed economic understanding of the professional and amateur sports industry. Relying on economic principles and well-developed economic models, the course material analyzes a variety of current-day issues facing the sports industry. Topics include: competitive balance issues, such as, revenue sharing, salary caps, and luxury taxes; government's role in the sports industry; and player issues, such as, racial and wage discrimination, free agency and superstar effects.

EC 376 Economics of Regulation and Antitrust (3 credits)

Examines the relationship between government business policy and business response. Considers the various ways in which government attempts to alter business behavior through the use of industry regulation, antitrust legislation, and social regulation such as consumer protection, environmental protection and occupational safety laws. Discusses the intent of various laws to see that firms behave in socially desirable ways and examines the degree to which the laws have been successful in achieving these results.

EC 377 Economics of Information Technology (3 credits)

This course will look at a broad array of issues raised by the revolution in information technology. Included will be macroeconomic topics such as whether information technology really created a "new economy," the effect of information technology on productivity, and what can we learn from the dot-com boom and bust. The structure of the information technology sector will be analyzed by looking at several of its unique features and considering their effects. A considerable portion of the course will be taken up with the issues of pricing information goods and services. In addition, economic policy with respect to competition, intellectual property issues and taxation will be examined.

EC 379 Game Theory in Economics (3 credits)

Pre-Req: (EC 111, EC 112 or equivalent) and any 100-level Math course. Credit for this courses may not be earned for students who previously earned credit or currently enrolled in MA 309.

Game theory is a set of tools designed to study multiple strategic agents in many different environments. The scenarios involve interactions where the payoff of one agent, Agent A, depends on both Agent A's actions and the actions taken by other agents in the "game." The objective in this course is to introduce students to the basic game theory concepts and apply these tools to more fully understand economic interactions. This course explores game theoretic topics such as pure- and mixed-strategy Nash equilibria of strategic-form games with perfect information, Nash and subgame-perfect equilibria for extensive-form games with perfect information, perfect Bayesian equilibria for games with imperfect information, Nash equilibrium of extensive-form games with imperfect information, equilibria concepts of finitely and infinitely repeated games, and bargaining games.

EC 382 Time Series Analysis (3 credits)*Pre-Req: EC 111 & EC 112 & (GB 213 or ST 113).*

Presents an analysis of techniques and models useful for business forecasting of sales and other business variables. Allows the student to give quantitative answers to the questions of business planning in an uncertain environment. Includes judgmental, simulation and statistical forecasting methods. Provides an assessment of alternative techniques and examines the implementation of forecasts in the context of business planning.

EC 398 Experimental Course in Ec (3 credits)

Pre-Req: EC 111, EC 112, and at least 51 completed and in progress credits
Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

EC 401 Directed Study in Economics (3 credits)

Permits superior students to study special topics. (Allows repetition for credit.)

EC 402 Seminar in Economics (3 credits)

Pre-Req: EC 111, EC 112, and instructor permission

Makes it possible for small groups of advanced students to work on selected topics. (Allows repetition for credit.)

EC 403 Experimental Course in Game Theory for Economics (3 credits)

Game theory is a set of tools designed to study multiple strategic agents in many different environments. The scenarios involve interactions where the payoff of one agent, Agent A, depends on both Agent A's actions and the actions taken by other agents in the "game." The objective in this course is to introduce students to the basic game theory concepts and apply these tools to more fully understand economic interactions.

This course explores game theoretic topics such as pure- and mixed-strategy Nash equilibria of strategic-form games with perfect information, Nash and subgame-perfect equilibria for extensive-form games with perfect information, perfect Bayesian equilibria for games with imperfect information, Nash equilibrium of extensive-form games with imperfect information, equilibria concepts of finitely and infinitely repeated games, and bargaining games.

EC 420 Managerial Economics Internship (3 credits)

Pre-Req: Instructor permission

The internship provide students with an opportunity to apply the principles of economics while working in business or government. The internship experience enables the student to understand the relationship between academic experience and business practice prior to graduation. Such a work experience is helpful in defining career goals and adjusting academic programs to prepare to meet those objectives. Additional benefits include building self-confidence, learning to work with others in a goal-related atmosphere, and establishing contacts for possible employment upon graduation.

EC 421 Internship in Economics (1 to 4 credits)**EC 425 Quantitative Methods in Economics and Business (3 credits)**

Pre-Req: MA 131 and (Pre- or Co-Req: EC 224 or EC 225)

This course covers the main mathematical tools used in economics, finance and quantitative business decision making. The main aspect of the course will be focused on teaching and solving optimization problems faced in modern economics and business studies. Topics include constrained and unconstrained optimization, contemporary and practical techniques of calculus and probability in economic evaluation and business decision making. All topics in this course are taught using currently available, efficient tools and packages of Economics. This course is particularly recommended for students intending to study advanced economics, finance theory, and graduate business courses.

EC 431 Research in Business Economics (3 credits)

Pre-Req: EC 224 and EC 282, at least 81 completed and in progress credits, and (Business Economics major, Economic-Finance major, or department chair permission)

This capstone course is designed to introduce students to the fundamentals of economic research. The primary objective of the course is for students to prepare an independent, comprehensive research project. Through this project, students will be exposed to the entire economics research process: identifying an interesting, focused research question that can feasibly be answered; finding, reviewing, and understanding prior economic literature that is related to this question; reviewing economic theory that is closely related to the question and identifying testable implications of the theory, finding data needed to answer the question, and employing the proper econometric techniques needed to confront any challenges the nature of the data may present. In particular, students will learn several econometric techniques that can be used to show causal effects, rather than just correlations. Finally, students will learn how to clearly present the results of their analysis orally.

EC 441 Monetary Economics (3 credits)

Business Related Elective - Communication Intensive Pre-Req: FI 305, FI 306, EC 225 and at least 81 credits earned or in progress.

This course will take an especially close look at how monetary policy impacts the major financial markets, particularly the bond market. After examining the impact of monetary policy on the domestic economy, we will shift our analysis to the international arena. This will include an evaluation of the impact of money on both spot and forward exchange rates, and the relative merits of fixed and flexible exchange rate systems will also be examined. This analysis will then be applied to various real-world cases, such as the EMU, currency boards and exchange rate crises. The final section of the course will focus on some of the major issues faced by U.S. monetary policymakers. The course will examine the tools, targets and goals of Federal Reserve policy, with particular emphasis on some of the current debates of U.S. monetary policy.

EC 454 College Fed Challenge (3 credits)

Pre-Req: EC 111, EC 112, and instructor permission. EC 225 is preferred but not required

The intent of EC454 is to expose selected students to a rigorous exploration of advanced macroeconomic and monetary economics concepts, with a special emphasis on the conduct of monetary policy by the Federal Reserve. During the semester, students will read chosen articles, write policy briefings and make policy oriented presentations. All aspects of the course will emphasize teamwork. The culminating experience of the course will be participation in the College Fed Challenge (CFC). The CFC is a prestigious competition sponsored by the Boston Federal Reserve System. Teams from area colleges make presentations to a panel of judges made up of economists from the Boston Fed.

EC 483 Applied Econometrics (3 credits)*Pre-Req: EC 282 or MA 252*

Econometrics plays an important role in data analytics – it is an essential tool in the assessment of business strategy and practice, in policy evaluation, and in understanding causal effects in the social sciences. During the first course in the Econometrics sequence students were introduced to some of the essentials of econometric methodology and applications. This course will extend students' knowledge by covering micro-econometric tools applied to complex data series, including methods used to analyze panel data (pooling of cross-sectional and time-series data), methods used to model discrete or limited outcome variables, and methods used to estimate causal relationships in real-world settings.

Economics-Finance (EF)

EF 421 Economics-Finance Internship (3 credits)*Pre-Req: At least 81 credits completed and in progress, at least 9 credits completed in finance, and internship coordinator permission*

Internships permit students to integrate conceptual knowledge with practical experience, allowing them to participate in career-related employment associated with their academic interests. Internships help students apply theory to workplace challenges, test career options, strengthen skills, learn more about their values and interests, and make the transition to the world of work. Tuition is charged for this class.

English & Media Studies (EMS)

EMS 101 Critical Reading and Writing (3 credits)

Students in Critical Reading and Writing learn to read and write rhetorically. To do so, they will summarize, analyze, evaluate, and synthesize the published views of others. They will consider their own and others' rhetorical choices based on audience, purpose, and context. The course addresses questions such as: How do we comprehend a difficult text? What communicative norms might we encounter in society and business, and how can we navigate between them? How is meaning created through written work, and how do we assess its credibility? Course readings advance students' learning by challenging them intellectually, engaging them in the process of thinking critically about the issues raised, and motivating them to create meaning of their own. Four-year students are expected to complete Critical Reading and Writing in their first semester at the university.

EMS 101L Critical Reading and Writing with Lab (3 credits)

Designed for native speakers of English who can benefit from an intensive writing lab.

Students in Critical Reading and Writing learn to read and write rhetorically. To do so, they will summarize, analyze, evaluate, and synthesize the published views of others. They will consider their own and others' rhetorical choices based on audience, purpose, and context. The course addresses questions such as: How do we comprehend a difficult text? What communicative norms might we encounter in society and business, and how can we navigate between them? How is meaning created through written work, and how do we assess its credibility? Course readings advance students' learning by challenging them intellectually, engaging them in the process of thinking critically about the issues raised, and motivating them to create meaning of their own. Four-year students are expected to complete Critical Reading and Writing in their first semester at the university.

EMS 102 Critical Reading and Writing for ESOL (3 credits)

Designed for Multilingual Students. Students in Critical Reading and Writing learn to read and write rhetorically. To do so, they will summarize, analyze, evaluate, and synthesize the published views of others. They will consider their own and others' rhetorical choices based on audience, purpose, and context. The course addresses questions such as: How do we comprehend a difficult text? What communicative norms might we encounter in society and business, and how can we navigate between them? How is meaning created through written work, and how do we assess its credibility? Course readings advance students' learning by challenging them intellectually, engaging them in the process of thinking critically about the issues raised, and motivating them to create meaning of their own. Four-year students are expected to complete Critical Reading and Writing in their first semester at the university.

EMS 102L Critical Reading and Writing for ESOL with Lab (3 credits)

Designed for Multilingual Students who can benefit from an intensive writing lab.

Students in Critical Reading and Writing learn to read and write rhetorically. To do so, they will summarize, analyze, evaluate, and synthesize the published views of others. They will consider their own and others' rhetorical choices based on audience, purpose, and context. The course addresses questions such as: How do we comprehend a difficult text? What communicative norms might we encounter in society and business, and how can we navigate between them? How is meaning created through written work, and how do we assess its credibility? Course readings advance students' learning by challenging them intellectually, engaging them in the process of thinking critically about the issues raised, and motivating them to create meaning of their own. Four-year students are expected to complete Critical Reading and Writing in their first semester at the university.

EMS 104 Multimodal Communication (3 credits)*Pre-Req: EMS 101 or 102*

The course introduces students to key concepts and competencies in communications, logic, and rhetoric. Students will build upon the skills they developed in Critical Reading and Writing, moving from summary and analysis to argument and persuasion. They will learn how to recognize and adapt communications for different audiences, occasions, and mediums, especially via oral communication. Along the way, they will hone their ability to find and evaluate evidence, then incorporate that evidence into coherent and compelling arguments. Students will also examine some of the ethical issues that arise in communication, especially issues related to accessibility and diverse audiences, and to give and receive critical feedback.

EMS 105 Multimodal Communication for ESOL (3 credits)*Pre-Req: EMS 101 or 102*

EMS 105 is for multilingual students. The course recognizes the specific needs of multilingual learners, maximizing professor feedback & promoting additional opportunities for in-class speaking, discussion, & peer collaboration. The course introduces students to key concepts and competencies in communications, logic, and rhetoric. Students will build upon the skills they developed in Critical Reading and Writing, moving from summary and analysis to argument and persuasion. They will learn how to recognize and adapt communications for different audiences, occasions, and mediums, especially via oral communication. Along the way, they will hone their ability to find and evaluate evidence, then incorporate that evidence into coherent and compelling arguments. Students will also examine some of the ethical issues that arise in communication, especially issues related to accessibility and diverse audiences, and to give and receive critical feedback.

EMS 200 Introduction to Film, Literature and Media (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course helps students become more adept readers of cultural texts. When we read a text, we engage in a practice; this practice is shaped by the text and by the conditions of its production and reception. This course provides a basic foundation for understanding how a variety of textual forms and genres work in terms of style and form. Students will read, view and listen for plot and pleasure, as well as for the intricate processes of narrative, visual and sonic construction that create meanings and affect audiences. This course asks students to think about how texts are made and to think about what practices we use to critically read cultural texts.

EMS 202 Introduction to Cinema Studies (3 credits)*Context and Perspectives: Race, Gender, and Inequality. Formerly CIN 270*

Over a hundred years since its inception, cinema continues to hold a central role in our multimedia environment. This course is designed to introduce students to the history and analysis of film. Students learn the technical and critical vocabularies of film studies, and examine films representing a variety of styles and genres, including experimental, documentary, and narrative modes. Course readings and class discussions familiarize students with extra-textual discourses about film industries as social and economic institutions. Because the course has both a global and an historical scope, we study films from the silent period to the present, and from many different nations around the world.

EMS 220 Introduction to Cultural Studies (3 credits)*Context and Perspectives: Culture, Change, and Behavior. Formerly EMS 201*

This course considers culture as an arena of social and political struggle. This course looks at how cultural texts change meaning and significance as they become increasingly popular. Is what we consider popular completely evacuated of substantive meaning? Is it a matter of generational and disciplinary differences? If we are considering subcultural formations, do you have to be in the culture to be able to read the texts produced by that culture? What does it mean to read from outside? This class gives students a vocabulary to enter debates about the meanings of cultural texts.

EMS 221 Introduction to Media Theory (3 credits)*Formerly MC 200*

Media impact our lives on a daily basis, often in ways we don't think about. Whether we are concerned with content television shows, films, recorded music, news, advertisements, video games; with who produces it professionals or consumers; with how we use it for entertainment, for surveillance, to gather and distribute information; or even with the means with which media content reaches us traditional broadcast, the Internet or mobile devices the range of questions we can ask about media are vast. This course looks at the ways we can make sense of media through theory its production, distribution, audiences, effects, uses and meanings in order to help students become both more media literate as well as become sophisticated analysts and producers of media.

EMS 222 Introduction to Communication Studies (3 credits)*Formerly COM 322*

The study of persuasion, or rhetoric, began in a society with no lawyers, ancient Greece. Much has changed since then, including the shift from face-to-face persuasion and negotiation to the introduction of writing and then mass media, and with it, new forms of persuasion including advertisement. The course covers all these forms and topics such as the relation between truth and rhetoric, and between form and content, and the psychology of persuasion. Students may analyze persuasive strategies used in advertising, literature, political/legal discourse, and science and technology.

EMS 223 Intro to Mass Communication (3 credits)*Formerly COM 321*

Through printed texts and film, radio and television broadcasting, and electronic information networks, mass communication plays a central and worldwide role in distributing both information and ideas. Focusing primarily on electronic and print media, this course surveys the major theoretical perspectives on three aspects of mass communication: the means of production, the form and content of mass media messages, and the reception and use of those messages by audiences.

EMS 224 Lies, Promises, and Insults (3 credits)*Context and Perspectives: Culture, Change, and Behavior. Formerly LIT 226*

Language is often conceived of as a system of signs. But some words are also actions. Lies, promises, and insults are all instances of language in which the meaning of a sentence cannot be separated from what it does—it deceives, assures, or demeans. But intended meaning can also fail or misfire, like when a promise turns out to be a lie. This course examines the complex relationship between language and action in 20th and 21st century drama, fiction, poetry, and media texts. It introduces philosophies of language that acknowledge the active force of words, and it pays particular attention to the ways language partakes in the construction of sexual and racial differences.

EMS 240 Introduction to Media Production (3 credits)*Context and Perspectives: Culture, Change, and Behavior. Formerly MC 220*

Serving as a foundation to media practice, this course offers students a broad introduction to media production through hands-on exercises involving digital photography, video and audio production, as well as graphic and sound design. Students will have the opportunity to explore various media formats and methods of distribution through the course's emphasis on the fundamentals of visual language and the creative process. The overarching framework for a study of media is provided in the course: analysis and synthesis are emphasized as projects evolve throughout the process of conceptualization, visualization, production and reception.

EMS 241 Introduction to Video Production (3 credits)

Context and Perspectives: Culture, Change, and Behavior. Formerly MC 224

This course highlights the creative process and serves as a foundation for students to learn the technical and artistic aspects of digital video production. The fundamentals of screenwriting, visual conceptualization, cameras, lighting techniques, sound recording, and nonlinear editing are covered.

EMS 242 Introduction to Photography (3 credits)

Formerly MC 222

Photography has permeated our world within the past century. Billboards and advertising, personal snapshots, and the limitless web seeing the world photographically and learning to interpret these images is a contemporary imperative. Within the past decade, digitally-based imaging has taken center stage in photography. This course is focused on communicating effectively and visually through digital imagery. Students examine three important facets of visual communication in the rapidly expanding digital world: the art of photography, image manipulation, and finally, applications for these images. Students will shoot and edit their own digital photographs using their own cameras, provide written responses to topic questions, and can create a web-based portfolio of their work.

EMS 260 English Romanticism, 1790-1850 (3 credits)

Formerly LIT 355

In the decades following the American and French Revolutions, a revolutionary cultural and literary movement had a powerful impact on intellectual and social life in England and the rest of Europe. The imagination, the subjective experience of individuals (no matter how humble), and sentiment or emotion were extolled as superior to (or at least as important as) the rational and scientific ideals of the Age of Reason. This course considers what was (and wasn't) revolutionary in the work of romantic writers such as poets William Blake and John Keats, essayist William Hazlitt, and novelists Sir Walter Scott and Jane Austen.

EMS 261 The Victorian Period (3 credits)

Context and Perspectives: Globalization. Formerly LIT 356

British literature of the 19th century reveals the excitement and the struggle of learning to live in a world of rapid technological advances. During this period, England led the world in industrial development, in urbanization, and in the possibilities and disruptions brought on by these changes. Writers of the Victorian period novelists like Charles Dickens and George Eliot, poets like Tennyson and Browning eagerly examined and portrayed the great new world. They investigated the changes in city and country life, political and religious upheavals (particularly the clash of religion and science), and the development of a Victorian "attitude" about respectability and values. This course presents some of the great authors and works that mark this remarkable period.

EMS 270 American Traditions (3 credits)

Context and Perspectives: Value, Ethics, and Society. Formerly LIT 261

The United States has always been a contact zone, a meeting place of a variety of cultures. This course introduces some of the diverse American literature produced between the 17th and 20th centuries. Students will learn about the many writers associated with the Boston area, such as Bradstreet, Alcott and Thoreau, as well as writers such as Douglass, Twain, Dickinson and Cather from the diverse regions and cultural backgrounds within the United States.

EMS 271 American Literature: Realism and Naturalism (3 credits)

Context and Perspectives: Value, Ethics, and Society. Formerly LIT 363

The period between 1870-1920 was the era of the invention of the bicycle, the telephone and the incandescent light. The poet Walt Whitman captured the spirit of optimism of these inventions and celebrated the creative force of Americans. Awed by the inhuman scale of new technologies, naturalists including Dreiser and Wharton were not as optimistic about one's capacity to shape personal destiny. It was everyday life and emotion not grand or disastrous destinies with which realist writers such as Howells were concerned. This course explores these varied viewpoints on this transformative era as they are expressed in literature written between the war "to preserve the union" and "the war to end all wars."

EMS 272 The Roots of American Activism in American Literature (3 credits)

Context and Perspectives: Value, Ethics, and Society. Formerly LIT 362

Many of the major social and political issues that divide Americans have their roots in the decades before the Civil War. This course examines the nineteenth-century struggles surrounding westward expansion, Native removal, slavery and women's rights through novels, short stories, essays, and autobiographies, from Thoreau's "Civil Disobedience" to Harriet Jacobs' *Incidents in the Life of a Slave Girl*. We also analyze adaptations of 19th century materials on film—such as *The Last of the Mohicans* and *Django Unchained*—to explore how these conflicts are understood by modern audiences.

EMS 273 Modern American Literature (3 credits)

Context and Perspectives: Culture, Change, and Behavior. Formerly LIT 364

This course considers the major developments in 20th century American Literature, with special emphasis on issues of race, class and gender. It examines responses to the upheavals of the two world wars, the liberation movements of the 1960s, including feminism, and the influence of literary developments in other parts of the world. Significant attention will also be given to more recent writers, such as Toni Morrison, Philip Roth, Louise Erdrich and Derek Walcott.

EMS 300 The Novel (3 credits)

Formerly LIT 214

The first novels were romances, tales of wanderers, allegories and satires. Works by Cervantes and John Bunyan exemplify the early novel. The novel as a genre soon developed an enthusiastic audience and a variety of forms, from realistic to fantastic. The course presents novels from different times and places to sample some of this variety and to see how authors have made use of the enormous potential of the novel.

EMS 301 The Short Story (3 credits)

Formerly LIT 216

The modern short story is characterized by its movement toward a moment of realization or insight. How can we decipher and benefit from this insight? This course studies the different forms a short story can take and the different ends to which individual writers subject the form. It includes writers who have contributed to the development of the modern short story (such as Anton Chekhov, Edgar Allan Poe and Katherine Mansfield) and more recent innovators (such as Ernest Hemingway and Raymond Carver).

EMS 302 Nonfiction (3 credits)*Formerly LIT 218*

This course examines the most protean of literary forms, the essay, and explores its development into a flexible medium capable of reflecting on personal matters as well as sports, business, politics, food and science exploration. Authors vary from Michel de Montaigne and Samuel Johnson to such contemporary American writers as Annie Dillard and Stephen Jay Gould.

EMS 303 Biography and Autobiography (3 credits)*Formerly LIT 220*

Biography and autobiography—stories about real people—have been called the most useful form of literature: they provide real-life models to emulate, real-life mistakes to beware of, and real-life experiences that help us understand ourselves and the forces that shape us. But it is important to remember that no matter how hard they try to be honest and accurate, biographers and autobiographers can provide only versions of someone's life (even their own), of which other versions are always possible. This course invites students to study the lives of others (both famous and ordinary), to appreciate the wide range of factors—cultural, social, political, and historical—that shape the kinds of stories writers tell, and just as importantly, the stories they do not tell. Selection and focus of biographies and autobiographies vary by instructor and semester.

EMS 304 Graphic Novel (3 credits)*Context and Perspectives: Culture, Change, and BehaviorFormerly LIT 340*

Are graphic novels lowbrow, juvenile comics or a more complicated format expressing ideas, creating complex characters, addressing issues and telling stories in a fashion unmatched by other media? This course explores a recent and still-emerging genre of narrative literature. We will investigate several significant modern novels that use both words and images to tell their tales. What literary and social values do these novels reflect? Students will sharpen their critical thinking and writing skills while examining both the textual and visual messages of these novels and the criticism that has surrounded them.

EMS 305 Mythology and Folklore (3 credits)*Formerly LIT 232*

This course studies selected archetypal stories and legends as well as games, riddles and proverbs to discover basic patterns and variations in the human experience. It includes materials from all parts of the world, and from a variety of perspectives, regarding such topics as creation, myths of the elements, the seasons, the loss of paradise, death, the underworld, the hero, the Great Mother, and the trickster.

EMS 312 Horror/Sci-Fi in Film and Television (3 credits)*Context and Perspectives: Race, Gender, and InequalityFormerly CIN 384*

Horror and science-fiction in film and television offer unique insight into the consequences of the "what if?" scenario. Overlapping in shared codes, conventions, and iconography, these genres provide a means to debate cautionary tales surrounding unforeseen futures, usually dystopias, through the creation or existence of unimaginable beings as a detriment to humanity. Their most central conveyance concerns the perception of the "other" and a protagonist's struggle to remain or become human and/or moral. Issues of gender, race, sexuality, class, and sustainability will be surveyed through such topics as disaster (e.g., alien invasions, environmental catastrophes, the apocalypse, and pandemics); identity (e.g., cyborgs, clones, biotech and government experimentation, precognition, and artificial intelligence); and the fantastical (e.g., monsters, the paranormal, time travel, and the devil incarnate). Ultimately, this course explores what "being human" means.

EMS 313 Film and Television Genres (3 credits)*Formerly CIN 372*

Genre is one of the most significant ways we classify cultural works. The film and television industries have borrowed genres from other fields such as literature and theater and created new genres. This course will expose students to a range of film and television genres. Possible genres include horror, comedy, romantic comedy, dramedy, situation comedy, and crime.

EMS 321 Shakespeare (3 credits)*Context and Perspectives: Culture, Change, and BehaviorFormerly LIT 352*

Referring to the hero of an early Shakespearean play, Elizabeth I is reputed to have said, "I am Richard II, know you not that?" This course explores some of the history plays and comedies written in the earlier part of Shakespeare's career, to discover why so many readers and playgoers then and today have identified with characters such as Richard II, Prince Hal and Falstaff from the histories or Viola, Bottom and Touchstone from the comedies. Emphasis varies from year to year, but may include such themes as romantic love, gender identity, kingship, and the formation of a national consciousness. Attention is given to the historical context of the plays as well as to their dramatic and poetic form.

EMS 322 Jane Austen in Fiction and Film (3 credits)*Formerly LIT 357*

Students study the novels of Jane Austen and their cinematic adaptations. In addition to developing insight into the novels and movies, students also analyze selected critical, historical and biographical contexts. Students can thus incorporate scholarly and popular views into their analyses of the novels and films. Participants get to focus on the work of a single major author whose writing established many of the traditions of modern fiction, and become immersed in an important historical period. They also learn to think and write critically about social, artistic and commercial motives behind the enduring interest in Austen.

EMS 323 Great Directors (3 credits)*Formerly CIN 371*

This course will focus on the work of a single director or a group of related directors, investigating their characteristic themes and concerns, and their special ways of using the medium of cinema to tell a story. One recent version of this course was devoted entirely to Hitchcock; a second examined four great directors: Fellini, Bergman, Truffaut, and Altman. Other directors to whom the course might be devoted include: Wilder, Lang, and Lubitsch; Scorsese, Ford & Hawks; and Orson Welles.

EMS 331 Writing Poetry (3 credits)*Formerly LIT 310*

This course develops the students' ability to recognize, analyze and design effective structures of imaginative language and poetic form. Classroom methods include workshops to critique student work, in-class exercises, analysis and exposition of works by noted poets, and frequent writing assignments. The class is limited in size so that every student writer's work can receive full attention.

EMS 332 Writing Fiction (3 credits)

Context and Perspectives: Culture, Change, and Behavior Formerly LIT 311

This course is an intensive workshop in writing short stories and an exploration of the creative process. The material of the course is drawn primarily from students' own experience. The emphasis is divided between the technique of short-story writing and an analysis of the psychological difficulties faced by individual writers. Students will study the elements of fiction, analyze the stories of a contemporary writer, and apply what they learn in their own writing. They will also read work in progress and receive constructive suggestions from the group. Each student will be helped to conceive, write and revise four complete short stories during the course of the semester. Visiting writers are frequently invited to sit in on a class. The class is limited in size so that every student writer's work can receive full attention.

EMS 333 Writing for Drama/Screen (3 credits)

Context and Perspectives: Culture, Change, and Behavior Formerly LIT 312

Most good plays and movies start out with a well-crafted script. The main purpose of this course is to improve your analytical and creative skills as they relate to writing for stage or screen, depending on the semester's theme. Classwork includes multiple writing assignments, workshops to critique student work, in-class exercises, and analysis of the work of noted playwrights or screenwriters. Assignments and classroom discussion focus on dramatic form, character development, dialogue writing, and plot construction.

EMS 334 Creative Nonfiction/Essay Writing (3 credits)

Context and Perspectives: Race, Gender, and Inequality Formerly LIT 313

Personal essay and memoir are among the most popular forms of literature today, a fact one can confirm by looking any Sunday at the best-seller list in the New York Times. This course emphasizes creativity of expression and provides an opportunity to practice these genres. It encourages experimentation with a variety of first-person forms and shows how to treat subjects that students know about and that are important to them. It is conducted as a workshop in which students share their work with and learn from one another. Frequent individual conferences with the instructor are required. The class is limited in size.

EMS 335 Creative Writing and Multimedia Production (3 credits)

Formerly LIT 314

Each student chooses his or her own work (family history or memoir, love poetry or satire, nature or adventure writing, among others). Using class and individual exercises, videotaped inspiration, and guests discussing their own work in progress, students will learn the major skills of each written genre to apply to their own special piece. Includes word choice, imagery, language rhythm, conflict, characterization, narrative intervention and tone. Other overarching concerns that professional writers struggle with include subtext, production and intention. The class is limited in size.

EMS 340 American Icons (3 credits)

Context and Perspectives: Culture, Change, and Behavior Formerly LIT 366

Meet three commonly identified American icons - the cowboy, the capitalist and the feminist - to see what they reveal about themselves and U.S. culture. Through literature, film, historical documents and narratives, students will see how these representations of America evolve and change in response to changes in society itself, and how they differ from icons in other cultures. The course addresses ethnic, racial and other variations in American life embodied in these American icons.

EMS 343 American Landscapes (3 credits)

Context and Perspectives: Value, Ethics, and Society Formerly EMS 330

In this course we engage with the interdisciplinary field of "ecocriticism." This means that we use a variety of theories and critical frameworks to analyze the relationship between cultural texts—literature, film, the visual arts—and the physical environment. Our aim is to understand how those texts reflect and articulate evolving concepts of nature and the nonhuman through engagements with a range of cultural studies discourses on race, gender, class, etc. We also look at how theories connect with the practice of environmental activism.

EMS 344 American Cities in Literature (3 credits)

Context and Perspectives: Race, Gender, and Inequality Formerly LIT 371

This course uses literary texts as a lens through which to look at American cities and their significance in American culture in general and American literature in particular. It aims at understanding urban American intellectual and social culture, and the architecture, music, politics and philosophy that embody it. Students will examine five important U.S. cities New York, New Orleans, Chicago, Nashville and Los Angeles as case studies of American life at moments of dramatic technological and cultural change. Students will study the work of some of the premier creative writers and thinkers in American history, from the Romantic authors who generated a literary Renaissance in Boston to the musicians of Memphis and the counter-cultural activists of San Francisco. Readings for the course include texts by Henry James, Theodore Dreiser, Tennessee Williams and Joan Didion.

EMS 345 American Cities in Film (3 credits)

Formerly CIN 382

This course examines the image of the city in American film. Close attention is paid to issues of race and sexual orientation amid the multiple, sometimes conflicting, portrayals of urban centers as places of refuge and violence, liberalism and intolerance, prosperity and poverty. While setting provides the conceptual theme of the course, students are invited to analyze these films from the widest possible array of perspectives, grounded in the critical approaches relevant to the discipline of cinema studies and interpretation of narrative meanings.

EMS 346 Sitcom Nation: The American Family in Fiction and Film (3 credits)

Context and Perspectives: Race, Gender, and Inequality Formerly LIT 381

The nurturing nuclear families of television sitcoms such as "Leave it to Beaver" and "Father Knows Best" are often idealized by contemporary Americans anxious about and frustrated by contemporary family conflicts and complexities. The media converts these anxieties into consumable types (e.g., the deadbeat dad) and positions them against the sitcom ideal of the self-sacrificing mother and tough, but loving, father. By analyzing literary and cinematic responses to "classic" TV sitcom representations of American familial and cultural norms, this course explores the entrenchment of and challenges to gendered (and race- and class-based) family ideals. It addresses the impact of consumerism and the media on people's perceptions of the ideal American family and their own distance from its norms. As this is a Communication Intensive section, it includes writing workshops and individual writing conferences in which students develop and hone their oral and written communication skills.

EMS 350 Black Lives Matter: African American Literature and Culture (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly EMS 320

The contemporary response to state violence against African Americans has a long and moving history. This course begins with a historical context, briskly surveying the years in and around the Harlem Renaissance before transitioning into the literature and music of the modern era. We engage in a deep study of the Civil Rights Movement (from James Baldwin to Marvin Gaye), and the course concludes with the artistic production of the hip-hop generation. History and politics are the theme, but the emphasis throughout the course is on using literary methods to interpret the aesthetic value of protest art.

EMS 351 Latina/o/x Literature (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 255

This course introduces students to the presence and historical legacy of Latina/o/x literature and culture. It takes a broad sweep of the textual production of Latina/o/x writers through a range of texts such as historical documents, poetry, allegories, novels, short stories, and autobiographies. These selected texts move students from early colonial encounters to the work of contemporary authors such as Valeria Luiselli and Carmen Maria Machado. Students focus on the diverse cultural backgrounds and shared experiences that shaped Latina/o/x Literature in the US as well as how writers developed narrative strategies in response to colonial histories, immigration (and migration), racial constructions, and mixed identities.

EMS 352 Native American Literature and Culture (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 262

In this course students will examine the long history of Native American textual production, from early Native writers such as Samson Occum and William Apess to contemporary authors including Louise Erdrich and Sherman Alexie. Within these readings students will focus on narrative strategies for physical and cultural survival and remembrance in the face of colonialism and erasure. At the same time, students will investigate how native American writers deploy a diverse array of tactics and theories to consciously oppose stereotypes of Native identity in mainstream literature and film.

EMS 353 Immigrant and Ethnic Literature (3 credits)*Formerly LIT 365*

The United States has been called "a nation of immigrants." Certainly, most people living in the U.S., if not immigrants themselves, are the descendants of people who were born overseas and came to these shores seeking political asylum, religious freedom, or-most often-economic opportunity. Stories will reflect the pains and satisfactions of adjustment to American culture, as well as the sometimes troubled relations between immigrant parents and their American-born children. The ethnic groups represented in the course may change from semester to semester.

EMS 354 Black Cinema (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly CIN 387

This course combines close readings of film style and aesthetics with a careful examination of the cultural contexts of Black cinema. Students will examine how Black filmmakers have told stories that matter, invented new visual and sonic cinematic vocabularies, and worked to represent Black experiences within genres and industries that were designed with whiteness at the center. This course prioritizes work produced by Black filmmakers, but the course will also incorporate and analyze representations of Blackness constructed by members of other racial/ethnic groups. Students become acquainted with an array of cultural tropes and stereotypes before diving into the efforts of writers and directors to add complexity to Black images in cinema.

EMS 359 Passing in American Literature (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 370

'Passing' refers to the conscious adoption of a new category of identity. While passing traditionally refers to the practice of African Americans passing as white, American literary history provides many examples of people who, for various reasons, assume another race, sexual identity or gender. This course examines fictional 20th-century representations of such passing in order to question the act of passing from a social and cultural perspective.

EMS 360 Women in Literature (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 334

This course explores the literary representation of women's nature, lives and issues. The literary definitions and dynamics of women appear in such terms as self, voice, autonomy, relation to men, and position and agency in the world. The course considers whether the gender of the writer affects the literary treatment of the subject. The texts studied will vary each semester.

EMS 361 Women and Film (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly CIN 375

Women have shaped the development of cinema in many central ways since its beginning over a hundred years ago. This course surveys major concepts and analytic approaches in the study of women and film. Readings focus on the objectification of the female image, the agency of female spectators, and the intersections of issues of gender and cinema with race, class, and sexuality in an historical context. We also examine discourses of the female star, confluences of gender and genre, and film production by women directors working within as well as outside of Hollywood.

EMS 362 Wonder Women (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly CIN 381

From the preternatural strength of Buffy Summers to the sultry confidence of Jackie Brown, heroic women characters often have a profound and lasting impact on the cultural imagination. But when is "girl power" really challenging staid notions about gender roles, and when does it simply serve as a fantasy reinscription of old premises about women as servants, caregivers or sex objects? This course applies these critical concerns to a number of heroic, superheroic and antiheroic women characters in television and cinema.

EMS 363 The Male Image in American Film (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly CIN 380

This course examines how masculinity functions in cinematic narratives centered on Hollywood's "leading men." Students identify and critique notions about what makes a male protagonist heroic, or even more simply what makes him a functional citizen. This critique necessarily leads to a larger discussion about the evolving concepts of American culture, and how and why mainstream film champions the popular cultural impulse of rebellion. The course emphasizes the theoretical approaches of formalism (close reading) and deconstruction to relate a gendered reading of each character to these larger social concerns. Films examined may include "High Noon", "Strangers on a Train", "Butch Cassidy and the Sundance Kid", "Midnight Cowboy", "The Shining", "American Beauty", and "Collateral."

EMS 364 Sexual Identity and Culture (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 369

From power lesbians to drag queens, representations of gay men, lesbians and bisexuals are now visible throughout popular culture. But when does a novel or film accurately reflect the lives of gay men, lesbians and bisexuals? And when do they simply reproduce stereotypes? This course surveys contemporary gay literature and cultural expression in American life since the advent of the gay rights movement in 1969. It explores the representation of sexual identity in language, the intersection of political and aesthetic goals, and the differences in representations in class, race and ethnicity. It asks what defines gay, lesbian and bisexual literature, what distinguishes contemporary gay, lesbian and bisexual literature from earlier texts, and how gay, lesbian and bisexual literature has changed.

EMS 365 Transgender American Literature (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 377

Trans literally means across or beyond. This course surveys recent American literature to ask how people journey across or beyond gender identity categories. Are terms like masculine and feminine, heterosexual and homosexual, and male and female always mutually exclusive? Or can they be negotiated? Who defines someone's gender, the individual or society? The stories, novels, poetry and films discussed in this course utilize drama, humor and autobiographical events to convey the complexity of transgender lives and their variety, which includes cross-dressers, transsexuals and drag queens and kings, and any person whose gender identity or expression does not fit traditional categories.

EMS 366 Queer and Trans Media Studies (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly EMS 342

The goal of this cultural studies course is to give students an expanded critical vocabulary for talking about gender and sexuality. This course helps students think about the pasts, presents, and futures of gender and sexual citizenship. This course explores theories of identity, subjectivity, identification, representation, cultural texts, forms, and platforms. We explore temporal and spatial dimensions of queer and trans cultures and think through intersectionality: what it means to read bodies, performances, and constructions and their articulation in and between nation, globalization, race, ethnicity, gender, sexuality, and class.

EMS 370 Cultural Studies and the Body (3 credits)*Context and Perspectives: Culture, Change, and Behavior* Formerly EMS 341

This course explores how identity is constructed through cultural representations of the body. Through the study of literary texts, films, advertising, museums, laws, and sports, students will develop an understanding of how different types of discourses (legal, scientific, literary, popular, etc.) have categorized and positioned individuals and communities in terms of race, gender, class, sexuality, and (dis)ability.

EMS 371 Literature and Medicine (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 290

This course explores the relationship between literature and medicine through a range of texts concerned with health, illness, trauma, and care. Throughout the semester, we engage with representations of and responses to the rise of medical science from the early nineteenth century to the present. We read doctor memoirs, patient journals, and novels informed by the lived experience of illness and the various knowledges and traditions that have been employed in the service of healing. Topics we address include: rhetorical strategies in medical and literary writing; the inner-psychic and interpersonal nature of illness; the representation of medical ethics in literature; the role of narrative in the clinical setting; diverse and global therapeutic traditions.

EMS 380 Money, Love, and Death: Colonialism in Literature and Culture (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly LIT 380

Students will explore colonialism as an important frame of reference for understanding contemporary cultures, and the connections among the themes of money, violence, love and colonialism, including cases involving U.S. foreign and domestic policy. Can there be love between people on opposite sides of a political conflict? How are the motives of romantic fantasy and profit connected in campaigns to exert political influence (hegemony) or dominance over another culture or group? To what extent is the legacy of colonialism a story of physical and emotional violence? What can we learn about our own lives from experiences such as European imperialism and Vietnam? Can we speak of an "internal colonialism," here in the culture we inhabit? Students will explore a broad range of cultural materials, both visual and textual, film and literature of the 19th and 20th centuries, to understand these and other complex questions about cross-cultural relationships.

EMS 381 Diasporic Literature and Culture (3 credits)*Context and Perspectives: Globalization* Formerly LIT 385

The term diaspora is of Greek origin and means "to scatter or disperse." Its earliest usage was used to describe the dispersal of Jewish peoples. This course looks at cultural productions produced out of late modern formations of colonial capitalism. Students examine cultural texts: literature, film, music, and cultural practices that have evolved out of colonial capitalism's political and economic processes and forces. We consider the social and cultural dimensions of migration as well as the transnational flows of ideas, capital, and people in the context of our contemporary notions of homeland, mother/father land, and host nation. We begin with the question of ontology, what diaspora means, and what it means to exist as a diasporic subject.

EMS 382 Caribbean Literature (3 credits)*Context and Perspectives: GlobalizationFormerly LIT 337*

This course introduces students to the literature of the Caribbean. Texts will be selected from the offerings of several islands and from various genres: novel, poetry and short fiction. Emphasis will be placed on the shaping influences of the island's rich mystical heritage and on questions of personal identity. The effects of slavery, African cultural survivals, and the role played by the English, French and Spanish colonials, white creoles, mulattos and blacks in forming the cultural mosaic of the island will be studied. Students will read the works of such authors as V. S. Naipaul, Jean Rhys, Jacques Roumain, Derek Walcott and Esmeralda Santiago, among others.

EMS 383 Images of the Hero (3 credits)*Formerly LIT 332*

Heroes can be warriors or pacifists, romantics or realists, officers or outlaws, or a composite of all of these. The kind of hero a culture admires can tell us a lot about its values, its beliefs and its fears. This course examines male and female heroes from a spectrum of modern and traditional cultures. It considers how literary heroism functions as an expression of cultural values and social expectations. In exploring the ways that heroes do and do not function as role models, it also explores the conflict between individuality and social responsibility often revealed in heroic narratives.

EMS 390 Global Media (3 credits)*Formerly MC 250*

This course looks at international media industries, products and audiences to provide an introduction to a multinational and multiethnic culture. In addition to providing a strong general grasp of how international media are structured, the course focuses on how cultural and media products impact democracy internationally. Students consider the elements, interaction and impact of media culture and mass communication in national and international arenas, with special attention to questions of ideology, political economy and global democracy.

EMS 391 International Cinema (3 credits)*Context and Perspectives: GlobalizationFulfills literature requirement or arts and sciences elective.Formerly CIN 376*

This course focuses on one of the wide varieties of important national cinemas or film movements that have played a major role in the development of film as a virtually universal artistic language. Topics to which the course might be devoted include German Expressionism; Soviet Cinema and Montage Theory; Post-war Italian Cinema, Rosellini through Bertolucci and beyond; the French New Wave; Japanese Cinema; and Bollywood and the development of film in India.

EMS 392 Youth Cultures in International Cinema (3 credits)*Context and Perspectives: GlobalizationFormerly CIN 383*

This course is a focused study of youth cultures in international cinema. We study films primarily as documents of youth culture: as explorations of the ways in which youth occupy urban and non-urban spaces, how they experience the local and the international, and how their identities and lives are represented in media, old and new. Assigned films will function as case studies enabling discussion of major issues: youth self-fashioning and identities, family, tradition and social change, violence, gang culture, fashion, technology, education, poverty, gender and sexuality. Our study of the films will be supplemented by extended scholarly essays that add depth and context, framing our study within broader critical discourses on culture and within scholarship in transnational film studies.

EMS 393 Intercultural Communication (3 credits)*Formerly COM 320*

This course explores theories of intercultural communication and the way in which specific cultural knowledge informs communication. The class will consider the ways race, class, ethnicity, religion, sex, gender, sexual orientation and age affect communication within (domestic) and across (international) cultures. The course readings are drawn from a wide variety of sources. Some take a broad view and are theoretical. Others relate a piece of cultural knowledge or practice that has the potential to impact intercultural communication in a variety of ways. The class will view videos and occasionally listen to music as additional means of understanding some of the multiple ways different cultures go about communicating similar issues and tasks. The class involves a great deal of participation, and regular reflection on readings and experiences.

EMS 400 The Television Industry (3 credits)*Context and Perspectives: Institutions and Power. Formerly MC 260*

Radio and television broadcasting are major parts of the U.S. economy, national identity and contemporary culture, yet their pervasiveness is rarely matched by critical scrutiny of how media become meaningful to audiences and to American society. Drawing on an integrated approach where the textual, industrial, policy, social and audience dimensions of broadcasting are considered, this course guides students through a survey of American broadcasting style, regulation and content. Readings, screenings and class discussions address the roles that American radio and television have played in constructing dominant and marginalized cultures. By examining the intersection of art and commerce in American radio and television, students analyze the ways that broadcasting content has evolved and how media industries have responded to social and regulatory change.

EMS 401 Disney+ (3 credits)*Context and Perspectives: Institutions and PowerFormerly EMS 310*

This course analyzes cinematic and cultural messaging in films and television controlled by Walt Disney, the media conglomerate that brings together Walt Disney Animation, Pixar, Marvel, LucasFilm, and Disney-ABC Television Group with Disney+ and Hulu streaming platforms. It considers cultural issues of gender, race, sexuality, and inclusion, while also discussing cinematic concerns related to animation, effects, casting, costuming, production worker agency, and corporate authorship. It evaluates how streaming platforms and the promotional screen industries generate awareness and circulate interpretive frames. The course begins and ends with how Disney+ has re-created many of the kinds of content/promotion shorts produced by Walt Disney for his 50's Disneyland series, and addresses the ongoing cultural impact of Disney's classic animation and other legacy properties even as the company has expanded and re-branded over the decades.

EMS 402 Hollywood Production Cultures (3 credits)*Context and Perspectives: Institutions and PowerFormerly MC 341*

We consume media every day, but we rarely think about the people and institutions responsible for the look and sound of what we see and hear. In its focus on the narratives through which the production cultures in different creative industries describe themselves, this course addresses not only what it means to be a director, writer, cinematographer, music supervisor, composer, and/or web/game/graphic/costume designer, but also how those definitions frame creative work as well as the relationship of production cultures to fans, consumers, and American and global cultures. In addition to analyzing how film, television, music, gaming and new media firms construct corporate cultures via narrative and rhetorical strategies, the course considers how creative industries establish business models governing content production and distribution.

EMS 403 Hollywood Convergence (3 credits)*Context and Perspectives: Institutions and Power* Formerly MC 342

This course considers the changes to the structure and scope of Hollywood studio and TV network operations, especially in response to the emergence of new technologies, cross-media conglomerates, alternate content delivery systems (e.g., DVD, iPods, Hulu), and transnational patterns of circulation. Grounding its analysis of the millennial media industries in two case studies of midcentury studio systems, the course provides historical foundations for its examination of convergence culture; the technological, industrial, cultural and social changes in the way media circulates in and between cultures; and the impact of this intersection of media practices on how media industries pursue national and global audiences. Students learn both to analyze particular forms of visual communication and to understand the limitations of that communication given studio, network, and corporate practices and priorities as well as cultural, social and technological constraints.

EMS 404 Hollywood Rebels: A History of American Independent Film (3 credits)*Formerly CIN 385*

The term "independent film" has come to be defined rather broadly. It can mean a film that was produced outside of a major Hollywood studio. It can mean a film that was made for a miniscule budget. It can refer to a style of storytelling and a mode of production that stands in contrast to what we think of as a conventional Hollywood film. Add to this the rapid advances in digital technology that have made filmmaking equipment vastly more affordable and the fact that the Internet now allows millions to distribute their work without the help of traditional gatekeepers, and the definition of "independent film" becomes even more complex. This course will examine American independent film from all of these perspectives: economic, technological, aesthetic and cultural. We will try to place key films within the context of their times and explore how innovations that often start on the fringes can work their way into the mainstream.

EMS 405 Hollywood Genres: Classical Forms and Contemporary Re-Inventions (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly CIN 378

Genre films have been synonymous with Hollywood cinema for almost a century. This course explores the historical forms of Hollywood genres from the classical period of the studio system in the 1930s to the present. We consider the different factors that define genres in particular cases, such as the production standards that shaped the Western, the thematic and stylistic features that characterize film noir, and the reception patterns that exemplify the cult film. Class discussions examine the specific ways that different genres create audience expectations and promote particular interpretive strategies. We also study the historical shifts in the popularity of different genres and changing aesthetic conventions. A central focus of the course is the relationship between generic transformations over time and changes in the social and political relationships of race, class, gender, and sexuality in the U.S.

EMS 406 Films, Franchises, and Fandom: Superheroes in Popular Culture (3 credits)*Context and Perspectives: Value, Ethics, and Society* Formerly MC 370

In the last 15 years, Hollywood has produced an extensive catalog of films and television programs, particularly developed by the Marvel Cinematic Universe, that has fundamentally transformed prior notions of rigid representations of the superhero archetype. This deluge of superhero media has created a profound shift in re-examining who the superhero is and can be, as it allows for dialogue and debate on issues of gender, race, sexuality, and identity, while complicating the role of villain to further these causes. As a subgenre, it serves a role as part of the larger science-fiction genre that delves into utopias, technology, exploration, and human evolution. And as a lucrative and successful industry franchise that is dependent on fandom, it feeds from a desire produced by its ardent audiences to tell stories of enhanced heroes who are as equally flawed, fallible, and vulnerable as the rest of us but where perseverance, acceptance, and redemption shows itself to be obtainable.

EMS 420 Popular Music Studies (3 credits)

This course examines changes in the structure of the music industry and the evolution of popular music forms and genres. Industrial topics include the rise and fall of various playback technologies, cultural anxieties surrounding genres such as jazz and rap, and intellectual property. This course provides an introduction to the organization and structure of the music industry through an examination of the activities and strategies of labels, publishers, performance rights organizations, startups and subscription services. Students learn about how globalization and new technologies challenge production and distribution norms. Through course readings and listening sessions, students are introduced to debates about commerce and creativity in rock, pop, indie rock, hip hop, electronica, world and remix music.

EMS 422 Money, Power, Communication (3 credits)*Context and Perspectives: Institutions and Power* Formerly COM 311

Musicians have sung about it; filmmakers have documented it; even video games like "The Sims" have said something about the struggle over money and power who has it, who needs it, and what it can be used for. This course uses a mixture of films, games, lectures, class discussions and exercises to examine this struggle particularly through mass communication. By drawing on examples from a variety of media, the course will illustrate not just how we commonly view money and power but also how we relate our perceptions of those things to other categories such as gender, race and sexuality.

EMS 423 Video Game Studies (3 credits)*Context and Perspectives: Institutions and Power* Formerly MC 350

This course focuses on the emergence of PC/console gaming as a medium of communication, an industrial sector, and a cultural arena. Class readings address game design and development strategies and processes, relationships between game publishers and developers, and controversies over authorship/ownership and compensation in the gaming industry. Class discussions examine the emergence of particular game genres, games in learning and media literacy, the evolution of gaming firms, and the emergence of games as a medium in which designers, marketers and players construct and contest gender, race and sexual norms. Writing projects in the course include textual analysis, summarizing and critiquing academic and trade sources, evaluating video game criticism, and a final research paper that examines connections between game design/development, play, and cultural issues in gaming.

EMS 424 Popular Music Studies (3 credits)*Context and Perspectives: Institutions and Power* Formerly MC 345

This course examines changes in the structure of the music industry and the evolution of popular music forms and genres. Industrial topics include the rise and fall of various playback technologies, cultural anxieties surrounding genres such as jazz and rap, and intellectual property. This course provides an introduction to the organization and structure of the music industry through an examination of the activities and strategies of labels, publishers, performance rights organizations, startups and subscription services. Students learn about how globalization and new technologies challenge production and distribution norms. Through course readings and listening sessions, students are introduced to debates about commerce and creativity in rock, pop, indie rock, hip hop, electronica, world and remix music.

EMS 430 Audio Production (3 credits)*Formerly MC 321*

Effective sound design can greatly expand visual elements in all forms of media. Digital audio technologies have enhanced traditional media, such as film and television, and continue to develop in new forms, such as interactive cinema environments and mobile technologies. Yet, sound design is no longer reliant on the production of a definitive image, but can produce what is known as synesthesia in this case, aural stimulation producing involuntary cognitive abilities to create visuals. In the realm of new media, the relationship between sound and image has intensified in that equal weight is given to the approach and creation of the sound design to its visual representations. The fundamentals of microphones, digital recording techniques, sound effects and post-production audio mixing will be covered through hands-on demonstrations and individual and collaborative audio projects.

EMS 431 Documentary Production (3 credits)*Formerly MC 322*

This course will teach the basic skills of documentary production, including handheld camera techniques, interviewing methods, writing narration and historical research. In addition, the course presents important issues in contemporary documentary, such as copyright, grassroots distribution strategies and online exhibition. The course will include a brief history of the documentary and students will view a range of documentary genres with different stylistic and narrative approaches. Students will make their own 7-10 minute video documentary for exhibition at the end of the semester.

EMS 432 Animation Production (3 credits)*Formerly MC 323*

This course provides a focused study in design and visual effects for timebased media narratives, specifically in the areas of video and animation. Examples of time-based media approaches to be explored include animation, interactive comics, narrative film and video, videogames, and some forms of video art.

EMS 433 Film Directing (3 credits)*Formerly MC 324*

Everyone has an image of a film director. Many of us picture a man or woman in a beret with a bullhorn, sitting in a directors chair, barking action! and cut! But what does a director actually do in the real world of filmmaking? Class topics will include visualization, script breakdowns, casting, location scouting, working with actors, shot planning and film grammar, on set procedures and editing. The first half of the semester will give students a foundation in directing through readings, lectures, film analysis and exercises. In the second half, students will form small production teams. Each student will get a chance to direct their own short script (2-4 pages) while the other members in the group serve as crew. Scripts will be provided by LIT 312s screenwriting students. Throughout the production process, there will be opportunities for students to receive feedback on their work both from faculty and peers.

EMS 434 Film Producing (3 credits)*Formerly MC 340*

How does an idea become a movie, television show, web series or any other finished media project? Before the cameras roll and the director yells "action!", the producer must fill in all the practical blanks including honing the idea, budgeting, acquiring funds, developing the creative team, making distribution deals and more that will bring the project to life. This class will examine the role of The Producer in our current merging media landscape. Once students have a grasp of what a producer is, they will become producers themselves. Working in small teams, students will become producers on actual Bentley media productions: creating schedules and budgets, acquiring key crew members, coordinating auditions and casting, securing locations, and developing a marketing and exhibition strategy. Over the course of the semester, guest professionals from Boston's media community will speak to the class, and there will be a trip to a local production facility.

EMS 435 Design as Communication (3 credits)*Formerly COM 324*

Visual elements can persuasively communicate a given message, emotion or feeling to a targeted audience. This course focuses on the cumulative effect of typography, color, photographic images and layout. Students also examine the interaction of visual images with written copy, and their combined effect on a message. While this course focuses on print media, students are encouraged, where applicable, to generalize from the print medium to visual images in the electronic media.

EMS 490 Selected Topics in English and Media Studies (3 credits)

This course is a special topics course in English and Media Studies. Students may repeat the course with a different topic.

EMS 491 Directed Study in English and Media Studies (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed upon in-depth independent examination, investigation or analysis of a specialized topic.

EMS 492 Internship in English and Media Studies (3 credits)

Introduces the student to some aspect of the creative or cultural industries; emphasizes the particular operations of a company or organization by assigning a student to a professional in the field under whose supervision the intern undertakes tasks and participates in analyzing the practical applications of literary, communication, or media theories. The intern's progress is monitored and evaluated jointly by the field supervisor and the faculty coordinator during the semester internship.

EMS 493 Capstone Project in English and Media Studies (3 credits)

Undertaken in the last year of coursework, the capstone course requires students to engage in a major research or creative project.

EMS 499 Experimental Course in English and Media Studies (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

Finance (FI)

FI 100 Finance Preparation Module (0 credits)**FI 118 Introduction to Finance (3 credits)**

Pre-Req: At least 12 completed or in progress credits

This course covers finance at a basic level. Students will be introduced to the financial landscape through an understanding of the key elements and participants in financial markets, and key financial events over time. Topics including the principles of time value of money and risk-return tradeoff will be covered by using context from different areas of finance - personal finance, corporate finance, and investments. The course will also introduce basic applications of financial statements for decision making.

FI 299 Experimental Course in Finance (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

FI 305 Principles of Accounting and Finance (3 credits)

Pre-Req: [GB 212, (MA 123, MA 123L, or MA 131), and (Pre or Co-Req: GB 213 and EC 112)] or [AC 115, (MA 105, MA 107 or MA 131), FI 118, EC 111, and (Pre or Co-Req: ST 113)]

This course serves as the gateway to the Finance, Economics and Finance and Corporate Finance and Accounting majors. An overview of financial statements and approaches to financial statement analysis are covered first, followed by the basics of valuation and the management of working capital. Specific topic areas include time value of money, valuation of financial securities, risk and return, estimating the cost of capital, working capital management, and financial planning and forecasting.

FI 306 Financial Markets and Investment (3 credits)

Pre-Req: FI 305 or Exchange Student

Introduces students to important topics in bond, equity and options markets. To this end, the course focuses on issues surrounding the nature and functioning of these markets and the key models used in valuing securities that are traded on them. Students will enhance their understanding of how these markets operate to establish asset values by engaging in exercises in the Trading Room.

FI 307 Advanced Managerial Finance (3 credits)

Pre-Req: FI 305

This course builds on materials covered in FI 305. Topics covered include capital budgeting under uncertainty, capital structure and payout policy, investment banking and public offerings of securities, lease financing and hybrid securities, mergers, acquisitions and other forms of corporate restructuring, bankruptcy and liquidations, and an introduction to derivative securities and corporate risk management. Course pedagogy includes the use of cases to bridge the gap between finance theory and real-world applications.

FI 312 Quantitative Portfolio Management (3 credits)

Pre-Req: FI 306

This advanced course will extend the understanding of security selection and portfolio construction you developed in an Investments course. Our focus will be on the active management of equity portfolios. We will begin with fundamental analysis to develop an understanding of investment styles and style benchmarks. We will then turn to studying quantitative models for stock selection, portfolio construction, and risk management. This course inherently requires the study of some mathematical topics, but the focus will always be on developing a deep conceptual understanding of the steps involved in security selection and portfolio management.

FI 314 Fundamentals of Anti- Money Laundering Risk Management & Compliance (3 credits)

Pre-Req: FI 306 or FI 623

Anti-money laundering (AML) responsibilities apply to ALL staff within financial institutions—even non-compliance staff—and the purpose of this course is to familiarize students with the U.S. AML regulatory framework, explain how financial institutions build AML risk management and compliance programs, and prepare students for a career in AML risk management and compliance. This course will consist of lectures, team analyses, and mid-term and final exams. The course will heavily involve real-world, current case studies and students will be expected to conduct their own open source research to complement in-class content. Class participation is critical and each student is expected to prepare before class to enable him/herself to actively participate during class.

FI 315 Equity Research (3 credits)

Pre-Req: FI 306 or FI 307

The goal of this course is to develop students ability to use financial statement information and related disclosures to evaluate the underlying economics of a firm. Students will study the company's past and current performance, its strategy, and competitive environment by analyzing and interpreting data from the firm's 10-K, 10-Q, and earnings call transcripts. Students will then develop an integrated three-statement financial model of the firm in order to forecast the firm's future performance. These projections become the inputs to the valuation techniques that are studied, which include discounted cash flow models (DCF), residual income models, and relative valuation methods. The course emphasizes the DCF method of valuation, which is used to estimate the intrinsic value of the firm. This approach to firm valuation is referred to as bottom-up or fundamental analysis. It is associated with investors such as Benjamin Graham, Warren Buffett and Peter Lynch.

FI 316 Sustainable, Responsible, and Impact (SRI) Investing (3 credits)

Pre-req: FI 306

SRI is an investment discipline that considers environmental, social and corporate governance (ESG) criteria to generate long-term competitive financial returns and positive societal impact. This course will focus on various ESG considerations such as climate change, air & water pollution, waste management, community & employee relations, human rights, human capital management, board composition, disclosure, accounting risk, and executive compensation. Students will learn about incorporating these ESG issues into investment decisions. In addition, students will learn about various metrics and databases (e.g., Bloomberg, CDP, Sustainalytics) that are used in SRI investing, and will utilize them to identify investment opportunities that provide competitive financial returns as well as positive impact on the society at large.

FI 317 Mutual Fund Operations and Management (3 credits)*Pre- or Co-Req: FI 306*

This course will provide students with a broad understanding of the mutual fund industry as well as the organizational infrastructure necessary to offer retail investment products (mutual funds) to shareholders. Students will first develop an understanding of the history of the industry, the evolution of products offered and how mutual fund advisors are generally organized. We will then focus on fund qualification requirements and explore the differences between a variety of fund offerings (ex: taxable vs. tax exempt funds, diversified vs. non-diversified, etc.). Students will learn how investment advisors have had to adapt to recent regulatory developments, the financial crisis and various industry scandals. The role of the Valuation Committee and the complexities of the nightly fund valuation process will be a theme throughout the course.

FI 318 Real Estate Investment Decisions (3 credits)*Pre-Req: FI 306 or FI 307*

Acquaints students with the basic concepts and principles of real estate and urban economics that affect real estate investments. Equips students with essential tools needed for comprehensive real estate investment analysis. Emphasizes the financial aspects of real estate, e.g., appraisal, feasibility analysis, and primary and secondary markets of real estate.

FI 322 Advanced Topics and Career Perspectives in Investment Management (3 credits)*Pre-Req: FI 306 or FI 307. Equity Research (FI 315) preferred but not required.*

This class is intended largely for undergraduate finance majors as an upper level elective course that will allow students interested in possible careers in investment management to explore the industry and career opportunities. The course will enable students to integrate their academic understanding of the investment management industry and career opportunities with real-world perspectives and insights as guided and shared by the instructors.

FI 323 Introduction to FinTech (3 credits)*Pre-Req: FI 306*

This course on Financial Technology (FinTech) aims to provide students with an introduction to the financial industry and a broad overview of the FinTech universe. The course specifically covers the role of technological innovations in shaping the financial services, emerging business models and products, and key factors, such as AI/ML, blockchain and data/APIs, that are enabling a massive disruption across the industry. It also provides an overview of the market structure, regulation and functions of the financial industry, in addition to techniques for founding and funding FinTech startups.

FI 325 Operations of Financial Institutions (3 credits)*Pre-Req: FI 306 or FI 307*

Examines the structure and operation of financial institutions, including commercial banks, thrifts and financial services companies. Covers the techniques used to analyze profitability, liquidity, structure, short-run versus long-run decisions, and the particular difference between small, large, domestic and international banks.

FI 331 Fixed Income Securities (3 credits)*Pre-Req: FI 306 or FI 307*

Covers the valuation of fixed income securities, examining topics such as bond mathematics, term structure of interest rates, repurchase agreement market, high yield corporate bonds with and without embedded options, munis, Treasuries, foreign currency-denominated bonds, and mortgages. Particular emphasis is placed on duration and convexity for bond interest rate risk management, the pricing default risk of corporate bonds using yield spread analysis, and options-adjusted spread. The course also looks at the valuation of mortgages, securitization of mortgage-backed securities, and the effects of prepayment options on the valuation of mortgage-backed securities. The course requires the use of the analytical tools available on Bloomberg.

FI 333 Seminar in Micro-Lending (3 credits)*Pre-Req: GB 212 or FI 118, FI 305 strongly preferred.*

This course is a labor- and communications-intensive reading seminar designed for students who have an interest in micro-lending or -enterprises. Much of the article and case presentation and management of the class discussion will be lead by the students in the class. As a seminar group, students will work on a course project that furthers the efforts and mission of the Bentley Microfinance Initiative.

FI 335 Derivatives (3 credits)*Pre-Req: FI 306 or FI 307*

This course is an intensive introduction to derivatives. The course will enable students to achieve a detailed understanding of the pricing of forwards, futures, swaps and options, and an appreciation of their many uses in the real world. The mathematical requirements of the course include very basic statistical methods and a little calculus. The course will stress intuition and practical applications such as trading, capital preservation and risk management strategies. Students will use the trading room extensively. Students who do well in the course will be well on your way toward understanding the material in the derivatives sections of the three CFA exams.

FI 345 Applied Corporate Finance (3 credits)*Pre-Req: FI 307*

This course provides an advanced analysis of the major issues affecting the financial policy of a modern corporation using a set of case studies. The major issues to be covered are financial statement analysis, the assessment of financing needs, capital budgeting, short-term and long-term financial policy, project evaluation, cost of capital, capital structure, and mergers and acquisitions. The learning method will be intensive case analysis. Student involvement in case discussion is an integral part of the learning process.

FI 347 Financial Modeling (3 credits)*Pre-Req: FI 306 or FI 307*

Financial Modeling is an advanced elective focused on applying sophisticated Excel techniques to the most common modeling problems in finance. First, the skill set is expanded to include advanced features of Excel, including TVM and statistical functions, array manipulation, text and date usage, regression, conditionals, Boolean operators, data tables and random number generation. Subsequently the course will cover macro recording as well as custom subroutine and function construction in the Visual Basic for Applications (VBA) development environment. All techniques learned will be applied to the most common financial modeling problems of the day, including present value, cost of capital, financial statement forecasting, valuation, portfolio theory and options. Lectures will not only discuss the Excel application and relevant financial theory, they will also cover topics such as linear algebra, programming style, enhanced readability, reuse and large-scale deployable model development.

FI 348 Advanced Financial Modeling (3 credits)*Pre-Req: FI 347 and (FI 306 or FI 307)*

This course develops the VBA programming language skillset and applies it to the most relevant finance applications of the day. First, a review of the VBA integrated development environment (IDE) is provided and consequently expanded to provide better mastery of its features and capabilities. Then basic programming and problem solving skills are developed via studying the programming elements of the VBA programming language. Early topics include functions versus subroutines, variables, use of the most common VBA objects for Excel, good programming practices and a review of macro recording. Decision making logic and looping is then covered. The course proceeds to the design of VBA user forms for user input/output. While this is an advanced elective, it is intended for the novice Visual Basic user rather than those with previous programming experience in VBA. This is a finance course first, and knowledge of financial topics covered in FI 306 and/or FI 307 will be relied upon.

FI 351 International Finance (3 credits)*Pre-Req: (FI 306 or FI 307) and EC 112*

Surveys systematically the theory of international finance, international investing and international business. Areas covered include foreign exchange with emphasis on exchange rate determination, exchange risk, hedging and interest rate arbitrage, international money and capital markets and international financing, multinational capital budgeting and the cost of capital.

FI 352 International Project Finance (3 credits)*Pre-Req: FI 307*

The course relies on a case-study approach to an increasingly important field that requires excellent financial management skills. We provide an overview of project finance employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. Students will be introduced to substantial research data and informational resources. The course stresses decision making and prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up. Large investment projects across a variety of geographic regions, industrial sectors, and stages of project execution are examined, including relevant data on default and loss characteristics. We will contrast the important differences in risk between domestic and export sector projects, including management of foreign exchange issues and the role of host governments.

FI 360 Introduction to Personal Financial Planning (3 credits)*Pre-Req: FI 305*

Provides an overview of the personal financial planning process, including the establishment of goals and objectives, forecasting of lifetime income and expenditures, evaluation of alternative investments, money management, taxation, and retirement and estate planning. Covers the concepts, theories and analytical methods used in professional financial planning. Investments considered include home ownership, securities, money market funds, investment partnerships, insurance, business ownership, real estate, and retirement programs. Analyzes the effects of inflation, changing interest rates and taxation on these investments. Designed to give an in-depth exposure to financial planning issues to students with a professional interest in the field.

FI 361 Comprehensive Financial Plan Development (3 credits)*Pre-Req: FI 360*

This course builds on the knowledge and techniques taught in FI360 (Introduction to Personal Financial Planning). The purpose of this course is to help students document and refine their financial planning skills through case study methodologies and the completion of written financial plans based on complex personal and household financial planning scenarios. Students are expected to exhibit advanced financial planning skills in the development and implementation of client-centered financial recommendations. Additionally, this course examines professional issues in financial planning, including ethical dilemmas, regulatory compliance, certification requirements, and normative practice standards.

FI 362 Insurance and Risk Management, Retirement Planning and Estate Planning (3 credits)*Pre- or Co-Req: FI 306 or FI 307*

This course builds on the concepts and techniques taught in FI 360 (Introduction to Personal Financial Planning). The purpose of this course is to fully introduce students to the principles of risk and insurance. The second module of the course will cover the more complex retirement planning issues and decisions that were not covered in FI 360. The third module will cover the further aspects of estate planning, not covered in FI 360 that a professional financial planner would need to know.

FI 372 Mergers and Acquisitions (3 credits)*Pre-Req: FI 306 or FI 307*

Mergers and Acquisitions is an advanced finance course that is designed to examine various aspects of corporate mergers, acquisitions, and other changes in control of a company. The course will discuss such matters as the strategy and rationale for such transactions, corporate governance, valuation, structuring, due diligence, private equity and leveraged buyouts and the seller's perspective in a transaction. Other topics will include a discussion of alternatives to mergers and acquisitions such as joint ventures and licensing, as well as a discussion of post-merger integration.

FI 398 Advanced Topics in Financial Planning (3 credits)*Pre-Req: FI 306*

This course explores the complex issues involved in planning for specialized client circumstances. As a result, the course highlights the effects of marriage, separation, divorce, childbirth, career changes, inheritance, health difficulties, and the retirement or death of household members on financial planning activities. The course work also illustrates actual uses of financial planning tools and a technology in the development of segmented and comprehensive plans to help refine students' research, communication and decision-making abilities.

FI 399 Experimental course in FI (3 credits)

Experimental courses explore curriculum development' with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

FI 401 Directed Study in Finance (1 credit)

Permits selected superior students to study special topics. (Allows repetition for credit.)

FI 421 Internship in Finance (3 credits)

Pre-Req: Nine hours of finance courses, at least 81 completed and in progress credits, and internship coordinator permission

Provides the student with an on-the-job opportunity to apply principles of the finance discipline to a work situation in the business world. Requires the student to work with the faculty advisor to develop a report relating academic course work to the work experience.

Falcon Discovery Seminar (FDS)

FDS 100 Falcon Discovery Seminar (3 credits)

The Falcon Discovery Seminar engages first year students in the university community and prepares them to be lifelong learners. A Bentley education is a transformative experience. Students must learn to navigate a variety of communities throughout their time here. After they graduate, they will join new communities and continue to do so throughout their lives. Communities take many forms and every community experiences problems. The problems are often complex and solutions are rarely straightforward. Problems can be multi-faceted, ambiguous, and contentious. The perception of a problem and its solutions can be fundamentally different based on perspectives and experiences. Communities can be a formidable force in working to solve problems; communities can also play a role in exacerbating problems. This course introduces students to the power of communities by framing the discussion of communities around an authentic problem of the faculty member's choosing.

French (MLFR)

MLFR 101 Elementary French I (3 credits)

This course is designed for students with no prior experience studying French or less than one year of high school study. Through a communicative-based approach, students in this class will learn to understand and participate in basic conversations on familiar and everyday topics. There will be an emphasis on practicing words, phrases and simple sentences using practical vocabulary and basic grammatical structures. Students will be exposed to basic cultural practices employed by native speakers in order to understand appropriate interpersonal behaviors and communicative practices unique to French and francophone cultures. By the end of the course, students will be able to express basic needs and personal preferences and ask and answer simple questions both orally and also in writing.

MLFR 101A Elementary French I - Abroad (1 to 4 credits)**MLFR 102 Elementary French II (3 credits)**

This course is designed for students who have taken one or two years of high school French or one semester of university study. Through a communicative-based approach, students in this class will learn to understand and participate in conversations on familiar and everyday topics. There will be an emphasis on expanding vocabulary related to familiar and everyday topics and on how to speak about present and past events. By the end of the course, students will be able to express, ask about, and react to preferences, feelings, and opinions through a series of connected sentences both orally and also in writing. They will also be able to rehearse appropriate interpersonal behaviors and communicative practices unique to French and francophone cultures.

MLFR 201 Intermediate French I (3 credits)

Context and Perspectives: Globalization

This course is designed to reactivate and build upon knowledge gained through previous language study. Students gain cultural competencies/competency while using the target language. They also analyze the role of language and how it reflects and shapes the culture(s) in which it is spoken. All four language skills (listening, speaking, reading and writing) are emphasized. Special attention is given to grammatical structures and the inclusion of original reading and/or viewing materials in the target language.

MLFR 202 Intermediate French II (3 credits)

Context and Perspectives: Globalization

This course further develops student's language proficiency introduced in 201. In addition to actively using the target language, students deepen their cultural awareness and understanding through the study of videos and authentic texts. The course focuses on enhancing listening comprehension and oral proficiency, improving proficiency in writing and reading comprehension, as well as providing a more complex insight into language customs and lifestyles.

MLFR 203 French Writing in Context (3 credits)

Context and Perspectives: Globalization

This course, entirely conducted in French, aims at the study of contemporary French grammar and writing in context, integrating inclusive grammar, and dedicated to writing. This course allows students to strengthen their linguistics skills in French and combines multiliteracy with multimodal compositions in a variety of genres, including description, narration, expository and argumentative writing through the study of texts taken from real-world Francophone contexts with applied learning experiences.

MLFR 205 French Language Immersion (3 credits)

With a theoretical and hands-on approach, this intermediate course offers the opportunity for students to increase all four language skills (aural-oral/reading/writing/grammar) while at the same experiencing the culture firsthand. Students will attend classes every day and, under the supervision of a Bentley Modern Language Faculty, will visit various sites. These visits will offer the students a chance to appreciate the history and culture of the Francophone world. This course will fulfill the same requirements for Modern Language intermediate course depending on language placement. Therefore, it can fulfill Arts and Sciences language requirements, or LSM Global Perspective language courses, as well as Modern Language French minor requirements.

MLFR 206 Spoken Contemporary French (3 credits)*Pre-Req: MLFR 202 or instructor permission*

Advanced French Conversation offers intensive practice in oral expression and conversation. Students refine their listening and speaking skills, expand their vocabulary, gain familiarity with key moments in French history, and explore contemporary societal issues. MLFR 206 is designed for students who have completed MLFR 202 (or have received permission from the instructor), and are interested in improving their spoken French as well as their listening comprehension, while continuing to learn about the culture of France and the Francophone world. This course counts toward the French minor. It also counts as an Arts & Sciences Humanities elective and can count toward the Liberal Studies Major (LSM).

MLFR 301 Contemporary Francophone Cultures (3 credits)

This upper-level French course in language and modern cultures and the French-speaking world (Africa, the Caribbean, Louisiana and Canada). Emphasis is placed on further developing oral skills, listening comprehension, and reading and writing proficiency through cross-cultural study of contemporary life, traditions, basic social structures and values. The course is especially useful for students planning future study or work in a French-speaking country

MLFR 302 French for Business (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

French for Business is designed for any student studying French with intermediate high to advance low abilities, regardless of their major field of study. The primary objective of this course is to optimize students' professional profile, give them a better understanding of the job market etiquette in France and several Francophone countries. This course is designed to help students explore different aspects of culture and professional life, as well as business practices and values of the Francophone world. MLFR 302 may be taken as either an Arts and Sciences or an Unrestricted elective. It counts towards a minor in French for both B.S. and B.A. students, and it counts towards the LCB major.

MLFR 304 French Cinema (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

French Cinema is an introductory survey of French cinema from its inception in 1895 to the present. We will pay close attention to the stylistics of cinema and the relationship between works of French cinema and historical and social crises in French society. A central theme of the course is the on-screen articulation of the relationship of metropolitan France to the French colonies. We will trace key points in this relationship, from the exoticization of the colonies in 1930s French cinema at the height of the French empire, to the links between the French New Wave and the decolonization of the empire. At the end of the term, we will address the resonance of these topics in certain transnational films today.

MLFR 307 France Across the Ages: Studies in French Civilization (3 credits)

This course analyzes selected events of French history from antiquity to the late 20th century and contemporaneous changes in society and the arts, including works of art, architecture, music and literature as representations of the French cultural and social mindset. Through a detailed study of the changes in France's civil society and the creative works resulting from these transformations, students will gain an insight into French culture

MLFR 308 Studies in French Civilization: 1830 - Present (3 credits)

This course analyzes selected events of French history from the 19th century to the present and contemporaneous changes in society and the arts. Students will examine works of art, architecture, music, film and literature as representations of the French cultural and social mindset. The course is an analysis across disciplines of the fundamental artistic, literary and political changes of modern France. Through detailed study of the transformations in France's civil society and the resultant creative works, students will better understand French civilization

MLFR 398 Experimental course in French (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

MLFR 401 Directed Study in French (3 credits)

Permits students to do special studies in language, literature or culture not offered as a departmental course.

MLFR 402 Seminar in French (3 credits)

This course brings together advanced and native speakers of the same language to engage in the study of a selected topic using a critical lens of analysis

Global Studies (GLS)

GLS 100 US Government and Politics (3 credits)*Context and Perspectives: Institutions and Power*

Introduces the institutions, background and processes of American national government. Surveys the governmental structures created by the Constitution as well as the informal substructures (parties, interest groups, etc.) that animate our political system.

GLS 101 Globalization (3 credits)*Context and Perspectives: Globalization*

The world is becoming increasingly interconnected and interdependent. The revolutionary changes in information and communication technology and the collapse of the Cold War international system in recent decades have been driving the flow of goods, services, capital, people, ideas and images across the globe at an unprecedented speed. This course begins with an introduction defining what globalization is and is not, why everyone is talking about it, and what forces are pushing it. The course then engages the students in the theoretical debates about the nature of globalization, after which it examines the political, economic, security and cultural impact of globalization. Furthermore, we will use the case of China, India, the United States and the developing world will be used to show how nations react to the challenges of globalization.

GLS 102 Politics and Power Worldwide: Intro to Comparative Political Analysis (3 credits)*Context and Perspectives: Institutions and Power*

How and why do politics, policy and power vary across countries? How can we explain the cross-national similarities and differences? What are their consequences? This course introduces students to the theories, methods and concepts necessary to study Comparative Politics, including political regimes (such as democracies and dictatorships), elections, revolutions, and patterns of social inequality. It is designed to help students engage with the historical, cultural, and economic dimensions of political power and political change. Students develop the analytic tools to better understand the variety of states, political institutions and processes, and economic models in a comparative, cross-national perspective.

GLS 105 US State and Local Government and Politics (3 credits)*Context and Perspectives: Institutions and Power*

Subnational governments (localities, states, regions) are involved in tackling many of the most challenging problems facing nations and are on the front lines responding to social and economic change. This course will help students understand how subnational institutions and decision-makers operate, what kinds of public policies they produce, how they interact with the national government, and how the balance of power between subnational and national government shifts over time.

GLS 110 Global Regions (3 credits)*Context and Perspectives: Globalization*

This survey course will examine the world's major global regions, adopting a geographic perspective to better understand contemporary global landscapes, people and events. In other words, the course will consider the ways in which attributes of location and geography underlie cultural, economic and political circumstances around the world. For each region, associated themes are discussed. For example, North Africa/Southwest Asia tends to be associated with oil and Islam, while North America is often associated with themes of urbanization and mobility. Region-centered class materials and discussions are then complemented by students' country-specific current events studies that narrow the scale of analysis and thereby reinforce knowledge acquired in the course.

GLS 114 Cross-Cultural Understanding (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Cross cultural understanding is at the heart of international relations, business transactions, and community development, and it is a necessary skill set in any career. Our languages and cultures shape the way that we see the world around us. This course can help students cross these perceptual bridges in order to more effectively connect with people of different backgrounds. Students will be challenged to develop and clarify their own concept of culture and see how differences and similarities in this concept affect how we relate to one another. Elements of several specific cultural contexts are examined, and strategies for effective understanding are developed and applied through readings, case studies, and experiential exercises. The course also includes interactive activities, films, and small group discussions.

GLS 116 International Relations (3 credits)*Context and Perspectives: Globalization*

This survey course introduces students to International Relations (IR) as a field of study in political science. Students will learn key terms, analytical tools and theories of IR, through which they can better understand and analyze important issues in global politics and the world economy. The course begins with an overview of the central themes, core principles and key concepts of IR, as well as the changing nature of the international system in both the pre-Cold War and post-Cold War eras. It discusses various theoretical approaches of IR and then focuses on several key issue areas, including peace and security, conflict and terrorism, weapons of mass destruction, international cooperation and organizations, international law and regimes, global trade and finance, relations between developed and developing regions, poverty and economic development, and the challenges of managing the environment, resources, and technological and information revolution in the age of globalization.

GLS 140 Science, Technology, and Society (3 credits)**GLS 205 Social Policy (3 credits)***Context and Perspectives: Race, Gender, and Inequality*

The United States stands out in international comparison for the degree to which it has relied on the private sector to provide social benefits, such as healthcare and pensions, to its citizens. The course will begin by exploring the causes and consequences of this heavy reliance on the private sector for the provision of public benefits. The course will then consider the ways in which this trend continues to strengthen as policymakers increasingly emphasize the privatization of social policy. In particular, the course will consider current social policy debates that emphasize shifts in the role of the private sector: Should social security be privatized? Who should provide health insurance and who should pay for it? Should employers be obligated to pay a living wage? Would market-based reforms improve public schools?

GLS 225 Urban Politics and Policy (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course explores the political context in which officials develop and implement public policy in urban areas. We consider the historical underpinnings of the contemporary urban landscape and the way in which public policy has shaped the operation of urban housing and labor markets with intended and unintended consequences for the economic health of urban areas. We evaluate current economic development strategies employed by local officials in order to revitalize their cities and regions, considering the political imperatives behind different choices and assessing the relative promise of different approaches. In addition, we consider a number of other public policies designed to address urban problems (e.g. transportation, housing, education) and evaluate their political feasibility and effectiveness.

GLS 226 US Foreign Policy (3 credits)*Context and Perspectives: Globalization*

Examines briefly the historical trends in U.S. foreign relations. Devotes major attention to the forces affecting the development of foreign policy and the problems facing the United States worldwide since World War II.

GLS 228 Science, Technology & Society (3 credits)*This course can count for the Arts/Sciences or Humanities/Social Sciences elective. Context and Perspectives: Value, Ethics, and Society*

The course offers the students a general conceptual framework and analytical tools to understand, analyze, and interpret the role of science and technology in business, in government, and society as a whole through a lens of political decision-making. In particular, this course focuses on the role of science and technology in economic and social development, to which government- and other political decision-making contributes or can mitigate. This course regards science & technology as a tool, as a driver, and as an outcome of economic and social development, as well as business and public decision-making.

GLS 230 Politics and Public Policy (3 credits)*Context and Perspectives: Institutions and Power*

This course provides an introduction to the making of public policy. The first part of the course considers questions about the appropriate role of government and why and when do we need public policy? The course then examines the broad context for policymaking in specific countries and considers a number of important and difficult questions: What determines which of the many issues that might command popular attention actually make it to the political agenda? What is political influence and how do we identify who has it? How do various organized interests like labor and business shape policy choices? How do the various institutions of government affect the types of policies that are considered and adopted? How do ideas and culture influence the nature of government intervention in society and the economy? In order to answer these questions, students will analyze case studies of current policy debates.

GLS 236 Campaigns and Elections (3 credits)*Pre-Req: 21 completed or in-progress credits.*

Examines political campaigns and elections in the United States and other democracies. The course covers the core principles and practices of modern campaigns, including who runs for office and why; how are campaigns organized; what makes a good campaign strategy, and what is the best way to communicate a theme to the voters; how are campaigns financed; what is the impact of money, polling, political advertising, and grassroots mobilization; how is technology transforming campaigns; and how do voters make their electoral decisions? These questions will be answered by closely tracking and analyzing current races, assessing the performance of the news media, comparing the U.S. electoral system with systems abroad, suggesting reforms for the U.S. system, and discussing the implications of the most recent election outcomes for future governing and policymaking.

GLS 237 The U.S. Presidency (3 credits)*Context and Perspectives: Institutions and Power*

This course examines the office of the presidency in the US political system, and its role in public policy and international affairs. It surveys the institutional development and current operation of the presidency, presidential leadership, and the interaction between the two. Additional topics include the institutional framework within which the president operates; the relationship between the presidency and other political branches; the interaction of the presidency and the party system; and the processes of nominating and electing the president. The course also places the U.S. presidency in a comparative, international perspective.

GLS 238 Immigration (3 credits)

Considers America's love-hate relationship with its immigration legacy - a nation of immigrants that now favors stricter immigration policies. Focuses on the country's immigration legacy, immigration institutions, legal and undocumented immigration, political refugees and human rights issues at America's borders. It also examines foreign policy influences on immigration policy and places immigration within a global context to examine the origins of immigration as well as international migration patterns.

GLS 240 Special Topics: Global Studies (3 credits)

Permits students to study selected topics in Global Studies. (Allows repetition for credit)

GLS 240A Special Topics in Global Stud (3 credits)**GLS 240B Special Topics in GLS (3 credits)****GLS 242 Current Political Issues (3 credits)**

Focuses on a specific current event or public policy debate at the forefront of U.S. or international politics. The course will examine current issues in their political context, with emphasis on the actors, institutions or organizations, and processes that shape them. Topic changes: With department approval, course may be taken more than once

GLS 243 The Developing World (3 credits)*Context and Perspectives: Globalization*

This course explores the ideas, politics, and policies behind approaches to and conceptions of development that shape the varying fates and conditions of the world's regions, states, and societies. It explores key questions, such as: What accounts for social inequality within and across countries? What policies and tools ameliorate or exacerbate poverty? How has development been conceived and funded in various places and periods, by whom and why? How do countries transition through various states of development? Are all rich countries "developed" and all poor countries "underdeveloped"? What practices and policies shape development theory? Students gain empirical knowledge, and a comparative and interdisciplinary understanding of development across times and places, including Asia, Africa, the Middle East, Europe and Latin America. Students also develop familiarity with the different actors and institutions that construct the policy and financing terrain.

GLS 248 Media and Politics (3 credits)*Context and Perspectives: Institutions and Power*

This course analyzes the role of the media in politics and its relationship with the public, business, government and candidates for office in a democratic society. The course will examine the role and structure of the news media as a political and economic institution in the United States and other democracies and how it is being transformed by the "alternative" media, new technologies and globalization; the conventions and controversies associated with the journalism profession, including news reporting and the newsgathering process, questions of bias and objectivity, investigative journalism, and news coverage of political campaigns, public policy, and global affairs; news-making strategies and the effects that media have on citizens' attitudes and behaviors.

GLS 251 Latin American Cinema (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

The course will look at how Latin American cinema addresses issues of cultural identity, history, politics and society, and will investigate how this cinema fits into the larger socio-historical-political context of Latin America in our modern globalized world. One of the central objectives of this course is to consider the ways in which cinema has shaped perceptions and understandings of recent and contemporary Latin American experiences for audiences inside and outside of Latin America. In addition, students will learn about styles, forms and techniques of Latin American film production and how various films have influenced as well as been influenced by recent history, politics, violence and culture in Latin America and the Latin American diaspora. One of the goals of the course is to identify key themes and styles of representation in Latin American cinema and investigate the ways in which this cinema expresses the concerns and experiences of Latin Americans.

GLS 255 Global Commerce and Human Rights: Short-Term Program to Chile (3 credits)

This course will look at Chile as a test case for global commerce and a free market economy, noting the benefits and opportunities that are available to Chileans who live in a nation whose recent governments have embraced a liberal marketplace and free trade, as well as the hardships that the Chilean people and their environment have endured as a result of such unrestricted free trade combined with a lack of human rights, social services and environmental protections. Staying in Santiago, Temuco and Renaca while visiting some of the surrounding coastal and mountainous regions in central and south-central Chile, students will speak with representatives from the Central Bank of Chile, the Santiago chapter of the Association of Relatives of the Detained-Disappeared, the Mapuche indigenous people of Chile, a journalist and communications professor, a filmmaker and blogger, and a TV journalist/host, among others

GLS 262 Politics in the Middle East (3 credits)

This course examines the modern (post-World War I) origins of states in the Middle East and attempts to explain the various forces at flux, which determine the national and regional politics of the region. For the purposes of this course, the Middle East is defined as the Arab countries of Egypt, Iraq, Jordan, Lebanon and Syria, and the non-Arab countries of Iran, Israel and Turkey. The course will also consider non-state actors such as the Kurds and the Palestinians, and their relations with the states that they operate in

GLS 265 Study Tour to Asia (3 credits)

This course examines the ongoing socioeconomic transformation of China as 1.3 billion people are developing a market-based economy and coping with the challenges of globalization. The course involves a two-week study tour to China, preceded by two evening seminars and one Saturday orientation on the Bentley campus. During the two-week stay in China, the group will visit the cities of Beijing Xi'an, and Shanghai, where the participants will study the Chinese economy, society, history and foreign relations, visit key historical and cultural sites, and exchange views with Chinese scholars and students. Students are required to complete a term paper as part of the requirement in this course

GLS 270 Contemporary Europe (3 credits)

Context and Perspectives: Institutions and Power

The course offers a topical and regional approach to the geography of contemporary Europe. The topical –or thematic– approach investigates Europe's complex physical, cultural, economic and political landscapes. The course will focus upon contemporary issues including European Union integration and the competing forces of devolution, as well as the Euro, the welfare state, tourism management and environmental issues. The ultimate objective of the course is to build a fundamental understanding of Europe's landscapes, diverse populations and contemporary issues, and for each student to develop a geographic expertise on one European state. This course may be offered with an intensive travel component to Europe over spring or summer break.

GLS 272 European Politics and Societies (3 credits)

Context and Perspectives: Institutions and Power

The course introduces students to the governments, politics and major political issues that concern the people and countries of the European Union. The goal is to help students develop a solid understanding of individual countries as well as the evolving project of European integration. Topics may include the historical patterns of political development; societal characteristics; political parties and party systems; governing arrangements; political economy concerns such as markets and regulation, labor relations and the welfare state; political participation and political culture; and the interaction of regional, national and European Union politics.

GLS 276 Case Study: Transforming Economies of Europe: Short-Term Program to Europe (3 credits)

This travel-embedded course examines the complex political, economic and cultural changes taking place in Central and Eastern European economies as they re-join the global economy after decades of isolation. This course looks at the challenges facing former centrally-planned economies as they attempt to converge with those of the European Union. Course material is drawn from the region as a whole, but one or more countries are chosen as the primary focus of attention. The course features experiential learning in one or more countries within the region, and these may include the Czech Republic, Poland, Bosnia and Herzegovina, Croatia, (eastern) Germany, or another location that illustrates the course content. This course may be taken multiple times for credit when traveling to different locations

GLS 298 Experimental Course in Global Studies (3 credits)

This course can count for the Arts/Sciences or Humanities/Social Sciences elective.

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

GLS 299 Experimental Course in Global Studies (3 credits)

This course can count for the Arts/Sciences or Humanities/Social Sciences elective.

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

GLS 303 Democracy or Authoritarianism? Political Regimes in Global Perspective (3 credits)

Context and Perspectives: Globalization

This course explores why some countries are democratic while others are not, and why some democracies survive while others return to authoritarian rule or hover in an ambiguous state of neither true democracy nor outright authoritarianism. Focusing on contemporary political regimes around the world, the course analyzes how and why transitions from authoritarian rule toward democracy occurred in recent decades and the challenges and challenges new democracies face. Furthermore, it examines why democracies breakdown and contemporary challenges to established democracies, often referred to as democratic backsliding. The course covers potential economic, social, cultural and political explanations.

GLS 312 International Organizations (3 credits)*Context and Perspectives: Institutions and Power*

This course examines the intergovernmental and nongovernmental organizations working in the field of economic and social development. With the increasing interdependence of states and the globalization of the world economy, new international institutions are developing. The course will study the historical development, the contemporary operation, and the contributions of organizations such as the United Nations, European Union, World Trade Organization, United Nations Development program and Oxfam. Since sustainable development is a primary activity of international organizations today, the course will focus on development projects and activities in Africa. The course provides an understanding of the work of international organizations in the field of development and of the practical skills required to work in international governmental and nongovernmental organizations.

GLS 315 Human Rights in Global Media (3 credits)*Context and Perspectives: Value, Ethics, and Society*

This course looks at how media covers themes of human rights across the globe. It focuses primarily on documentary and feature films, but includes television, radio, print journalism, music, poetry, textiles and the Internet, and will explore styles, forms and techniques of media production and reception. Many films and videos will be in languages other than English, with English subtitles. The course examines how media influence and are influenced by recent history, politics, violence and culture in different parts of the world, with emphasis on media influence in judicial human rights cases. The course will emphasize team projects, fieldwork and student creativity.

GLS 316 International Politics (3 credits)

Momentous events occurred in 1989 when the Communist regimes of east Europe collapsed and the Soviet government instituted major reforms. Clearly, with the end of the Cold War, the world was entering a new era of a new order. This course offers an overview of the critical international issues with which policymakers will grapple in the years leading into the 21st century. The course pays special attention to the controversies that illuminate the more perplexing questions that confront U.S. foreign policy, which range from international competitiveness to the conditions requiring U.S. military intervention

GLS 320 Human Rights and Global Governance (3 credits)

This course introduces students to key debates about human rights and global governance. An understanding of these topics is necessary for everyone, and especially for those who aspire to lead in a global economy. Potential topics to be discussed include the nature of human rights, economic rights, rights for individuals and groups, the value of democracy, colonialism and self-determination, the significance of national citizenship, and global justice.

GLS 325 Global Transportation and Tourism (3 credits)*Context and Perspectives: Globalization*

This course introduces the fundamentals of the global tourism and hospitality industries, emphasizing the role of all modes of passenger transportation. The semester is organized into five broad topics: tourism principles, history and distribution of tourism, tourism transportation, tourism impacts, and tourism research and marketing. The course pays special attention to the facilitation of tourism by ever-evolving passenger transportation technologies as well as how the industry is affected by events such as conflicts, terrorism and natural disasters. From a spatial perspective, the course also looks at the many economic, social and environmental impacts of tourism upon destinations. Students apply course concepts by researching the tourism industry in one specific country and sharing their insights with the class. The ultimate objective is to develop a fundamental knowledge of the industry and to obtain skills for involvement in a variety of capacities.

GLS 326 Terrorism & National Security (3 credits)

This course introduces students to contemporary terrorism and the strategic challenges it poses for national security policy. The course analyzes the causes of terrorism; terrorist ideology; the categorization of international and domestic terrorist groups; how terrorist groups affect the development of national counter-terrorism policy; amongst other topics. While focusing primarily on modern terrorist groups, it also analyzes the often historically-grounded causes and development of these groups, and their demands

GLS 330 Politics of Risk (3 credits)

This course provides an introduction to the governance of public risks or large-scale hazards and disasters impacting a broad cross-section of society. It surveys the policies and practices used to prepare for, respond to, recover from, and mitigate the damage done by emerging diseases, natural disasters, environmental hazards, technological incidents, and other naturally occurring and human-made problems. This course will help students understand how nations, international institutions, non-governmental entities, and even private organizations work to identify and, subsequently, manage risks and hazards. Special attention is paid to the tension between preparing for emerging problems and responding to disaster events. The course will also investigate the various barriers to effective crisis management

GLS 333 Politics Through Film (3 credits)*Pre-Req: 21 credits or higher (i.e. sophomores and above) Context and Perspectives: Race, Gender, and Inequality*

This course develops a deeper understanding of politics in the United States and democratic theory through an analysis and interpretation of several films for its critical portrayal of American society. The films selected for the class reveal significant limitations and deficiencies between the way foundational concepts such as representative democracy, freedom, individualism, equality, capitalism, and the American Dream are expressed in theory and how they are viewed to work in practice. Also addressed are enduring political controversies such as competing views of human nature, the rationale for government, the balance between freedom and order, the government's responsibility for reducing social inequalities and achieving racial justice, justifications for war, capitalism's compatibility with democratic values, and the accessibility of the American Dream for all.

GLS 335 Contemporary Issues in Global Politics (3 credits)

This course focuses on a specific current event or public policy debate at the forefront of international politics. This course examines specialized topics in the Global Studies field, focusing on those that are both critical and timely. The issues will be framed in a global political context, with emphasis on the actors, institutions or organizations, international systems, decision-making processes and interactions that shape them. The topic changes: With department approval, course may be taken more than once.

GLS 398 Adv Experimental Course in GLS (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

GLS 399 Adv Experimental Course in GLS (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

GLS 401 Directed Study in Global Studies (3 credits)

Allows superior students to pursue independent study in a specialized topic under the guidance of a faculty member. May be repeated for credit.

GLS 402 Directed Study in Government (3 credits)

Permits advanced students to study special topics. May be repeated for credit.

GLS 403 Model United Nations (3 credits)

What is the impact of the United Nations on the world today? How does it contribute to peace, development, and human rights? Students in the seminar will learn about the operation of the United Nations, will research an issue currently before the United Nations, and will participate in the Model Security Council where they serve as ambassador for a member state. This Model Security Council will develop students personal skills for researching, conducting parliamentary procedure, negotiating with other countries, public speaking and resolution writing. The reading, discussion, research and Model Security Council participation will enable you to understand the changing nature of global society and the role the United Nations plays in this new world.

GLS 404 Seminar in Global Studies (3 credits)

This course focuses on several topics of current global significance. The emphasis is on issues that are rooted in specific geographies and economies, but are also affected by the changing world situation. The issues chosen may change from semester to semester. A selective, in-depth approach is taken to examine in an international context topics and cases that are of cultural, political, business or economic significance. Based on their background and interests, students will propose, develop and present their own research project or case. The course is designed to encourage students to contribute and synthesize concepts and ideas gained from previous courses, and to develop more depth and sophistication in applying their ideas and skills in analyzing contemporary global issues. May be repeated for credit

GLS 405 Seminar in Government (3 credits)

Pre-Req: 60 credits or higher (i.e. juniors or seniors only)

The United States Congress is the "first branch" of government under Article I of the U.S. Constitution. Its primary goals are to make the laws of the nation and to represent citizens' in national politics. To understand how Congress and its members are performing as both representative and policymaking institutions, this course examines the motivations of members of Congress; congressional election outcomes; the nature of the representative-constituency relationship; the workings of Congressional institutions, organizational structure, processes, rules, and norms; and the interaction among Congress and other institutions and political actors in the Washington, D.C. policy-making community. This particular section will apply these learning goals to the issue spheres of voting rights and election administration through participation in a simulation of hearings held by the Senate Judiciary Committee.

GLS 421 Internship in Global Studies (3 credits)

Allows students to apply in business, government or the nonprofit sector knowledge gained in their academic program. The on-the-job experience, in turn, helps students to clarify their interests and career goals. A final paper based on the internship activities helps students to integrate classroom knowledge with real-world experience. In addition to producing a final paper, students are required to attend pre-internship workshops at the Center for Career Services and to meet regularly with a faculty advisor

GLS 422 Internship in Government (3 credits)

Offers students the opportunity to arrange, in conjunction with the college, employment in a public or nonprofit organization. A major paper will be required.

History (HI)

HI 200 The Making of Our Contemporary World (3 credits)

Context and Perspectives: Globalization

This course is designed to provide a broad conceptual grasp of the modern world by examining the major developments and events of the past century. Two world wars, a cold war, decolonization and ethnic conflicts have made the 20th century one of the most tumultuous in world history. The growth of the global economy has produced fundamental changes in lifestyles and in the types of issues that confront us. Rapid urbanization, the changing roles of women, the communications revolution and the spread of consumer societies have created conditions unknown to earlier generations. But not all cultures have created conditions unknown to earlier generations. Not all have benefited equally, and this has created tensions between the "haves" and "have nots." The world's different societies share the globe uneasily, but know they must coexist. The challenge is to make that happen.

HI 217 Arts and Society (3 credits)

Presents the formal aspects of creative works by man, including the terminology and techniques by which the great periods have been categorized. Developmental aspects of the visual arts (painting, sculpture, architecture) and of music are emphasized, including some chronology and stylistics. Direct experience with the lively arts constitutes a basic part of the course

HI 236 History of Ireland: From St. Patrick to "The Troubles" (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course traces the history of Ireland from the days of St. Patrick to today's "troubles" in Northern Ireland. It will consider the experience of the Irish people, their lives, religion and political plight as they struggled for independence, stability and respect. It will also focus on the rich and lively culture they created over the centuries and their impact on the larger world community.

HI 241 Minutemen and their World (3 credits)*Context and Perspectives: Institutions and Power*

This course investigates colonial history with particular emphasis on three nearby communities Concord, Lexington and Lincoln that played a decisive role in the opening battle of the American Revolution. The class will not only study traditional accounts but also learn how historians, archaeologists and architects are uncovering that history. Students will have the opportunity to handle original source materials and discuss with experts the policy debates about the preservation of this 18th-century heritage and its presentation to the 20th-century public.

HI 244 Constitutional History of the United States (3 credits)*Context and Perspectives: Institutions and Power*

Focuses on America at the time of the break with England. Looks at Constitutional documents their sources and their inclusions. Includes the development of Constitutional aspects of order in the United States as the country grew from an agrarian and simple commercial republic to an urban and industrialized world power, and from a homogeneous to a widely diversified people.

HI 261 Latin America (1800-present) (3 credits)*Context and Perspectives: Globalization*

Introduces the major currents of Latin American history from 1492 to the 20th century. Topics will include the Iberian and Amerindian background, the social and economic structures of the colonial period, slavery and race relations, the Wars of Independence, the continuing legacy of the colonial period, the integration of Latin America into the world economy, 20th-century revolutions, and the history of U.S. relations with Latin America.

HI 264 History of China: Before Confucius, After Mao (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Introduces the civilization of China. Examines the intellectual, political, social and economic patterns of the civilization. Discusses the roles of Confucianism, Taoism and Buddhism. Traces the growth of Chinese culture, including thought, art and life, dynastic cycles, inner Asian barbarians, and Confucian civilization at its height. Examines the coming of the West and the traumatic consequences of that encounter for China. Traces the struggle to resist, adapt and respond to the Western challenge. Emphasizes the revolutionary nature of the entire process for China. Examines the 20th-century blend of traditional Chinese and modern Western techniques that have combined to create contemporary China.

HI 265 History of Japan: Samurai and Salarymen (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Introduces the civilization of Japan. Examines the intellectual, political, social and economic patterns of the civilization. Discusses the warrior society of early Japan and its response to Chinese culture. Traces the development of a distinctive Japanese civilization in early Heian society, the resurgence of the warriors, and the development of feudalism.

The course examines Japanese aesthetics and the influence of zen in noh plays, gardens and paintings. Discusses the long civil war and the reasons for closing the country in the early 17th century. Examines the growth of pre-modern society and economy during the long Tokugawa era. Treats the coming of the West and Japan's sprint to modernize during the Meiji period, the decisions that led to the China and Pacific wars, the American Occupation, and the growth of a dynamic global economy in contemporary Japan.

HI 266 Middle East: Islamic and Contemporary (3 credits)*Context and Perspectives: Globalization*

Studies geography and peoples of the Middle East today. Examines Muhammad's teachings, Arab conquests, the formation of Islamic civilization, dominions of the Turks and Mongols, Latin Crusades, Ottoman Empire and Safavid Iran. World War I and European mandates, emergence of modern Turkey and Egypt, Israel's birth and struggle for existence, plight of the Palestinian refugees, Arab conservatism versus socialism, and other issues are explored.

HI 267 The Past and Present in Africa (3 credits)*Context and Perspectives: Globalization*

Examines a variety of African cultures as background for understanding recent African history. Introduces the basic institutions of African societies and the ways in which these resemble or differ from those of the West. Historical topics include slavery and the slave trade, colonial conquest and rule, African religions, Islam and Christianity, the rise of nationalism, independence, and the crisis in southern Africa.

HI 279 Modern South Asia (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course provides a general overview of Modern South Asian history for students with no prior background in the study of the subcontinent or its history. After a brief introduction to ancient and pre-modern India, the course will address the rise and decline of the Mughal empire; the advent of British colonial rule and subsequent cultural and social change under the British Raj; race, gender and caste during the colonial period; the emergence of nationalism and the freedom struggle, with particular emphasis on Gandhi; Independence, Partition and decolonization; the colonial and postcolonial economic history of the region; and popular perceptions of South Asia by western and diasporic communities. It will engage with the larger processes of social change in South Asia by focusing on the interrelated themes of politics, economics, religion, race and gender.

HI 280 The Caribbean: Past, Present, Future (3 credits)*Context and Perspectives: Globalization*

This course will build an understanding of the insular Caribbean using traditional historical sources as well as fiction, film, and the Internet. The focus will be on the societies of the Greater Antilles—Cuba, Haiti, the Dominican Republic, Puerto Rico and Jamaica—although the smaller islands will also be considered. About two-thirds of the semester will highlight historical events that have shaped the modern Caribbean—slavery, the plantation system, the transition to free labor, independence movements and relations with the United States, to name a few. The last month of the course will examine current trends, including democratization, the growth of tourism, free trade zones, drug trafficking, and migration, as well as attempts at regional integration. Those discussions will help us forecast what the future of a small, poor, underdeveloped region like the Caribbean might be.

HI 287 Contemporary Japan (3 credits)

In 1945, Japan was a devastated and defeated nation, its cities in ashes, its economy a shambles. Today, Japan is one of the world's leading industrial powers and a major force in the global economy. It is the first non-Western nation to become a mature post-industrial society. This course examines contemporary Japan in light of its recent history; it attempts to highlight some of the reasons for Japan's very real success and the costs of that success to the Japanese. Issues include the American Occupation, the Cold War, the relationship between government and business, the "income doubling" decision, the role of economic nationalism, and domestic and international political relationships. Living and working conditions, the education system and "examination hell," and the emergence of new outlooks and values among young Japanese are examined. Several videos highlight these changes.

HI 298 Experimental Course in History (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

HI 299 Experimental Course in History (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

HI 304 History of Espionage (3 credits)*Context and Perspectives: Institutions and Power*

This course surveys the world of espionage from ancient times to the present. Students will study historically important spies, spymasters and organizations and their methods and motivations. In the final analysis students will attempt to understand the role espionage has played in shaping international relations, the modern state, military operations and more recently, the corporate world. To that end, the course will attempt to understand the kinds of motivations for spying, the evolution of and professionalization of espionage organizations, how the spy is regarded in society at large. Additional themes to be explored include the differences between the realities of espionage and how it is portrayed in fiction and film, and ethical questions surrounding both corporate and state espionage.

HI 305 Arts and Society (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course examines the interaction of art, politics, economics and culture during the last six centuries, starting with the Renaissance. Particular attention will be paid to three different countries in three very different centuries. Holland in the 17th century, the Age of Rembrandt and the Dutch East India Company; France in the 19th century, the Age of Impressionism and the Industrial Revolution; America in the second half of the 20th century, the Age of Abstract Expressionism and American Empire. This course will provide an introduction to the history of art and the art of history for the beginner. (Course requires students to meet at Boston museums at least 3 times which each count as a class.)

HI 306 War and Society (3 credits)*Context and Perspectives: Institutions and Power*

War has had a decisive impact on past civilizations and is a preoccupation in our own. This course explores a community's hopes, pretenses and fears; its social structure and level of technology; and its sense of honor and capacity for sacrifice. The course examines the place and practice of war in five different settings; the medieval West, 17th-century England and the English Civil war, 18th-century France and the French revolutionary army, Western Europe and World War I, and America in the nuclear age. A variety of books, films and other materials are used to present a vivid and thoughtful account of each culture and its involvements with war.

HI 307 Through Children's Eyes: Crises of the Twentieth Century (3 credits)

This course examines selected crises in 20th-century history through literary, film and other recorded or remembered experiences of children. Emphasizing primarily the history of Europe, it also discusses other areas of the world deeply influenced by European ideas, imperialism and economic domination.

HI 308 Drugs Trades in World History (3 credits)*Context and Perspectives: Globalization*

Drugs trades licit and illicit are often controversial. By examining the histories of trade in drugs both small, easily transported and large bulk commodities this course aims to explore the long history of the global economy and its relevance to contemporary problems of "globalization."

HI 309 Genocide in Modern History (3 credits)*Context and Perspectives: Value, Ethics, and Society*

Mass killing has become one of the most troubling and permanent features of our modern world. The Holocaust under the Nazis prompted the United Nations to draft the 1948 Convention on the Prevention of Genocide, and yet the world continues to see mass killings that target specific ethnic or religious groups around the world. Why has genocide remained endemic in a world preoccupied with humanitarian causes and human rights? This course studies the historical causes of past genocides, and explores some recent cases of genocide in context. What do the perpetrators and victims tell us past and present? What makes genocide distinct from other mass killings, and what were the historical conditions and contexts that paved the path to genocide? Why are genocides so difficult to prevent? This course will examine four cases of genocide around the world in search of answers.

HI 310 Historic Approach to Modern Terrorism (3 credits)*Context and Perspectives: Globalization*

This course traces three centuries of terror and terrorism, from the French Revolution of 1789 to the present day. The course will examine the specific socio-cultural contexts and ideologies that shaped terrorist actions in modern history. The course will study the ideologically and culturally diverse motives and goals that drove political radicalism: the overthrow of feudal monarchies, national liberation, anarchist ideals, and establishing a religious fundamentalist state, as with ISIS, are just some examples of modern terrorism.

HI 311 Revolutions and the Modern World (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Why do revolutions happen and how do they change the world? This course focuses on three great revolutions: the French Revolution, the Russian Revolution and the Chinese Revolution. The course will examine the conditions that led to these revolutions, key revolutionary players and their opponents, as well as revolutionary values, beliefs and strategies. It will look at popular movements and mass social conflict, but will not neglect such colorful individuals as Robespierre, Napoleon, Lenin, Stalin and Mao Zedong. There will be opportunities to grasp the experience of these revolutions through studying historical documents, maps, audio and film recordings. Ultimately, the course should help students develop a better understanding of the modern world.

HI 314 History of the World Economy (3 credits)*Context and Perspectives: Globalization*

This course traces the history of a world economy from its formation in the pre-industrial era to the present, showing how trade and colonial interests have influenced modern history. It focuses on the competition for world markets and the struggle for empires. It also considers the impact of this struggle on foreign relations and the quality of life in industrial nations.

HI 315 Fashion Film and Food in South Asia (3 credits)*Context and Perspectives: Globalization*

This course introduces students to major historical examples of architecture, painting, sculpture, clothing, cuisine and film in the Indian subcontinent. An emphasis is placed on understanding the cultural, political and religious significance of these works against changing ideas of domesticity, economic development and concepts of beauty and taste.

HI 316 Women and Gender in South Asia (3 credits)*Context and Perspectives: Globalization*

This course is an interdisciplinary investigation into the meaning of gender in South Asia. It looks into the way women's lives and gender constructions have been influenced by the major historical events of colonialism, imperialism and post-colonialism. Students will study feminist, orientalist, post-colonial, psychoanalytic and nationalist critiques through specific historical and ethno-historical works on South Asia. It is an interdisciplinary investigation into how gender, race and class have affected colonial and post-colonial South Asian consciousness. On a broader level, readings will examine some of the historical motivations for colonialism and imperialism, the nature of the "colonial encounter," the relationship between colonial peoples and the metropole, and gender identities in post-colonial South Asia and diasporic South Asian communities.

HI 317 South Asian Religions (3 credits)*Context and Perspectives: Value, Ethics, and Society*

South Asia has a rich cultural legacy, which has spread around the world. Not only did it birth several world religions, including Hinduism, Buddhism, Jainism and Sikhism, but it is also home to ancient communities of Muslims, Christians, Jews and Zoroastrians. In an interdisciplinary manner, students will engage with a broad history of the region through examining the origins, cultural practices and political influences of different religious traditions. Students will examine the development of Hinduism, Buddhism and Jainism in the time of antiquity, the rise of a unique Indo-Islamic culture during the medieval period, the influence of British colonialism on indigenous religious practice and law, the emergence of religiously oriented nationalism in South Asia during the 20th century and the practice of religion by diasporic South Asian communities today. The emphasis will be placed on reading a wide variety of sources at the crossroads between history, literature and scripture.

HI 323 The Medieval West (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course covers approximately 1,000 years of Western history, from the decline of the Roman Empire to the beginnings of the Italian Renaissance. It includes topics such as early Christianity, Germanic invasions, Byzantine and Islamic cultural influences, Carolingians, feudalism and manorialism, Vikings, church-state controversies, monasticism, Romanesque and Gothic architecture, Crusades, growth of towns and universities, Scholasticism, the Black Death, and everyday life.

HI 328 The Romantic Age (3 credits)

This course extends from the Napoleonic period to the early 20th century. It includes such topics as French hegemony, continental blockage, and the fall of the Empire; English sea power and her colonial strength; Eastern European strength and tsarist Russia; revolutions of the mid-century; American Civil War; Industrial Revolution; liberalism and the growth of socialist ideology; and the Romantic movements

HI 331 Modern British History (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This survey of modern British history begins with the origins of British nationalism in the 18th century and concludes with an analysis of the problems of contemporary Britain. Themes include the interplay between society and institutions, persistence and change, as well as an examination of internal and external factors which contributed to Britain's 19th-century ascendancy and 20th-century decline.

HI 332 Islam and Muslims in European History (3 credits)

This course introduces you to the rise of Islam in Europe since the colonial period. When thinking about European society, we tend to conjure cathedrals, medieval knights, and Victorian era regalia, not mosques and Islamic madrasas, even though these have dotted European metropolitan landscapes for decades if not centuries. Iberian Europeans once lived under Islamic rule, for example. The Renaissance was inspired by Islamic learning. In fact, Spain, France, the UK, Germany, and Italy have been home for generations to large numbers of Muslims from North Africa, the Middle East, India, and Turkey. Throughout the course, we will consider the difficulties of being Muslim in current day Europe, especially with the growing popularity of the xenophobic right wing. Lastly, we will consider what it means, in the European mind, to be "French", "British", and "German," and explore the critical role that race has played since the end of imperialism in the 20th century.

HI 334 The Soviet Union and After (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course introduces the main currents of Soviet history, from the Bolshevik Revolution to the present. Treats social and cultural factors and their interrelation with politics, Stalinism, World War II, growth and expansion of the Soviet bloc, and the post-Stalin era. It also discusses the breakup of the Soviet Union and the development of the successor states.

HI 340 Colonial America (1400-1750) (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course analyzes the processes by which European states discovered, explored and colonized the Western Hemisphere. The political, economic and cultural expansion of Europe, the development of intercolonial rivalries and a comparison of imperial systems are some areas of inquiry.

HI 342 The Revolutionary Generation in the United States (1750-1815) (3 credits)*Context and Perspectives: Institutions and Power*

This course studies intensively the causes, course and result of the War for Independence. It also examines the formation of the national state.

HI 343 Modern United States History (1920-present) (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course provides an overview of U.S. history from the aftermath of World War I to the present. Some of the possible topics covered include Prohibition, the Depression, the New Deal, World War II, the Korean War, the McCarthy Era, campaigns for civil rights (including rights for African Americans, gays and women), the Vietnam War, the countercultural Sixties, the Watergate Scandal, the Reagan Revolution, and 9/11.

HI 344 Constitutional History of the United States (3 credits)*Context and Perspectives: Institutions and Power*

This course focuses on America at the time of the break with England. It looks at constitutional documents their sources and their inclusions. It also includes the development of constitutional aspects of order in the United States as the country grew from an agrarian and simple commercial republic to an urban and industrialized world power, and from a homogeneous to a widely diversified people.

HI 346 Economic History of the United States (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course provides an overview of American economic development from the colonial period through the 20th century. It considers political and social issues (e.g., slavery and race) in the creation of the American nation and examines the shift from an agricultural to an industrial environment. In that context, it pays special attention to the emergence of rationalized corporate structures and the political/regulatory responses to these changes.

HI 347 Work and the American Worker (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course looks at the history of work and the American worker from, roughly, the late 19th century to the present. It considers such issues as shifting styles of work, i.e., the evolution and meaning of the assembly line, scientific management, and the re-engineered workplace of today. It also examines the changing nature of working-class life and community among native-born and immigrant workers, women, and racial minorities. It explores the evolution of organized labor movements in the U.S. and their relationships to government and politics. This leads us into discussion of the role of law and government in workers' lives through the state response to strikes, government support or opposition to unionization, and anticommunism.

HI 348 History of American Technology (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course examines the relationship of the American people to their tools and machines, broadly understood, from colonial times to the present. It considers factors that encourage and discourage innovation. It pays particular attention to shifts in the organization of production, the military's connection to technological change, and the increasing importance of science-based technology in American society.

HI 349 History of Modern U.S. Foreign Policy, 1945-Present (3 credits)*Context and Perspectives: Globalization*

Examining the drama of the Cold War, the policies that defined it, and the resulting search for a post-Cold War approach to world relations, This course analyzes the twists and turns of recent U.S. foreign affairs. Meant to hone one's powers of analysis, the course is especially valuable to students with interests in international business and the general "global mission" of Bentley University.

HI 350 Serfs, Slaves and Sojourners: The Minority Experience in the United States (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course examines the historical experiences of minorities in the United States. It looks specifically at Mexican-American, Afro-American, Native American and Asian American peoples. It discusses their experiences in the development of the United States and their contributions to contemporary American society and culture. The course focuses on major figures, events, presidential actions and legislative acts that have impacted the American experiences of these minority groups. The diverse nature of contemporary American society will be examined and discussed.

HI 351 The American Religious Experience (3 credits)*Context and Perspectives: Value, Ethics, and Society*

This course explores the role of religion in American life from the colonial settlements of the early 17th century to the present.

HI 353 20th Century U.S. Economic History (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course examines the history of economic development in the United States since the 1890s. It considers the emergence of mass production and consumption, changes in the organization of business, changes in the role of government, the impact of depression and war on the economy, globalization and the impact of international economic activity, and gender and race as they relate to the economy. Other topics may include (but are not limited to) agriculture, labor, the environment, health, education, and technology in the economy.

HI 354 The New Nation (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course focuses on the monumental changes that took place in the first half of the 19th century, as well as the Civil War that tore the nation apart. Topics such as the emergence of democratic politics, Western expansionism, Indian removal, the rise of industrial capitalism, slavery, the birth of the women's rights movement, and Abraham Lincoln's political career will all be studied intensively. Students should come away from the course with a sophisticated understanding of how the social, political and economic institutions that define our own world began and developed over time.

HI 355 American Environmental History (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course introduces students to the major events, issues and ideas in American environmental history. It enables them to analyze the role played by the environment through American history. It also encourages students to confront changing definitions of wilderness and nature and enable them to appreciate the role that ideologies play in shaping Americans' relationship with their environment.

HI 356 The United States: From Nation to Empire (1865-1920) (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course focuses on the history of the United States in the "Gilded Age" and "Progressive Era" periods. It begins with an overview of Reconstruction in the South and ends with and account of World War I. Along the way, topics for discussion include immigration, urbanization, business, art, religion, literature, technology, organized labor, machine politics, women's suffrage, the Populist movement, the status of African-Americans, the displacement of Native Americans in the West, range wars in the West, and the Spanish-American War.

HI 357 America and Its Arts (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

An introduction to the arts of America (painting, sculpture, decorative arts, architecture, photography, prints and print advertising) as they relate to the unfolding of American history from the time of the American Revolution to the present.

HI 358 U.S. Women's History (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course will examine U.S. women's history from the colonial era to the present. Course material will offer a broad perspective on women's lives, especially their work lives and economic contributions, as they have changed over time.

HI 359 Immigration in U.S. History (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course provides an overview of the history of immigration to the United States. Because America is a nation of immigrants, immigration and immigrants have constantly challenged and transformed the nation. The course will examine the shifting causes and patterns of immigration, similarities and differences among the experiences of immigrant groups in the United States, the growth of nativism, the development of legal restrictions, and the effects of immigration on the economic, social, cultural and political life of the nation over time. Finally, because immigrants are also individuals, students will read several biographical accounts.

HI 362 Ten Ideas That Shook the World (3 credits)*Context and Perspectives: Value, Ethics, and Society*

Ideas have power in the world. This course explores the influence of ideas on events of the 20th and 21st centuries. Focusing primarily on European ideas and thinkers, such as Darwin, Marx and Freud, nationalism, socialism, evolution, it makes connections between political and social movements and the ideas that inspired or justified them. The ideas may be old, but their effects continue.

HI 367 History and Culture of North Korea (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

In this seminar-style course, students will learn how to conduct research, evaluate sources and compile information on selected topics about North Korea, before writing up original research reports. Collectively, we aim to produce a "Bentley Guide to North Korea", to be disseminated as an end-of-term binder for each student, and potentially also published on the internet.

HI 370 History of American Sports (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Sports occupy a central place in American life. But that was not always the case. Through the careful reading of old and new books, articles, and visual texts, this course will trace sports-related changes in the U.S. from the mid-19th century onward, addressing a series of socially and culturally revealing questions about how the U.S. developed its obsession with sports, and what it all means.

HI 371 Baseball as American History (3 credits)*Context and Perspectives: Institutions and Power*

This reading-intensive class will use professional baseball as a lens to explore American history from the mid-19th century to the present.

HI 372 History of Boston (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

This course will focus on the history of Boston, one of America's oldest and most influential cities (as well as the birthplace of Bentley). The course will chart the transformation of Boston from a small Native American settlement into a major metropolis, and it will introduce students to the people, ideas, inventions and events that shaped the city.

HI 373 History on the Road: Exploring Massachusetts in Five Field Trips (3 credits)

Saturdays course: first orientation session on campus, followed by five full-day field excursions. A course fee applies. *Context and Perspectives: Culture, Change, and Behavior*

Bentley University is located in a small New England region that has exerted a disproportional influence upon the history and development of the United States. Following the first English settlement upon Massachusetts shores in 1620, important events in early American history occurred at places located just a few short miles from this campus. Throughout the 18th and 19th centuries, talented and energetic individuals established and developed political, social, economic, cultural and scientific innovations here that shaped a new nation. This field-based course will transport you to five of those places: Concord, Salem, Waltham, Cambridge and Plymouth. Upon arrival, local academics, experts and guides will impart their knowledge of places they know and love. There is an extra course fee to cover the costs of transportation and museum admission fees.

HI 374 Topics in the History of Medicine (3 credits)*Context and Perspectives: Globalization*

In this course, we examine themes of current interest in the history of medicine through historical lenses. Topics to be covered may vary, and currently include 1. Disease and imperialism, 2. The management of epidemics, 3. The epidemiological transition, and 4. Personal health management.

HI 380 Modern East Asia (3 credits)

This course considers East Asia's response to Western penetration from 1840 to the present. It includes the collapse of traditional cultures in China, Japan, Korea and Vietnam, and the building of new societies in these areas; the rise and fall of Japan as an imperial power; nationalist and communist revolutions in China; decolonization and nationalism in East Asia; and the Cold War (Korea and Vietnam) and its aftermath.

HI 381 The Civil War (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

The Civil War was arguably the most cataclysmic event in American history. This course explores reasons for the war, the war itself, and the consequences of the war.

HI 382 World War I (3 credits)*Context and Perspectives: Institutions and Power*

This course traces the origins, progress and consequences of World War I. Consideration is given to politics, diplomacy and military developments. Original films of the fighting are included, as well as slides of the battlefields and monuments as they now appear. Major consideration is given to the literature inspired by the war.

HI 383 World War II (3 credits)*Context and Perspectives: Institutions and Power*

This course deals with the rise of fascism and international tensions that led to World War II, the conflict itself in its many campaigns, and the results of the war on our present environment. Particular attention is devoted to the role of the leading military, political and diplomatic personalities of the period and their impact on the main events. Full use is made of film, and guest lecturers who experienced the war in various capacities visit the class.

HI 384 Nazi Germany (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Nazi Germany was one of 20th century's most horrific genocidal regimes. How did this regime come to power and topple Germany's liberal democratic government? This class begins with the final years of the Austro-Hungarian empire as they shaped Adolf Hitler's personal and political thinking. It examines the impact of World War I on Germany, the history of anti-Semitism in Europe, the Nazi occupation of Europe, its racial policies, economy, culture, and the Holocaust. We will also discuss Nazi Germany as a case study of fascism, and will debate fascism and neo-fascism conceptually and historically.

HI 385 The Vietnam War (3 credits)*Context and Perspectives: Institutions and Power*

This course examines the origins, events and consequences of the wars in Vietnam from 1945 to 1979. Special emphasis will be given to the causes of American involvement and the reasons for the failures of U.S. policy. The events of the wars are placed in different contexts demonstrating how ideological, diplomatic, social, cultural and economic considerations influenced the conduct, duration and end of the war. Topics include: French colonialism and in Vietnam, the outbreak of the Cold War and America's road to Indochina, how the war was fought, the battlefield experience of American troops, the media and the war, the American anti-war movement, the impact of war on Vietnamese society, Ho Chi Minh and Vietnamese nationalism, the roles of the People's Republic of China and the Soviet Union, the Khmer Rouge and Cambodia, the Sino-Vietnamese war, cinematic representations of the American War, and the Vietnam War's legacies in Southeast Asia and in the U.S.

HI 387 Origins of American Internationalism (3 credits)*Context and Perspectives: Globalization*

HI 387 explores why and how the United States emerged as global leader after 1945 by analyzing the origins of American internationalism. The course examines the crises and catastrophes from 1914 to 1945 that convinced Americans that their nation had no choice but to assume world leadership after World War II. American internationalism took concrete form in a host of new institutions launched from Washington: the International Monetary Fund and World Bank, United Nations, General Agreement on Tariffs and Trade, Central Intelligence Agency and National Security Council, Marshall Plan, Organization of American States, and North Atlantic Treaty Organization. Those institutions systematically reversed U.S. foreign policies of the interwar period and committed the U.S. to an economic, military, and political system that is under attack today.

HI 388 Europe After the Cold War (3 credits)*Context and Perspectives: Globalization*

Russia's recent invasion of the Ukraine is in part the result of years of NATO expansion and the contentious relations that ensued between the EU, NATO, and Russia after the Cold War. This course covers German reunification, the formation of the EU, the enlargement of NATO, and post-Cold War Eastern Europe, fundamental to understanding our world today.

HI 391 Selected Topics in American History (3 credits)

Explores a specific topic, location, period or theme in U.S. history, such as cultural/social, political, economic and intellectual history

HI 392 Selected Topics in European History (3 credits)

Explores a specific topic, location, period or theme in U.S. history, such as cultural/social, political, economic and intellectual history

HI 393 Selected Topics in Asian History (3 credits)

Explores a specific topic, location, period or theme in U.S. history, such as cultural/social, political, economic and intellectual history.

HI 394 Selected Topics in Latin American/Caribbean History (3 credits)

This course explores a specific topic, location, period or theme in Latin American/Caribbean history, including cultural/social, political, economic and intellectual history

HI 395 Selected Topics in World History (3 credits)

This course explores a specific topic, location, period or theme in world history

HI 397 Experimental course in HI (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

HI 398 Experimental Course in HI (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

HI 399 Experimental Course in History (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

HI 401 Directed Study in History (3 credits)

This course presents opportunity for superior students to engage in specialized study. (Allows repetition for credit.)

HI 402 Seminar in History (3 credits)

This course gives opportunity to small groups for study of selected topics. (Allows repetition for credit.)

HI 421 Internship in History (3 credits)

An internship provides students with an opportunity to gain on-the-job experience and apply principles and issues raised in the academic discipline to a work environment. Students are required to attend pre-internship workshops sponsored by the Center for Career Services, meet regularly with a faculty advisor, and develop a final paper or special project

Honors Capstone Project (HNR)

HNR 440 (H) Honors Capstone Project (3 credits)

HNR 440 is the honors capstone independent study that is counted as a business elective, and HNR 445 is the equivalent counted as an Arts and Sciences elective. This is a semester-long independent project carried out by senior honors students under the supervision of a faculty advisor. Students also have the option of taking a small themed research seminar course to complete their capstone. The intent of the project and the seminar is to encourage research and discovery of a specific topic or area of interest and introduce students to an in-depth, rigorous research process that they are unlikely to experience in many other courses.

HNR 445 (H) Honors Capstone Course (3 credits)

HNR 445 is the honors capstone independent study that is counted as an Arts and Sciences elective, and HNR 440 is the equivalent counted as a business elective. This is a semester-long independent project carried out by senior honors students under the supervision of a faculty advisor. Students also have the option of taking a small themed research seminar course to complete their capstone. The intent of the project and the seminar is to encourage research and discovery of a specific topic or area of interest and introduce students to an in-depth, rigorous research process that they are unlikely to experience in many other courses.

HNR 450 Honors Capstone: Project Proposal (1 credit)

The Honors Capstone is the culmination of an honors undergraduate education. This course is the first part of the Honors Capstone Project. This class allows the students to explore topics in which they are interested. At the same, the student will work under the supervision of a faculty member and further develop research skills that will lead to a formal research project.

HNR 460 Honors Capstone Project (2 credits)

Pre-Req: HNR 450

This is the second half of the Honors Capstone, which is the culmination of an honors undergraduate education. During this second half, students will work on a long independent project carried out by honors students under the supervision of a faculty advisor. The intent of the project is to encourage research and discovery of a specific topic or area of interest and introduce students to an in-depth, rigorous research process that they are unlikely to experience in many other courses.

Info Design and Corporate Comm (IDCC)

IDCC 140 Essentials of Consumer Marketing Strategy (3 credits)

Pre-Req: EMS 104 or EMS 105

IDCC 225 Designing Experiences (3 credits)

Pre-Req: EMS 104 or EMS 105

Life is about having experiences. You can think of your first day of college, a concert you attended, a sporting event, an ad campaign that went viral, or a vacation you took, among endless others. From the transformational to the mundane, we are constantly met with different types of experiences that can impact our lives in various ways. We can have effortless experiences that make things easy, or experiences that change who we are as people. Each has a place, and we need to know how to create both. This course explores the nature of experiences, how we perceive them individually and socially, and how they can be intentionally designed. We will examine from an interdisciplinary perspective to understand how we can craft experiences across industries and domains. Students will leave with a better understanding of experience design, along with how this can be applied to any areas of interest.

IDCC 230 Fundamentals of Content Development (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

If information is the commodity of the information age, effective content is the key to building value for organizations. This course teaches the basics of content development about business and technical subjects. Students will develop how-to articles intended for publication on the Web, procedures, catalog entries, and proposals geared towards high tech, biotech, e-commerce and financial services. In the process, students will be introduced to the profession, and learn how to sharpen their writing, use page design to attractively present content, and communicate ideas visually.

IDCC 240 Fundamentals of Design (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

The world is dominated by visual images, and Fundamentals of Visual Communication will explore how to choose and present them in clear, effective ways across multiple forms of creative communication. You will build your visual literacy as you learn about typography, color, layout, images, and symbols, and learn to master principles such as image design, visual messaging, alignment, and balance. You will get an insider's look at how design systems work to unite brand identity concepts and how multi-piece projects facilitate successful communication for users and audiences. Course projects will teach the importance of creative problem-solving for UX, web, print, brand identity, wayfinding iconography, social media packages, PR campaigns, product design and prototyping, and digital design layouts for mobile Apps. This course will help you apply your creative and analytical skills, and individual passions and interests, to work that informs, connects, and entertains audiences across media.

IDCC 250 Public Relations Theory and Practice (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

This course consists of a survey of the main sectors of public relations activity, from marketing to issues management to crisis communications. Students explore real public relations problems including some still in progress with both a domestic and international perspective. They also survey the ethical challenges faced in this profoundly influential field, and prepare recommendations and pitch proposals on behalf of a specific organization.

IDCC 255 Public Relations Writing (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

At the heart of effective public relations lies effective writing. This course introduces students to the main areas of public relations writing: news releases, mission statements, public affairs announcements, articles, profiles, brochures, flyers, in-house public relations, and the construction of a media information pack for a specific organization.

IDCC 298 Experimental Course in IDCC (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

IDCC 320 Managerial Communication (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

This course approaches effective communication both as an essential personal-professional skill and as an important function of management. It also discusses the elements of communication (argumentation, structure, style, tone and visual appeal) and presents techniques for increasing effectiveness in each area. Students read, discuss and write about cases based on tasks that managers commonly face, such as explaining changes in policy, writing performance evaluations, analyzing survey results, and communicating with employees, shareholders, the press, and the public.

IDCC 340 Advanced Visual Communication (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)] IDCC 240 is highly recommended.

This course prepares students to apply design methods and tools to professional communication projects. Building on the discussions of typography, color, layout, images and symbols in Fundamentals of Visual Communication (IDCC 240), this course explores how to integrate their use and apply them to complex communication projects. Working in teams on projects for real clients, students will use design methodology to identify their needs and project constraints. Students will also develop a visual identity, estimate the budget, set the schedule for the project, and produce design copy suitable for delivery through multiple channels.

IDCC 345 Environmental Graphic Design (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Wayfinding is behavior, and it means knowing where you are, knowing your destination, following the best route to your destination, recognizing your destination when you arrive, and being able to reverse the whole process and finding your way back out. Wayfinding design systems are used internationally for exterior and interior environments. Usually these communication systems incorporate signs, symbols and pictograms to assist and guide visitors, tourists and consumers to find what they are looking for in museums, airports, train stations, zoos, brick and mortar retail environments, and city centers. This course serves as an introduction to the Environmental Graphic Design discipline through lectures, and assigned projects. Examples of Environmental Graphic Design include wayfinding systems, architectural graphics, signage, interpretive graphics, exhibit design, identity graphics, pictogram design, retail and store design, mapping and themed environments.

IDCC 355 Global Public Relations (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Globalization, or the process of interaction and integration among people, companies, and governments worldwide, is an influential and necessary component of public relations. The intercultural, intersectional, and international identities of groups must be appropriately acknowledged and represented to build rich and meaningful relationships between clients and audiences. Global Public Relations provides the framework, critical thinking, and analytic skills necessary to prepare global thinkers in the successful research, design, and implementation, of public relations projects. This course provides a keen focus on the inclusion of distinct audiences, identities, lived experiences, and geographic locations. Students will have the opportunity to examine public relations practices and create campaigns that focus on diverse groups in the United States and abroad via selected readings, in-class discussions, and case studies.

IDCC 360 Digital Public Relations (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Introduces students to the tools, critical thinking and skills needed to manage and exploit information technology in high-tech public relations and public relations generally. Whether promoting a product or controlling a rumor, high tech plays an important role in public relations strategy. High tech opens the door to new audiences and shortens timelines. High tech provides an immediate means of dialogue, criticism and persuasion among companies and their audiences, both internal and external. The explosion of online media presents new opportunities for companies to deliver key messages about their products, services, activities and reputation.

IDCC 361 Sports Public Relations (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Sports are important socially and economically, globally and locally. Businesses, teams, athletes, nonprofit organizations and governments turn to public relations in order to maximize the benefits of sports whether promoting a particular sport or team, or a city or nation bidding to attract a major sporting event such as the Olympics. The ramifications of sport are felt politically, economically and socially, and this means that public relations practitioners are deeply involved with the sports business. In this course, you will explore the main publicity techniques used by the main stakeholders in the sports business, whether they are promoting a team, sport, athlete, location or corporate involvement. Students will also learn how sports public relations goes beyond traditional media relations to include specialist activities like issues and crisis management, reputation management, community relations and emerging technology.

IDCC 365 Crisis Communication and Management (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Crises are an increasing fact of corporate life. Disasters, scandals, and rumors are forcing corporations, governments, and nonprofits to reevaluate their approach to communication, both nationally and internationally. Today's public relations professionals need to be familiar with various crisis types and understand the impact of these crises. Shortening time frames, globalization, outsourced activities, and social media complicate the task of rescuing an organization thrown into the public spotlight. The escalation of uncertainty into crisis occurs more rapidly, with less time for stricken organizations to gain control of the turbulent crisis environment. This course helps students develop skills in crisis planning and responding through theory application, in-class discussions, case studies, development of crisis communication plans, and simulations.

IDCC 370 Web Design I: Information Design, Principles and Practices (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

A revolutionary development in communication, the World Wide Web offers unprecedented access to mass audiences. This introductory course focuses on the principles and best professional practices necessary to create effective pages for the web. Students will learn the importance of designing web pages based on client brand identity. The course focuses on purpose, scope and audience considerations in page design, navigation and the importance of website and wireframes in the development of a web site. Students will also learn the importance of employing the fundamental principles of color theory, typography, layout and visual communication design for the web. Combining lab, lecture and discussion, students learn the best practices of page design to create their own interactive web site using Photoshop design techniques for creative web page design.

IDCC 375 User Interface Design (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Everything we interact with has a user interface, from newspapers and grocery stores to cell phones and websites. Designing such a user interface is an important and difficult process, which students will learn and practice with hands-on activities. Understanding how to approach a design problem also helps with doing research for almost any ill-defined problem as real-world problems often are. More concretely, students will learn and practice, among other things, how to brainstorm, do a contextual inquiry, iteratively approach an ill-defined problem, come up with and evaluate alternative solutions, and build models.

IDCC 376 Concept Development (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

IDCC 376 Concept Development is designed to teach concept development skills for visual communication solutions. Students will learn creative brainstorming techniques. Every project starts with a creative idea. Where do these ideas come from? How do you form a visual concept? The course structure will concentrate on the essential skills necessary to understand how visual communication design is important in all areas of business best practices, that includes marketing, advertising and promotion. The course will teach real-world application skills to be able to develop concepts and actual finished visual communication design projects. The student will also learn the importance and proper use of client brand identity. The skills learned in this course will allow the student to evaluate and critique professional visual communication materials to determine that the design is the best solution for the client's message. Adobe Photoshop CC is the design tool for this course.

IDCC 380 Web Design II: Information Architecture and Site Management (3 credits)

Pre-Req: (IDCC 370 or instructor permission) or [IDCC 225, IDCC 370 and (EMS 104 or EMS 105)]

This course develops the generally accepted concepts and applications of information architecture, human factors, and usability in creating and managing websites. Topics include page layout and design, navigation systems, interface design, web graphics and multimedia, interactivity, writing for the web, site architecture, management and maintenance. The projects focus on a continued understanding of client brand identity. Students will work with Photoshop to create essential site elements. By the end of the course, students will design and create web user experience based on mobile application design, creating interactive prototypes based on smart design and organized wireframe mock-ups.

IDCC 385 Elements of Usability and User Experience (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

In this course, students will learn how people interact with different interfaces, how people think and reason about interfaces, how they remember how to use interfaces, how to use interfaces to make decisions, and what makes people trust systems or have fun with them. This requires that the students gain knowledge of the human cognitive processes, from perception to action, and learn about human cognitive and physical limitations and strengths. Students will undertake a thorough user analysis, including scenario writing and persona creation. Finally, students will plan and conduct a usability and user experience evaluation.

IDCC 386 Investigations in Experience Design (3 credits)

Pre-Req: [(EXP 101, EXP 101L, EXP 102 or EXP 102L) and Pre or Co-Req: GB 213] or [IDCC 225, (EMS 104 or EMS 105) and Pre or Co-Req: ST 113]

This course introduces fundamental research concepts and methods with an emphasis on experiential learning, the scientific process, and the role of research in designing high quality products and experiences. The goals of this course are to provide students with an understanding of the range of design research methods available, and how to apply them to solving complex design challenges. Specific topics covered include basic research and design principles, the role of research in business, the product development process, problem definition, developing research questions, ethical considerations, hypothesis formulation and testing, experimental design, observational techniques, interviewing, surveys, field studies, contextual inquiry, focus groups, basic statistics, usability testing, analysis of both quantitative and qualitative data, product requirements, personas, use cases and scenarios, as well as basic ideation and sketching techniques. Readings are drawn from assigned texts, scholarly publications on design, case studies, and popular articles.

IDCC 390 Selected Topics in Information Design and Corporate Communication (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

This course discusses current topics in information design and corporate communication based on readings in the professional literature and assigned texts. This course examines a different topic each semester offered. Students undertake individual or group research projects. (Allows repetition for credit.)

IDCC 399 Experimental course in IDCC (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)]

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses for with a different topic for credit.

IDCC 401 Directed Study in Information Design and Corporate Communication (3 credits)

Pre-Req: Instructor permission

Permits superior students to study special topics in information design and corporate communication. (Allows repetition for credit.)

IDCC 411 Research in Information Design and Corporate Communication (3 credits)

Pre-Req: (EXP 101, EXP 101L, EXP 102 or EXP 102L) or [IDCC 225 and (EMS 104 or EMS 105)] and instructor permission

Requires students to select, in consultation with the departmental adviser, a topic related to information design and corporate communication; to undertake both bibliographical and field research, as appropriate; and to prepare and submit for approval a substantial documented report.

IDCC 421 Internship in Information Design and Corporate Communication (3 credits)

Pre-Req: Internship coordinator permission

Introduces the student to the "real world" of communicating to the several public serviced by a corporation or an agency; emphasizes the practical aspects of internal and external communication by assigning the student to a professional in the field under whose supervision the intern participates in planning and implementing various types of communication. The internship is both task-oriented and research-oriented; the intern's progress is monitored jointly by the field supervisor and the faculty coordinator during the semester internship.

IDCC 441 Capstone Honors Project (3 credits)

Students work with the IDCC director of the Honors Internship program to complete their research and to draft and revise their capstone honors projects. Projects must be research-based, which can mean discovery, analysis, synthesis, exploring implications or application. They must pose and answer a focused and manageable research question, explain their methodology, survey the relevant literature and/or best practices in the field, document their sources, and provide a significant bibliography in the form appropriate to the discipline. The final written project may adapt any of several genres, depending on the field. To graduate with college or departmental honors, students must earn at least a 3.3 for their capstone project

Information Process Management (IPM)

IPM 140 Adding Value with Information and Processes (3 credits)

Every day we participate in processes that are supported by information. For example, you might decide which concert to attend based on online reviews, or search and apply for a job online. Organizations that are successful at deriving value from their information and processes can achieve better outcomes than those that don't recognize this potential or know how to take advantage of it. This course introduces principles of good design and management of information and processes. It provides the foundation for developing skills in process design, definition, modeling and analysis, as well as for identifying good information strategies. As a culminating experience, student teams will create value for a nonprofit organization through an information and process design competition

IPM 210 Information Security and Computer Forensics (3 credits)

Pre-Req: IT 101 or CS 100

The security of electronically shared information is critical to organizational success. Increased connectivity is enabling to business, but is also enabling to unintentional entry of errors as well as intentional theft, modification and destruction of organizational data. This course will present an overview of information security management issues that must be addressed by organizations in today's ubiquitously networked environments. Specifically, the course will delve into information security risks and related protection of data, networks and application software. In addition, The course will cover computer forensics issues, including discussion on what organizations can do to collect evidence from various types of computer systems that might be employed to commit a crime, how to manage computer crime investigations, and how to preserve evidence from various platforms including mobile devices.

IPM 299 Emerging Technologies in Business and Society (3 credits)**IPM 300 Business Processes and Systems (3 credits)**

Pre-Req: ST 113 and at least 51 completed and in progress credits

Businesses rely on the efficient and effective execution of business processes to ensure value creation and sustained profitability. Efficiency and effectiveness are often maximized through the digital transformation of business processes using business information systems, often resulting in a dynamic environment of changing roles, relationships, and metrics. Bentley graduates will encounter complex businesses processes entering the workforce and be required to utilize the rapidly changing digital tool sets on which businesses now rely to carry out these processes. This course will provide students with the technological literacy and a future-focused skill set to (1) recognize and participate in organizations'™ digitally-driven processes, (2) formulate and solve quantitative problems to improve these processes, and (3) be nimble, self-directed learners who can use the technologies of today, and innovations of tomorrow, to ensure long-term success in a rapidly-changing digital landscape.

IPM 320 Decision Support and Business Intelligence (3 credits)

Pre-Req: GB 310 or IPM 300

Business intelligence provides applications and technologies used to gather, provide access to, and analyze information about company operations. Today's managers rely on decision support tools, which utilize the web and graphical user interfaces, for analysis. New tools support collaborative work, have embedded artificial intelligence and assign intelligent agents for routine work. This course will cover all facets of management support systems (MSS): business intelligence for enterprise decision support, decision support systems, expert systems, and knowledge-based systems. Cases are used throughout the course to exemplify concepts and provide students with analysis problems. Hands-on experimentation and testing will be done in Excel.

IPM 340 Special Topics in IPM (3 credits)

Pre-Req: IPM 300 or Instructor Permission

Selected Topics, and Special Topics, are intended to address timely or transient themes or new content areas not intended for permanent course status. Any particular topic may be offered only twice.

IPM 401 Directed Study in IPM (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic.

IPM 402 Seminar in IPM (3 credits)

Pre-Req: IT 101 or CS 100

Seminar courses are intended to address timely or transient themes or new content areas not intended for permanent course status. Any particular topic may be offered only twice.

IPM 421 Internship in IPM (3 credits)

Internships permit students to integrate conceptual knowledge with practical experience, allowing them to participate in career-related employment associated with their academic interests. Internships help students apply theory to workplace challenges, test career options, strengthen skills, learn more about their values and interests, and make the transition to the world of work. Tuition is charged for this class

IPM 450 Enterprise Systems Configuration for Business (3 credits)

Pre-Req: (GB 310 or IPM 300 or AC 340) and at least 81 completed and in progress credits

Most companies rely on enterprise systems to support their business processes. Companies purchase enterprise system software and then configure it to match the way they currently do business, which may require package modification or system integration. Alternatively, systems are configured to match the practices designed into the software, which may involve business process re-engineering and organizational change. In this course, students will gain hands-on experience configuring the world's leading enterprise software product, SAP R/3. Students will gain a deep understanding of how business processes work in a company setting, and how carefully configured software can lead to efficiency and effectiveness gains and support competitive strategy. The course will prepare students to participate in the enterprise system implementation process as a consultant, a business systems analyst, an auditor, or an expert user.

Interdisciplinary Studies (ID)

ID 101 Diversity, Equity and Inclusion (3 credits)

Diversity Equity and Inclusion is an interdisciplinary course that examines, issues, theories, frameworks and approaches around diversity, equity, inclusion, justice and belonging and how they intersect with each other. Students will understand and critically analyze issues of oppression, power and privilege as they intersect with themselves as well as others. Students will gain a conceptual and foundational framework of social justice topics utilizing several interdisciplinary approaches.

ID 209 Interdisciplinary Internship (1 credit)

Students must have completed at least 30 credits and complete an eligibility form in order to take the course. ID 209 and ID 210 combined can only be taken once for credit.

This course allows undergraduate students to earn one academic credit for internship work experience completed during the summer, fall or spring trimesters. The student must complete a minimum of 45 hours of work at the internship over a period of no less than 4 weeks to receive credit for the course. Students will need to have completed a minimum of 30 credits prior to taking this class in order to be eligible. This class can only be taken once. Students can take this class as a business elective (ID 209) or arts and science elective (ID 210).

ID 210 Interdisciplinary Internship (1 credit)

Students must have completed at least 30 credits and complete an eligibility form in order to take the course. ID 209 and ID 210 combined can only be taken once for credit.

This course allows undergraduate students to earn one academic credit for internship work experience completed during the summer, fall or spring trimesters. The student must complete a minimum of 45 hours of work at the internship over a period of no less than 4 weeks to receive credit for the course. Students will need to have completed a minimum of 30 credits prior to taking this class in order to be eligible. This class can only be taken once. Students can take this class as a business elective (ID 209) or arts and science elective (ID 210).

ID 211 Sex, Gender, and Power (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

"It's a boy!" One of the first things we learn (or decide) about a baby is their gender, and gender continues to have a major influence on our experience of the world throughout our lives. This course considers gender both on its own terms and in relationship to other identities and experiences that we have, both as individuals and as members of various groups. Drawing on perspectives from the arts, sciences, and business, the course will ask crucial questions about the difference between sex and gender, the way we express and experience our gender in the world, how our gender affects power dynamics in relationships and workplaces, and so on. We will also learn how gender interacts with race, class, sexual orientation, and religion, considering our multifaceted personal and professional identities in this globalized world.

ID 260 Sex and American Culture (3 credits)*Context and Perspectives: Value, Ethics, and Society*

Despite the assumption that sexual acts are personal experiences conducted in private, every day we witness the public battle over what we should or should not do, show, or talk about. This course examines the relationship between sexual identity, sexual expression and gender to ask who gets to decide what is moral or immoral, appropriate or inappropriate, and obscene or artistic. In what ways do political systems, religious and educational institutions, and the entertainment industry define, regulate and categorize sexual behavior? What is the role of personal agency and responsibility? The course will examine different assumptions about the origins and function of gender and sexuality and then more closely examine the American sexual value system in topics like sexual content in entertainment media, the regulation of pornography and sexual commerce, access to sex education, birth control and abortion, and communities based on sexual identity.

ID 306 Community Service in a For-Profit Organization (3 credits)*Pre-Req: (GB 112 & GB 212) or (EMS 104 or EMS 105)*

This course develops an understanding and appreciation of the issues related to the integration of community service initiatives and social responsibility in a profit-motivated organization. It considers the academic, theoretical and practical issues involved in planning and implementing a service-learning project that emphasizes the professional and social responsibilities of profit-motivated organizations and their employees. It assesses the social and ethical responsibilities of profit-motivated organizations, as well as develops the skills and competencies needed in this area of the workplace.

ID 313 Business and Society (3 credits)*Pre-Req: LA 100, AC 115, ST 113, MG 116, Pre or Co-Req: at least 60 completed and in progress credits***ID 320 Multidisciplinary Issues in Healthcare Delivery (3 credits)**

This course introduces and describes the US healthcare delivery system, addressing its components and complexities. Each session of the course presents a general principle in healthcare, followed by an in-depth examination of a timely issue. Sessions are co-taught by faculty members from various academic departments at Bentley paired with invited experts from industry, government, nonprofit and other applied perspectives in healthcare delivery. Students who complete the course will gain a basic understanding of the organization, functions, and delivery of healthcare.

The course will discuss the historical basis for the system, the various modes of healthcare delivery, and the ways healthcare is organized and financed. In addition to presenting the foundations of healthcare organization, the course will include an overview of healthcare delivery, health insurance, policy, public health, patient experience, healthcare finance and purchasing, and current challenges to systems innovation.

ID 399 Experimental Course in ID (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

ID 401 Directed Study in ID (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic.

ID 403 Valente Center Roundtable Seminar (3 credits)*Pre-Req: A 400-500 word application and a 3.0 GPA (some flexibility allowed)*

The Valente Roundtable is a three-credit course in which a small group of dedicated students meets every week with members of the faculty, representing different disciplines, to read and discuss challenging books of recognized importance and value. The books are ones that the faculty members do not already know and that do not come from their field of expertise. This way the seminar has no "teacher" in the usual sense. Students and faculty members read and learn together, and it is the student participants who lead the discussion.

ID 420 Interdisciplinary Internship Arts and Sciences (3 credits)*A GPA of at least 3.0 or instructor permission is required*

This course offers a field-based learning experience that addresses issues and questions spanning several disciplines. An interdisciplinary internship provides a workplace opportunity that integrates different business disciplines, or even cuts across the conventional boundaries of business and the arts and sciences. This kind of internship reflects the type of integrative, collaborative and multidisciplinary activities that students are likely to experience in the workplace. Students are required to spend a minimum of 15 hours a week at a designated workplace, submit an experiential report at the end of the term, attend required workshops through the Center for Career Services, receive an evaluation of their work from an on-site supervisor, and meet all other requirements stipulated in the course syllabus. Students may earn three credits for ID 421, which may be applied to the major with authorization from the major department.

ID 421 Interdisciplinary Internship (3 credits)

This course offers a field-based learning experience that addresses issues and questions spanning several disciplines. An interdisciplinary internship provides a workplace opportunity that integrates different business disciplines, or even cuts across the conventional boundaries of business and the arts and sciences. This kind of internship reflects the type of integrative, collaborative and multidisciplinary activities that students are likely to experience in the workplace. Students are required to spend a minimum of 15 hours a week at a designated workplace, submit an experiential report at the end of the term, attend required workshops through the Center for Career Services, receive an evaluation of their work from an on-site supervisor, and meet all other requirements stipulated in the course syllabus. Students may earn three credits for ID 421, which may be applied to the major with authorization from the major department

Italian (MLIT)

MLIT 101 Elementary Italian I (3 credits)

The following course is closed to all students who have taken more than one year of Italian in high school or college. If you are not sure or have any questions, contact the instructor or the Chair of the Modern Languages Department.

This course develops speaking, listening, reading and writing abilities in Italian for practical and professional application. It is also designed to help master basic skills to facilitate self-expression in real-life situations in Italy. An introduction to the Italian people, customs and institutions is also featured.

MLIT 102 Elementary Italian II (3 credits)

This course is designed to build on basic language skills and to reinforce structure and vocabulary, while encouraging impromptu speaking, group skills, elementary writing assignments and creative presentations in Italian. Simplified cultural readings center on Italy today, Italian language films and guided conversational practice will expose students to authentic language in different contexts.

MLIT 201 Intermediate Italian I (3 credits)

Context and Perspectives: Globalization

This course is designed to reactivate and build upon knowledge gained through previous language study. Students gain cultural competencies/competency while using the target language. They also analyze the role of language and how it reflects and shapes the culture(s) in which it is spoken. All four language skills (listening, speaking, reading and writing) are emphasized. Special attention is given to grammatical structures and the inclusion of original reading and/or viewing materials in the target language.

MLIT 202 Intermediate Italian II (3 credits)

Context and Perspectives: Globalization

This course further develops student's language proficiency introduced in 201. In addition to actively using the target language, students deepen their cultural awareness and understanding through the study of videos and authentic texts. The course focuses on enhancing listening comprehension and oral proficiency, improving proficiency in writing and reading comprehension, as well as providing a more complex insight into language customs and lifestyles.

MLIT 205 Italian Language Immersion (3 credits)

With a theoretical and hands-on approach, this intermediate course offers the opportunity for students to increase all four language skills (aural-oral/reading/writing/grammar) while at the same time experiencing the culture firsthand. Students will attend classes every day, and under the supervision of a Bentley Modern Language faculty member will visit various sites. These visits will offer students a chance to appreciate the history and culture of Italy. This course will fulfill the same requirements for the Modern Language intermediate course depending on language placement. Therefore, it can fulfill the Arts and Sciences language requirement, or LSM Global Perspective language courses, as well as Modern Language Italian minor requirements

MLIT 302 Italian for Business (3 credits)

Context and Perspectives: Culture, Change, and Behavior(Formerly ML 342)

MLIT 302 Italian for Business is a third-year course designed to introduce students to the language and culture of Italian business. Classes and homework are entirely in Italian. MLIT 302 uses commercial-economic situation and related cross-cultural exercises to continue to develop oral and written proficiency in Italian. Students will learn to discuss and conduct business transactions, write letters and read newspaper articles and commentaries on Italian commerce. Italian for Business introduces learners to the language of the Italian business world. We will deal with the ways in which business is conducted in Italy, but the primary focus of work is the language, terminology and culture of Italian business.

MLIT 304 Italy through Films (3 credits)

Context and Perspectives: Culture, Change, and Behavior

In this course, students will learn how Italy and Italian identity have been represented in films and documentaries from the fascist era to today. The course is divided into three modules, each exploring a specific "representation" of Italian culture and society. We will start with a reflection on major turning points in Italian history, continuing with a consideration on racism and the Italian colonial subconscious; finally, we will investigate a series of topics exemplifying Italian society and its diversity. Students are expected and encouraged to discuss these films from an historical, political, economic, and cultural perspective. Major themes considered are: Fascism, the "Southern Italian" question, migration to and from Italy, terrorism, gender roles and identities, race and racism, new idea of family, mafia, power, state, and the media.

MLIT 305 Migration in Italian Literature (3 credits)

Context and Perspectives: Culture, Change, and Behavior

This interdisciplinary course explores the topic of migration to and from Italy and how it intertwines with the idea of *italianità* (Italian identity) from the late nineteenth century to our period. The first half of the course will focus on emigration from Italy to the United States (late 1900-1950's), the socio-political situation that led to the Italian diaspora, the formation of Little Italies abroad and their living conditions, and the inner fight between Americanization and preservation of Italian values. The second part will explore a very diverse group of writers from the 1980's to today, who described their personal experiences, struggles, and attitudes toward the culture of the "host" country. The course includes fictional, nonfictional, musical, and visual texts that recount the experience of migration as seen through the eyes of Italian American, Italian, and Italophone authors. The course readings are in both Italian and English.

MLIT 401 Directed Study in Italian (3 credits)

This course permits students to do special studies in language, literature or culture not offered as a departmental course.

MLIT 402 Seminar in Italian (3 credits)

This course brings together advanced and native speakers of the same language to engage in the study of a selected topic using a critical lens of analysis

Japanese (MLJA)

MLJA 101 Elementary Japanese I (3 credits)

This elementary course introduces students to modern spoken Japanese. It focuses on basic sentence patterns and essential vocabulary for communicating in standard spoken Japanese. Emphasis is placed on actively speaking and listening to the language. Useful expressions and terms are included, as well as examples of customary behavior in everyday situations (e.g., greeting and shopping, etc.) The hiragana writing systems are introduced.

MLJA 101A Elementary Japanese I - Abroad (1 to 4 credits)**MLJA 102 Elementary Japanese II (3 credits)**

This course is a continuation of MLJA 101. It concentrates on conversational practice and grammar in order to advance basic language competence in contemporary Japanese. The katakana writing systems will be introduced.

MLJA 201 Intermediate Japanese I (3 credits)

This course is designed to follow MLJA 102. It further develops listening, speaking, reading and writing skills in Japanese through an essential combination of classroom work, home study and individual tutoring. In addition to the prepared materials, a video component will be introduced.

MLJA 202 Intermediate Japanese II (3 credits)

This course is designed to follow MLJA 201. The course will continue to focus on listening, speaking, reading and writing skills in Japanese through an essential combination of classroom work, home study and individual tutoring. In addition to the prepared materials, small group projects will be assigned in concert with class presentations.

MLJA 205 Japanese Language Immersion (3 credits)

With a theoretical and hands-on approach, this intermediate course offers the opportunity for students to increase all four language skills (aural-oral/reading/writing/grammar) while at the same time experiencing the culture firsthand. Students will attend classes every day and, under the supervision of a Bentley Modern Language faculty member will visit various sites. These visits will offer students a chance to appreciate the history and culture of Japan. This course will fulfill the same requirements for the Modern Language intermediate course depending on language placement. Therefore, it can fulfill the Arts and Sciences language requirement, or LSM Global Perspective language courses, as well as Modern Language Japanese minor requirements

MLJA 401 Directed Study in Japanese (3 credits)

This course permits students to do special studies in language, literature or culture not offered as a departmental course.

MLJA 402 Seminar in Japanese (3 credits)

This course brings together advanced and native speakers of the same language to engage in the study of a selected topic using a critical lens of analysis

Law (LA)

LA 100 Business Law (3 credits)

With an understanding of laws impacting them, businesses can manage litigation risk and minimize costs of legal compliance, as well as make strategic decisions to maximize shareholder value without compromising corporate social responsibility. This course provides students an introduction to and an overview of the U.S. legal context of business. Students will learn to spot legal issues when they arise so they can make informed analyses about next steps.

LA 101 Law and Society (3 credits)

Pre-Req: GB 110 or LA 100

This course explores how changes in our laws reflect changes in society and vice versa. By presenting tangible examples of the power (and the limits) of law to address contemporary social problems, the course provides a focused study of the law as a dynamic force in social change. Themes of the course include: legal ramifications of identifying as a member of selected societal groups (e.g. non-citizens, homeless, mentally ill, criminals); the legal impact of changing religious demographics and social attitudes towards selected historically illegal practices (e.g., euthanasia, legalization of marijuana and/or prostitution, LGBTQ rights); and the legal impact of selected STEM advances (e.g., guns, reproductive rights, education). Students will learn to critically examine current laws as well as to articulate suggestions for improvements to these that will be true to the U.S. Constitution.

LA 102 Environmental Law (3 credits)

Pre-Req: At least 12 completed or in progress credits

This course discusses the origins, history and trends that have evolved in environmental law. It explores the basic legal and ethical issues related to environmental law with major emphasis on how these issues, and the applicable laws, past and present, impact the business and personal environments. Environmental Justice is emphasized to address the inequity of environmental protection in communities that have often been overlooked in the past. The course focuses on relevant statutes and laws at the federal, state and local levels of government. Important federal and state case decisions will also be discussed. The course seeks to put into perspective the extent of the impact environmental laws have on society and business as the attempt to protect and preserve the environment from the effects of global warming and other threats continues to be a major concern to life as we know it.

LA 104 Gender and the Law (3 credits)

Pre-Req: GB 110 or LA 100

This course provides a legal lens for both the history and the continuing social evolution of gender issues. This legal perspective on gender issues will provide tangible examples of the power of law both to worsen and to improve social problems. In examining ways in which United States law has created, exacerbated, ameliorated, and/or remedied social issues related to gender, the course will address areas where United States law and/or American culture have been unfair to men as well as to women. It will also examine issues where equal treatment of men and women under the law seems inappropriate and/or ineffective. Finally, the course will consider the legal complications caused for transgendered individuals by legislative definitions of gender.

LA 105 Race and the Law (3 credits)*Pre-Req: GB 110 or LA 100*

This course examines the role of the law both as a force in maintaining the second-class citizenship of racial minorities and as a tool in dismantling racial discrimination throughout society. It considers the law as an instrument of oppression of racial minorities through historical reviews of laws and court decisions that have treated whites and non-whites differently; and examines legal efforts to liberate and empower racial minorities. The course focuses on selected topics particular to Native Americans, Asian Americans, Hispanic/Latino Americans, and African Americans, as well as legal issues common to all racial minorities (hate crimes, housing segregation, equal education opportunity, discrimination in the criminal justice system, workplace discrimination, affirmative action). It looks at the intersection of gender and race to identify issues unique to female members of racial minorities.

LA 106 Outsiders and the Law (3 credits)*Pre-Req: GB 110 or LA 100*

This course examines law as both an instrument of institutionalized oppression and a tool for liberation and empowerment of minority groups—those “outside” the majority. It focuses on a set of four minority groups: those experiencing disabilities; religious minorities; LGBTQ+ individuals; and age minorities (minors and the elderly). The course addresses the law’s current and potential future role both in maintaining the second class citizenship of these groups and in dismantling discrimination against them. Throughout, the course also considers the limitations of the law for ensuring fair and equal treatment of the different groups studied, as well as issues of intersectionality between these groups.

LA 107 Social Justice Law (3 credits)*Pre-Req: GB 110 or LA 100, Instructor permission required. This is a domestic travel embedded course and the students will need to pay an extra fee.*

Social Justice Law is a travel embedded course that examines legal issues around social justice and issues dealing with Human Rights law and Civil Rights law. Specifically looking at the past, present and future of human rights law in the United States and internationally. We consider the historical development of human rights in this country, focusing on one of the biggest human rights movements, the Civil Rights Movement. Additionally, we will look at the historical and contemporary issues and laws around women’s rights, immigration, LGBTQ, religion, sex trafficking and genocide. This course has a mandatory travel component to Atlanta and Alabama during spring break. The travel is meant to enrich and enhance some of the materials students will learn during the course.

LA 108 Moot Court (3 credits)*Pre-Req: GB 110 or LA 100*

This upper-level law course simulates a moot court exercise as conducted in law school. In the course, students prepare and present a legal argument before a simulated appeals court. Working in teams of two, students are assigned a contemporary legal problem, which they are required to analyze, research, prepare and argue. Argument is made both in writing with the submission of a formal legal memorandum and orally in a simulated appellate court setting. The course also includes a visit to the Supreme Judicial Court of Massachusetts, where students observe an actual hearing.

LA 112 Law and Film (3 credits)*Pre-Req: At least 12 completed or in progress credits*

Law affects every area of our lives, yet most people know little about the legal system apart from what they see in movies and on TV. For that reason, the ways movies affect our understanding of the legal system and justice raise important questions. Why do we feel the way we do about lawyers, courtrooms, and law enforcement? Are our cultural understandings of the United States legal system accurate or warped by the depictions we see on film? How do movies color our views of law and its place in society? Through a combination of selected films, class discussions and written assignments, this course takes a deep dive into the social impact of law and film. In doing so, it identifies and clarifies common misperceptions about the legal system that those films tend to perpetuate. Please note that this is a communication intensive class, requiring spoken participation, where most of your grade will come from daily essays and a final written project.

LA 145 English Origins of the Law (3 credits)*Pre-Req: Instructor permission. Travel course to England during spring break.*

Students study the developments in early English history that form the basis of the American common law system. As part of the study, students travel to London during spring break to enrich their understanding of this English foundation by visiting places and people relevant to course materials. The materials are in the form of readings, case studies, and discussion that focus on the period 1066-1215. Specifically, topics include the historical origins of the common law system under Henry II and the establishment of limits on royal authority under Magna Carta. These topics are developed in relation to the king’s interest in protecting real property rights and protecting individuals from criminal activity, both of which came to be the basis of common law jurisdiction in the royal courts.

LA 198 Art/Science Exper Course in Law (3 credits)**LA 199 Experimental Course in Law (3 credits)***Pre-Req: GB 110 or LA 100*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses for credit with a different topic for credit.

LA 210 Commercial Law (3 credits)*Pre-Req: GB 110 or LA 100*

This course includes topics on the business law section of the CPA exam not covered in LA100 Business Law and also acquaints the student with laws relevant to accountants and auditors liability, with emphasis on ethical issues as they relate to legal obligations. The course provides an in-depth understanding of contract law and other vital business laws by studying the Uniform Commercial Code. Topics include: the formation, avoidance, discharge and enforcement of a contract; laws governing personal property, real estate, sales, commercial paper, banking law, secured transactions, agencies, securities regulations, bankruptcy, insurance, wills; and the various business forms, including partnerships, limited partnerships, corporations, limited liability companies, and limited liability partnerships.

LA 211 Business Law II (3 credits)*Pre-Req: LA 210*

This course includes topics on the business law section of the CPA exam not covered in Legal Environment of Business and Business Law I and is of special interest to the Accountancy major. It acquaints the student with laws relevant to agencies, partnerships, limited partnerships, corporations, limited liability companies, limited liability partnerships, real estate, securities regulations, bankruptcy, insurance, wills, trusts and estates. Tax laws are discussed throughout the course as they relate to the subject matter.

LA 298 Experimental Course in Law (3 credits)*Pre-Req: GB 110 or LA 100*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

LA 299 Experimental Course in Law (3 credits)*Pre-Req: GB 110 or LA 100*

Experimental courses explore curriculum development with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses for credit with a different topic.

LA 302 Marketing Law (3 credits)*Pre-Req: GB 110 or LA 100*

This course provides a comprehensive overview of the laws relating to marketing activities, with emphasis on modern corporate activity. Students will become acquainted with the laws that relate to the four Ps of Marketing (product, place, price and promotion). Students will gain an appreciation for legal problems encountered by those involved in the research, development, manufacture, promotion, sales and distribution of products and services. Additionally students will learn how businesses can keep key personnel from engaging in illegal marketing activities and what redress consumers may have based on such behavior. The following areas of law will be addressed: jurisdiction, debt practices, intellectual property (patent, trademark, trade secret), antitrust, franchisor-franchisee relationships, contracts, regulation of advertising, consumer protection, product warranties and product liability.

LA 308 International Business Law (3 credits)*Pre-Req: GB 110 or LA 100*

Surveys the leading principles in international business law by understanding international sources of law, interpretation and enforcement of various treaties, and the various tribunals and organizations that have shaped international business law over the years. Discussion on understanding the differences in global business and perspectives is encouraged throughout the course. Additionally, the course discusses the benefits and the risks of entering a foreign jurisdiction through different types of business structures: trade; licensing; and, foreign direct investment. Topics such as the laws governing the European Union, and the various trade laws between the U.S. and other foreign jurisdictions are also discussed.

LA 309 Management and Human Resources Law (3 credits)*Pre-Req: GB 110 or LA 100*

As both employees and future managers, it is important for students to have a working knowledge of workplace laws that govern the rights of employers and employees. In addition to federal and state statutes, the course will examine court cases, federal and state agency decisions, and pending controversies taken from current news headlines. Topics include: job interview questions; performance evaluations; employee terminations; maternity, medical and other leaves; monitoring of employees email, texts and voicemail; employment discrimination; workplace romances; sexual harassment; drug testing; wages and other terms of employment; union representation; collective bargaining; unfair labor practices; occupational safety regulation; and public sector employment topics. Classes will employ student analysis of textual material, including court and agency decisions, and discussion of relevant current events, supplemented by lectures, role playing, student presentations, and films.

LA 311 Real Estate Law (3 credits)*Pre-Req: GB 110 or LA 100*

This course helps students recognize potential problems related to the purchase or rental of real estate. It includes the treatment of contracts for the sale of real estate, transfer of title, title examination, security for real estate transactions such as mortgages, methods and problems of co-ownership, zoning ordinances, brokerage contracts, and constitutional issues related to real property. Landlord and tenant rights and liabilities, as well as environmental issues related to real estate are addressed. This course satisfies Massachusetts real estate salesperson licensing requirements.

LA 313 Securities Regulation (3 credits)*Pre-Req: GB 110 or LA 100*

This course offers an introduction to the federal securities laws, including the Securities Act of 1933 and the Securities Exchange Act of 1934, as well as the rules and regulations enacted thereunder. The topics covered will include the definition of a "security," securities law disclosure requirements, the registration of securities for public sale, the exemption from the registration requirements of the 1933 Act, reporting by public companies, the anti-fraud provisions of the 1933 and 1934 Acts, broker-dealer and investment adviser regulation, and the enforcement of the securities laws. Throughout the course, we will examine how securities regulation is shaped by caselaw and the emergence of statutory corporate governance. We will also discuss how these laws can disproportionately impact minority-owned businesses.

LA 315 Negotiating Legal Disputes (3 credits)*Pre-Req: GB 110 or LA 100*

Litigation has decreased 75 percent over the last 20 years. How are companies and consumers solving their legal issues if they are not going to court? This class discusses the fundamentals of a trial, emphasizing those aspects that have led to an increase in the use of alternative means of resolving legal disputes. In addition to preparing students for the costs and risks of business litigation, the course focuses on the evolution of negotiating settlements, mediations and arbitration, along with collaborative law, summary jury trials, mini-trials and private judging. Develops dispute resolution skills, business considerations on a domestic and international level, and ethical concerns in selecting and using alternative dispute resolution.

LA 317 Media Law (3 credits)*Pre-Req: At least 15 completed or in progress credits*

The study of media is the study of the lifeblood of world culture, art, entertainment, politics, knowledge and transmission of information. From the invention of movable type by Johannes Gutenberg through the evolution of media technology including radio, television, cable television, satellite radio, the Internet, VCRs, DVDs, CDs, TiVo's, iPods, cell phones and numerous other technologies, there have been constant expansions of information, while the world has shrunk and truly become a global village. Regulation of media through law is essential to an orderly, positive utilization of media in the public interest. Rules and regulations established through legislatures, administrative agencies, court rulings and industry-established regulations are of primary importance. In addition, as media has become more of a global phenomenon, the interworking of the law and ethical business practices of countries around the world has become a major factor in today's media law.

LA 318 White Collar Crime (3 credits)*Pre-Req: At least 15 completed or in progress credits*

This course examines the growing list of white collar crimes, including: corporate crimes; accounting, securities and bank fraud; insider trading; bribery; extortion; kickbacks; tax crimes; money laundering; corporate environmental crimes; counterfeit products; intellectual property piracy; corporate espionage; state-sponsored corporate crimes; healthcare, insurance, and mortgage fraud, and identity theft; credit card fraud; database hacking; and an ever expanding list of scams. This course considers the history of white-collar crime and its evolution as a framework for understanding the current wide scope and rapidly growing prevalence of these criminal acts which endanger everyone. Considers efforts to combat white collar crime through civil and criminal statutes and regulations.

LA 320 Entertainment Law (3 credits)*Pre-Req: At least 15 completed or in progress credits*

The world of entertainment law is increasingly dynamic and complex. It encompasses many areas of the law including constitutional law, intellectual property law, labor law, contract law and international law. Traditional forms of entertainment such as music, movies, books, television and radio are being transformed by the digital revolution bringing with it many new legal issues. This course helps students understand the legal aspects of entertainment law and how they apply to traditional and new forms of entertainment and media.

LA 321 Sports Law (3 credits)*Pre-Req: At least 15 completed or in progress credits*

The purpose of this course is to teach students about the broad world of the law as it relates to both amateur and professional sports. The course will alert students to the many legal concerns involved with amateur and professional sports including labor law, intellectual property law, gender equality, performance enhancing drugs, public stadium financing and even criminal and tort law. It will also deal with the many ethical issues connected to sports law including the ethics of genetic manipulation and the use of performance enhancing drugs.

LA 401 Directed Study in Law (3 credits)*Pre-Req: GB 110 or LA 100*

This course permits superior students to engage in specialized study. Allows repetition for credit.

LA 402 Seminar in Law (3 credits)*Pre-Req: LA 108 and instructor permission*

This course provides opportunity for small groups of advanced students to study selected topics. (Allows repetition for credit.)

LA 421 Internship in Law (3 credits)

Students interested in law are afforded the opportunity to apply and expand their academic learning with hands-on experience that focuses on the laws and procedures of the legal system as related to consumers and others in need of assistance. Minimum hour requirement: 12 hours per week for 12 weeks or the equivalent of 144 hours. It may include more hours. It is expected that the student will do additional reading outside these hours and assignments as well. In the summer it is understood that the student may well have to work the equivalent of three days a week additionally to earn money outside the internship, especially if it is an unpaid one

Management (MG)

MG 116 Human Dynamics in Organizations (3 credits)

Human Dynamics in Organizations examines the behavior of people in organizations and the relationship between this behavior and organizational effectiveness. In the course, students will explore the central issues, concepts and challenges related to human dynamics in organizations through readings, case studies, team projects, self-reflection instruments, and experiential exercises. They will better understand themselves as organizational members and hone their abilities to analyze managerial problems from a variety of perspectives. In particular, students will develop knowledge and skills to enable them to work effectively in teams and engage productively with a diverse set of organizational members.

MG 215 Supply Chain and Operations Fundamentals (3 credits)*Pre-req: ST 113. This course will not be taught until Fall 2023.*

Supply Chain and Operations are the core activities of any organization. Simply put, a business cannot function unless it successfully manages its operations and supply chain processes to source, produce and deliver the right product to the right customer at the right time. This course introduces the fundamentals of operations and supply chain management and discusses how coordinating supplier and internal processes creates value for the customer, the company, and society at large. The course highlights how optimizing the flow of goods, services and information creates supply chains that are both efficient (minimizing costs and waste) and effective (meeting or exceeding customer expectations). Throughout this course, students will examine the environmental and social impact of supply chain activities and explore how innovative solutions can resolve the tradeoffs between satisfying customer needs, maintaining healthy profits, and addressing environmental and social challenges.

MG 225 Career Success and Self-discovery (3 credits)*Pre-Req: GB 215 or MG 116*

Career Success stems not only from technical experience and knowledge, but also from an understanding of your abilities, character, and emotions. This course aims to help you gain a sense of purpose, engagement, and wellbeing in your life and career preparation. Through concepts, self-reflection and experiential exercises, including mindfulness meditation, you will develop skills to: 1) effectively navigate stressors and challenges you may experience in your career journey, and 2) cultivate and maintain your personal wellbeing in your professional life.

MG 228 Managing Diversity in the Workplace (3 credits)*Pre-Req: GB 215 or MG 116*

This course explores the opportunities and challenges of the United States' increasingly diverse workforce. Addresses the knowledge and skills that managers must develop in working with others who are different from themselves. Special attention is paid to the effect of gender and racial diversity on individuals, work groups, and the organization as a whole.

MG 240 Interpersonal Relations in Management (3 credits)*Pre-Req: GB 215 or MG 116*

This course increases awareness of the process of understanding and relating to others in an organizational setting. It is designed to deepen insight into the dynamics of relationships and to improve interpersonal competence. It builds a conceptual foundation for understanding interpersonal communication, developing skills in listening, assertiveness and conflict management, and helping students understand the importance of interpersonal issues in a managerial role.

MG 241 Leadership: Concepts, Competencies and Character (3 credits)*Pre-Req: GB 215 or MG 116*

We examine the role of managers as ethical thought leaders, problem solvers and change agents. The complexities of, and challenges associated with, managing and leading change in a rapidly changing, international, diverse and information-based environment are emphasized. Through discussion, case analysis, role playing, decision-making simulations, and experiential exercises, students explore the responsibilities of contemporary business and the complex issues of leading and guiding organizations in a turbulent environment. Students have the opportunity to apply and develop a range of personal leadership skills – analytical, problem solving, ethical decision making, interpersonal, communication, influencing, negotiation, conflict management, and change-related implementation - in a variety of leadership situations.

MG 242 Emotional Intelligence at Work (3 credits)*Pre-Req: GB 215 or MG 116*

Developing one's emotional intelligence is very much in keeping with working and managing in organizations attempting to meet the challenges of our modern era: globalization, the pervasive impact of technology on communication and human functioning, and the need to adapt to the increasing demands of constant change and uncertainty. It is here that EQ is at the center of working, managing and leading effectively. This course provides in-depth study and application of the principles of emotional intelligence to working in organizations. Students will formally assess their own emotional intelligence prior to the start of the course, and each class meeting will be devoted to interpreting and putting a component of emotional intelligence in perspective. Through reading, open discussion and experiential learning, students will build their emotional self-awareness and crucial competencies such as managing emotions, increasing empathy, self-expression and creativity.

MG 250 Human Resources Management (3 credits)*Pre-Req: GB 215 or MG 116. Note: this course may be taken concurrently with MG 351.*

This course examines various aspects of human resources management, including employment planning, recruitment and selection, performance appraisal, training and development, compensation and benefits, and labor relations. It focuses on personnel problems of major concern to managers in general, as well as to professionals in the field of human resources management.

MG 299 Experimental Course in MG (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

MG 300 Strategic Management (3 credits)*Pre-Req: LA 100, AC 115, ST 113, MG 116, Pre or Co-Req: at least 51 completed and in progress credits. This course will not be offered until Fall 2024.*

Global Strategy examines how organizations can achieve sustainable performance by mobilizing and aligning resources, processes, and activities towards articulated strategic goals, anticipating and responding to environmental change, and interacting with stakeholders. The course integrates and reinforces core learning from prior courses across all business areas and exposes students to the opportunities and challenges of doing business in a dynamic global environment. Global Strategy introduces the analytical tools needed to assess the value added and alignment of organizational processes and activities, while also preparing students to think creatively and flexibly about strategic decisions and their short and long-term organizational implications.

MG 315 Supply Chain Management (3 credits)*Pre-Req: GB 214 or MG 215*

Supply chain management has been recognized as an untapped source of competitive advantage. This course will develop students' understanding of supply chain activities (planning, sourcing, producing, and delivering goods or services). It is likely that no matter where you work (marketing, finance, or accounting) within an organization and no matter whether they work for a service or manufacturing company, they will need to understand the supply chain process and its interactions both within the organization and with the firm's customers and suppliers. Students will understand how supply chain strategy informs and enables business strategy as well as key business activities such as new product development. The course will also address how supply chain functions relate to the use of technology, as well as to the issues of ethics and corporate social responsibility. A variety of teaching methods will be used, including case discussions, hands-on exercises and computer simulations.

MG 316 Service Operations Management (3 credits)*Pre-Req: GB 214 or MG 215*

Service operations constitute a major, growing segment of the U.S. economy. Although many of the concepts developed for manufacturing firms can be applied to service firms, the unique characteristics of services suggest that these concepts are not directly transferable. Through text assignments, readings and case discussions, the differences between services and manufacturing are identified in areas such as price design, facility layout, job design, site locations and quality control. A major portion of the course involves a group project on the design, analysis and implementation of a new type of service.

MG 317 Managing Quality (3 credits)*Pre-Req: GB 214 or MG 215*

In today's highly competitive business environment, companies recognize the importance of providing high-quality goods and services. Quality once provided a firm with a competitive advantage in the marketplace, but this is no longer the case. High-quality products are now considered only an "ante" to enter the race to become a "world class competitor". The goal of this course is to introduce students to modern quality management principles, methods and tools and to identify the various requirements for the successful implementation of a quality management program.

MG 318 Continuous Process Improvement / Lean and Six Sigma (3 credits)*Pre-Req: GB 214 or MG 215*

In today's hypercompetitive business environment it is essential for organizations to focus on creating value for its customers. Continuously improving business process performance within the Enterprise and its Supply Chain is a key factor in creating value by lowering costs, improving service delivery and achieving superior Quality. This course provides a structured framework for achieving continuous process improvement throughout an organization by focusing on the reduction of variance and the elimination of waste.

MG 331 Management of International Operations (3 credits)*Pre-Req: EC 111 and (GB 215 or MG 116)*

This course views the management problems of enterprises whose interests extend across international boundaries, problems of the formation of international operations and the acquisition of foreign companies, as well as problems arising from the policies of foreign governments. It includes the various cultural and ethical issues confronting the local manager, organizational problems of international companies, and the problems of control and communication.

MG 332 Managing in the Global Business Environment (3 credits)*Pre-Req: GB 215 or MG 116*

In business, scanning the environment for changes in global forces and issues is critical to forming and implementing strategies for managers. The course takes an in-depth look at socio-cultural and ethical issues, global and regional economic issues, natural environment forces and natural resource issues, political/legal forces and issues (including security issues), and global technological forces and issues. Students will also learn to scan the global business environment using analytical frameworks and to recognize the implications of key forces and issues on the firm's or industry's ability to compete both domestically and globally. Students will learn about the intersection of business, government and society on a global level.

MG 334 International Management Behavior (3 credits)*Pre-Req: GB 215 or MG 116*

This course deals with understanding differences in behavior which stem from diverse national cultures and developing tools for effectively managing those differences. Many management concepts, techniques and systems taught in North American business schools are based on North American cultural beliefs and values. These concepts, techniques and systems may not work as intended in other cultures, and, if used improperly, can compound managers' problems. This course contributes to the development of knowledge and skills needed to manage effectively in other cultural environments and/or to work effectively with people from other cultures, and develops awareness of the pervasive and hidden influence of culture on behavior, particularly with respect to management and management practices; familiarity with the types of situations and issues which managers often confront when working internationally; and appreciation of the impact on personal behavior of living and working in another culture.

MG 335 Entrepreneurial Thinking (3 credits)*Pre-Req: GB 215 or MG 116*

This course focuses on all aspects of starting a business: selecting promising ideas, initiating new ventures, and obtaining initial financing. It concentrates on how ventures are begun, how venture ideas and other key ingredients for start-ups are derived, and how to evaluate new venture proposals. The course explores business plan development, and legal and tax considerations.

MG 336 New Venture Planning and Financing (3 credits)*Pre or Co-Req: MG 335*

This course covers a broad range of planning and financial activities that occur throughout the life of an entrepreneurial venture. Students gain "real world" experience in identifying a product or service based on their understanding of a potential customer's needs and wants, selecting a flexible low-cost business concept to deliver these products or services, determining the financial and human resources needed, and detailing the myriad actions and decisions required to transform the vision into reality. Students also focus on the issues related to funding an entrepreneurial venture by exploring the basics of attracting start-up and growth capital, valuing a company and going public.

MG 337 Managing Strategic Alliances (3 credits)*Pre-Req: GB 215 or MG 116*

The course begins by introducing students to the rationale for establishing strategic partnerships, alliances and collaborations in the contemporary global business world. The course then discusses the major managerial issues associated with alliance creation, implementation and evolution. Based on these foundations, the course moves on to tools and frameworks that enable managers to respond effectively to the challenges of strategic alliances and maximize their value. The course explores the mindset, skillset and toolset of partnering, the value as a strategic tool, and the pitfalls to avoid and tactics to help improve the probability of partnering success.

MG 338 Launching Your Business (3 credits)*Pre- or Co-Req: MG 335*

This course provides the students with the knowledge and skills necessary to (1) select the businesses that are right for them and (2) execute on their business plans and successfully launch their businesses. During the semester, students will systematically learn and do what is required for the successful launch of most new ventures.

MG 340 Selected Topics in Management (3 credits)*Pre-Req: Instructor permission*

This course examines a different management theme or themes in each semester. The following topics are currently planned: organizational change, management of innovation, managerial and professional negotiations, and managing effective work groups.

MG 340A Advanced Topics in Management (3 credits)**MG 340B Advanced Topics in Management (3 credits)****MG 340C Adv topics in MG (3 credits)***Pre-Req: MG 250.***MG 341 Management Consulting (3 credits)***Pre-Req: GB 215 or MG 116*

This course introduces students to the fundamentals of management consulting. Students will first explore consulting from a macro level, then they will learn about consulting from an interpersonal level where the student will gain the perspective of the consultant and client. The course has three main objectives: a) provide an orientation to management consulting as a career, b) illustrate the competencies important for management consultants to present and master, and c) engage students in a real-world opportunity to practice working with a client in the needs analysis portion of a consulting project.

Case studies, project work and experiential exercises will be used extensively. Students will work as individuals and in teams to complete course activities to further explore the course concepts.

MG 343 Project Management (3 credits)*Pre-Req: GB 215 or MG 116*

This course discusses the specific concepts, systems and techniques for managing projects effectively. It leads students through a complete project life cycle, from requirements analysis and project definition to start-up, reviews and phase-out. The project manager's role as team leader is examined, together with important techniques for controlling project costs, schedules and performance. The course employs a combination of lectures, case analyses, business/project simulations, videos and group discussions to develop the conceptional understanding and operational skills needed for effective managerial role performance.

MG 345 Organizations, Society and Responsible Management (3 credits)*Pre-Req: GB 215 or MG 116*

This course explores issues in organizational theory and macro-organizational behavior. It focuses on the changing environment of business and the implications raised for organizational structure and design, organizational effectiveness, internal organizational dynamics including culture and culture change, and organization-environment relations.

MG 350 Talent Management (3 credits)*Pre-Req: MG 250*

This course explores the repercussions in organizations of human resource policies in such areas as recruitment, selection, promotion, performance appraisal and compensation. It considers the impact of various human resource guidelines and rules on such critical factors as productivity, turnover, employee morale and managerial flexibility.

MG 351 Developing Workforce Capabilities (3 credits)*Pre-Req: GB 215 or MG 116.*

This course is about the impact of the training and development aspect of human resources management in the current global world of business. Regardless of career direction, it is critical to be knowledgeable about training and development practices, policies and environments impacting businesses. While the training and development tools of human resource management are the business tools discussed, these tools will be studied and learned in the context of business impact, human dynamics, and organizational as well as individual capacity.

MG 352 Total Rewards (3 credits)*Pre-Req: MG 250*

This course focuses on Total Rewards programs, including compensation, benefits and work-life programs. Base pay programs, internal equity, external equity, market-based salary structures and short-and long-term incentive program design steps are evaluated as means to improve organizational performance and increase employee commitment. The course also covers qualified and non-qualified benefits programs, as well as the specifics related to designing and implementing effective work-life programs.

MG 360 Negotiating (3 credits)*Pre-Req: GB 215 or MG 116. Pass/Fail option not available on this course.*

This course explores the theory and practice of negotiating, with a special emphasis on developing students' analytical, communication and interpersonal skills. It develops both an understanding of bargaining concepts and models and the skill to apply this knowledge in actual negotiating situations. This course uses role plays and simulations to increase student involvement and deepen the understanding of negotiating principles.

MG 365 Theory and Management of Nonprofit Organizations (3 credits)*Pre-Req: GB 215 or MG 116*

This course focuses on the wide range of nonprofit organizations, their special management problems and the various strategies that nonprofits employ to stay viable and healthy as well as to grow. Though the nonprofit sector includes organizations that range from theater groups to environmental groups to social advocacy groups, and many more, there are common management problems that occur in most nonprofits. The course will focus on exploring these common problems and strategies for managing them. The areas of particular interest in this course are: Resource Acquisition and Dependence; Leadership and Management of Human Resources; and Strategy and Performance. A range of pedagogical approaches will be used, including case analysis of actual nonprofits; discussion of articles at the forefront of nonprofit research; and short research papers, examinations/quizzes and a term project.

MG 401 Directed Study in Management (3 credits)*Instructor permission is required*

This course permits superior students to study special topics. Allows repetition for credit.

MG 421 Internship in Management Practice (3 credits)*Pre-Req: GB 215 or MG 116, 3.0 cumulative GPA or at least 3.3 GPA in at least 12 credits in MG courses, and internship coordinator permission*

This course offers a field-based learning experience for selected full-time students in business and management. It requires students to select a seminar project related to his or her internship experience in consultation with the internship adviser. Requires students to attend regular seminar meetings, submit progress reports, and prepare a substantial report on academic concepts related to the work experience.

Marketing (MK)

MK 250 Marketing Essentials (3 credits)

The objective of this course is to provide students with foundational knowledge of the marketing function, how the marketing function operates within an organization, and how marketing adds value to the organization and to society. The course covers the processes involved in the creation, distribution and sale of products, services and ideas, and explores the tasks and decisions facing marketing managers in both for profit and not for profit organizations. It focuses on market and competitive analysis, consumer behavior, and the design and implementation of marketing strategies in domestic and international markets, and the use of product, price, promotion, and distribution to implement these strategies.

MK 321 Consumer Behavior (3 credits)*Pre-Req: GB 214 or MK 250*

This course provides students with an understanding of the process of consumer decision-making, the individual and group-level influences on consumer behavior, and the implications of consumer behavior for marketers. The course focuses on concepts and theories initially developed in psychology, sociology, demography, anthropology and other behavioral disciplines, and their application to understanding individuals as consumers. Relevant information technology concepts are incorporated into analysis of consumer trends and patterns.

MK 322 Marketing Research (3 credits)

Pre-Req: [GB 214 and (Pre or Co-Req: GB 213)] or [MK 250 and (Pre or Co-Req: ST 113)]

This course introduces tools and techniques of marketing research as an aid to marketing decision-making. It covers definitions of research problems, research methodologies, design of research projects, analysis and interpretation of research results. The course emphasizes practical aspects of conducting and evaluating marketing research studies.

MK 330 New Product Development and Marketing (3 credits)

Pre-Req: GB 214 or MK 250

This course considers the role of new products in the survival and growth strategies of organizations. It focuses on the major problems firms encounter in directing and managing their product development and marketing activities. It examines the development process from conception of ideas to commercial introduction using best practices information technology. The course also considers the shorter marketing life cycle from introduction to deletion of products in the information age.

MK 332 Promotional Strategy (3 credits)

Pre-Req: GB 214 or MK 250

This course explores promotional goals and processes as they relate to the total marketing program of the organization. It examines advertising, personal selling, sales promotion and publicity as promotional techniques. The course includes detailed analysis of planning and implementing promotional campaigns.

MK 340 Marketing Analytics (3 credits)

Pre-Req: GB 214 or (MK 250 and MK 322)

This course explores concepts, tools, and methods to comprehend heterogeneity and dynamism in customer needs, to build and enhance relationships with "empowered" customers, and to guide wise business decisions and monitor performance by multifaceted marketing metrics. Topics covered include customer profiling, STP (segmentation, targeting, and positioning) strategy, modeling marketing responsiveness and decision making, and understanding the essence and linkages of modern marketing metrics. A primary emphasis throughout the course will be placed on hands-on experience with data-driven analytics, critical thinking regarding results interpretation, and visualization.

MK 342 Advertising (3 credits)

Pre-Req: GB 214 or MK 250

This course considers the role of advertising and sales promotion within an institution and within society. It examines the advertising function in its social and ethical, economic, historical, legal and technological contexts. The course explores a firm's advertising and sales promotion decisions, and focuses on the design, content and delivery of advertising messages from a communication standpoint. It investigates media, budget and measurement issues in advertising, and explores the increasing use of technological tools used by today's advertising professionals to enhance the effectiveness and efficiency of a firm's communication effort.

MK 344 Retailing (3 credits)

Pre-Req: GB 214 or MK 250

This course examines various types of retail formats from the perspective of a professional manager and from that of an entrepreneur. It includes analysis of competitive strategies, information technology in relation to distribution and merchandising, operating in multiple channels, site analysis, e-tailing, store layout and design, merchandise selection, inventory control, pricing, promotion, and integration of the retail mix.

MK 346 Luxury Marketing (3 credits)

Pre-Req: GB 214 or MK 250

Luxury brands are one of the fastest growing areas of global business. This course is designed to provide participants with the theoretical knowledge and practical skills required to succeed in the marketing and management of complex, luxury brands. It develops an appreciation of how luxury brands have evolved over time and place, and introduces the material, symbolic and experiential dimensions of luxury. Building upon the principles of creating and developing luxury brands the course explores a range of premium industries including fashion, perfume, jewelry, the finest hotels and exclusive clubs, yachts and high-end automobiles.

MK 350 Diversity, Equity & Inclusion in the Marketplace: Exploring and Correcting Marketing Injustices (3 credits)

Pre-Req: GB 214 or MK 250

In this course, by applying a critical race theoretical lens, students will understand the systemic nature of inequities that pervade the marketplace and marketing practices, and explore possible solution to achieving diversity, equity, inclusion, social justice and belonging. Through discussions, reflections, and explorations of the history of systems and practices and possible solutions, such as multicultural marketing, students will come to be in a position where they can challenge marketplace inequities as they pursue careers in marketing-related fields.

MK 361 Digital Marketing (3 credits)

Pre-Req: GB 214 or MK 250

The development of information technology has changed how individuals and organizations acquire and market goods and services. This course adopts a managerial, applied perspective to examine continuing technology-driven changes in consumers, business activities, and the marketplace itself.

MK 365 Marketing of Services (3 credits)

Pre-Req: GB 214 or MK 250

This course examines the dimensions of the service sector, including the structural differences between services and consumer/industrial products. It explores service marketers' difficulties in using traditional marketing concepts. The course focuses on new marketing approaches in service sectors in the information-age economy.

MK 366 Marketing for Nonprofits and Social Enterprises (3 credits)

Pre-Req: GB 214 or MK 250

This course examines a wide range of marketing tactics for nonprofit organizations, social enterprises, and for-profit CSR initiatives, focusing on their unique needs and challenges. In this course, students will have an opportunity to engage with and learn from practitioners, read and discuss research articles on various topics, work through case studies, and apply their knowledge to a marketing-related project.

MK 367 International Marketing (3 credits)

Pre-Req: GB 214 or MK 250

This course analyzes the decision-making process of marketing products and services in the international marketplace. A strong emphasis is placed on the emerging role of information technology as it affects marketing managers' decisions on the product, pricing, distribution and advertising/promotion. Through the appreciation of the differences and similarities of the international environment, students will gain a better understanding of how marketing divisions need to be adapted for overseas markets.

MK 368 Business-to-Business Marketing (3 credits)*Pre-Req: GB 214 or MK 250*

This course examines the processes and activities that enable the profitable development and delivery of goods and services in business-to-business (B2B) markets. It focuses on the strategic importance of information technology (IT) in managing relationships when both buyers and sellers are organizations. Areas of study include customer value assessment, organizational buying behavior, value-based segmentation, and the creation and evaluation of integrated business marketing programs. An interactive B2B marketing simulation and in-depth case analyses require the application of the concepts and tools discussed in the course.

MK 369 Sports Marketing (3 credits)*Pre-Req: GB 214 or MK 250*

Sport permeates daily life from both a social and economic viewpoint. Often, businesses, teams, athletes, nonprofit organizations and governments depend on sports as an integral part of their marketing campaigns. The political and financial impact of these decisions will have global and local ramifications. Students will be introduced to the fundamental issues related to the industry of sport. The course examines the aspects of sport and its impact on business and marketing. Specifically, the course examines sports marketing from the following perspectives: 1. the strategic planning process associated with team sports 2. the marketing of sporting goods and related products 3. the use of sports in the marketing of other goods and services

MK 372 Pricing Strategies (3 credits)*Pre-Req: GB 214 or MK 250*

The objective of this course is to provide a useful conceptual framework as well as analytical techniques that can be applied in understanding and managing prices from a marketing perspective. The conceptual framework consists of three modules, including setting an initial price, modification of existing prices, and developing a price structure by applying different price-segmentation fences. Specific topics to be covered include assessing value to the customer, customer cognitive and emotional responses to price changes, identifying price-segmentation fences, pricing strategies, tactical issues related to pricing, pricing methods, consideration of competition, legal and ethical limitations, and the role of price in customer buying decisions for both consumer and industrial goods and services.

MK 388 Creative Marketing (3 credits)*Pre-Req: GB 214 or MK 250*

This course will teach students the value of creativity within an organization and specifically for marketing. Creativity and innovation are often evoked in company mission statements, but more often than not, companies fail at fostering either of them within their ranks. Students will learn to understand why and how creativity fails within organizations, and how to avoid these pitfalls. The focus of the course is explicitly on group and organizational creativity, particularly cross-functional creativity and its importance for functions such as new product development and marketing communications. Students in this course are encouraged to think of themselves as future change agents within organizations. They will learn the tools to build processes and spaces for creativity with tangible results.

MK 398 Experimental Course in Marketing (3 credits)*Pre-Req: GB 214 or MK 250*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

MK 399 Experimental Course in Marketing (3 credits)*Pre-Req: GB 214 or MK 250*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

MK 400 Strategic Marketing Management (3 credits)*Pre-Req: (GB 214 or MK 250), two other Marketing courses, and at least 81 completed and in progress credits*

This course serves as a capstone course for marketing majors. It is a case driven course that integrates materials covered in the marketing curriculum and relates them to the design and implementation of marketing strategy. Selected cases will emphasize the integration of technology into the marketing process. Students are expected to demonstrate competency in analytical and presentation skills. Additionally, students will be required to utilize contemporary hi-tech tools.

MK 401 Directed Study in Marketing (3 credits)*Pre-Req: Instructor permission required*

This course permits superior students to study special topics. (Allows repetition for credit.)

MK 402 Seminar in Marketing (3 credits)*Pre-Req: (GB 214 or MK 250), 3.0 GPA, and at least 81 completed and in progress credits*

This course covers in-depth examination of contemporary and emerging marketing practices, issues and topics, as well as other advanced or scholarly marketing topics, depending on the interests of participants and/or instructor. Teaching pedagogy includes journal articles, a field project, and individual assignments.

MK 403 Special Topics in Marketing (3 credits)*Pre-Req: GB 214 or MK 250*

This course examines a specific and major marketing topic(s) or theme(s).

MK 411 Marketing Project (3 credits)*Pre-Req: [(GB 214 or MK 250) and two other marketing courses] or instructor permission*

This course focuses on the design, developments and execution of a marketing project on a team basis for an actual client organization. It studies management issues in implementing marketing plans and activities. The course examines how specific projects relate to an organization's overall marketing strategy and the resources needed to implement such activities. It discusses criteria used to measure the effectiveness of specific marketing activities.

MK 421 Internship in Marketing Practice (3 credits)*Pre-Req: GB 214 or MK 250*

This course offers a field-based learning experience for selected full-time students in marketing. Requires the student to select a seminar project related to his/her internship experience, in consultation with the internship advisor. The course requires students to attend regular seminar meetings, submit progress reports, and prepare a substantial report on academic concepts related to the work experience.

Mathematical Sciences (MA)

MA 105 Mathematical Foundations for Business (3 credits)

This course presents concepts of three mathematical modeling topics (linear programming, mathematics of finance and probability) that are of particular relevance to business applications. Linear Programming can be helpful in allocating limited resources among various activities. Mathematics of Finance introduces the mathematical methods used in evaluating financial instruments such as loans and bonds. Probability aids in understanding the impact of uncertainty of future events on decision-making. Effective communication of results will be emphasized.

MA 105L Mathematical Foundations for Business with Lab (3 credits)

This course presents concepts of three mathematical modeling topics (linear programming, mathematics of finance and probability) that are of particular relevance to business applications. Linear Programming can be helpful in allocating limited resources among various activities. Mathematics of Finance introduces the mathematical methods used in evaluating financial instruments such as loans and bonds. Probability aids in understanding the impact of uncertainty of future events on decision-making. Effective communication of results will be emphasized.

MA 107 Applied Calculus for Business (3 credits)*Students should have completed pre-calculus prior to entering Bentley.*

The course presents concepts of differential and integral calculus, introduces functions as simple mathematical models, and develops students' quantitative reasoning skills. Specific emphasis will be placed on the understanding of as well as the use of tools relevant to solving problems in business and economics. Topics include derivatives, indefinite and definite integrals and applications to marginal profit/revenue/cost, optimization, continuous income streams and consumer's/producer's surplus.

MA 107L Applied Calculus for Business with Lab (3 credits)*Students should have completed pre-calculus prior to entering Bentley*

The course presents concepts of differential and integral calculus, introduces functions as simple mathematical models, and develops students' quantitative reasoning skills. Specific emphasis will be placed on the understanding of as well as the use of tools relevant to solving problems in business and economics. Topics include derivatives, indefinite and definite integrals and applications to marginal profit/revenue/cost, optimization, continuous income streams and consumer's/producer's surplus.

MA 131 Calculus I (3 credits)

This course presents a thorough treatment of differential calculus that assumes a solid foundation in algebra and trigonometry. Topics include limits and continuity; the differentiation of single-variable functions; implicit and logarithmic differentiation; curve sketching; optimization; and applications to business, economics, and the social and natural sciences.

MA 131L Calculus I with Lab (3 credits)

This course presents a thorough treatment of differential calculus that assumes a solid foundation in algebra and trigonometry. Topics include limits and continuity; the differentiation of single-variable functions; implicit and logarithmic differentiation; curve sketching; optimization; and applications to business, economics, and the social and natural sciences.

MA 139 Calculus II (3 credits)*Pre-Req: MA 131 or MA 131L*

This course is a continuation of MA 131. It presents a thorough treatment of integral calculus. Topics include integrating single-variable functions, including indefinite, definite and improper integrals by substitution, parts and partial fraction expansion; an introduction to ordinary differential equations; and applications to probability, business, economics, and the social and natural sciences.

MA 139L Calculus II with Lab (3 credits)*Pre-Req: MA 131 or MA 131L*

This course is a continuation of MA 131. It presents a thorough treatment of integral calculus. Topics include integrating single-variable functions, including indefinite, definite and improper integrals by substitution, parts and partial fraction expansion; an introduction to ordinary differential equations; and applications to probability, business, economics, and the social and natural sciences.

MA 205 Chaos, Fractals and Dynamics (3 credits)*Pre-Req: MA 105, MA 105L, MA 107, MA 107L, MA 123, MA 123L, MA 126, MA 126L, MA 131, MA 131L, MA 139, MA 139L or MA 141*

This course introduces basic concepts of dynamical systems through lectures, slides, films and computer experimentation. Students predict system behavior based on mathematical calculations and on observation of computer results (no computer programming experience is necessary). Topics include iteration of functions, Julia sets, Mandelbrot sets, chaos and fractals.

MA 207 Matrix Algebra with Applications (3 credits)*Pre-Req: Three credits of math*

This course includes such topics as matrix algebra operations, simultaneous linear equations, linear programming, Markov chains, game theory, graph theory, linear economic models, least square approximation and cryptography. Business applications are emphasized and computer solutions (using MATLAB and/or Excel) are used for selected problems.

MA 214 Intermediate Applied Statistic (3 credits)*Pre-Req: GB 213 or ST 113*

Context and Perspectives: Scientific Inquiry
Statisticians have assumed larger and more important roles in the modern world as corporate problems become more complex. Feedback from statisticians is used by managers at all levels, especially as data sets become larger. In MA214, you will be asked to conduct hypothesis tests on multiple populations, learn to analyze variance, see applications of multiple regression and analyze contingency tables. The statistical functions in EXCEL will be complemented by a higher-level statistical package. The course will focus on applications drawn from the primary business disciplines.

MA 215 Mathematics of Sports (3 credits)*Pre-Req: [(MA 126 or MA 139) and GB 213] or ST 113*

Mathematics and sports will help students understand how analytic ideas can aid in understanding athletic competitions and improving individual and team performances. The mathematical topics will include some with a statistical component (expectations, probability and risk/reward judgments) and some with a deterministic bent (optimization, ranking and validation). A variety of software packages will be used to demonstrate the many ways that a mathematical point of view can inform participants and fans alike.

MA 223 Linear Models for Business Decision-Making (3 credits)*Pre-Req: Three credits of math*

This course is an introduction to linear optimization models as they apply to problems in business and economics. The potential and limitations of various models are discussed. Emphasis is placed on developing models from written descriptions and interpreting model solutions, typically computer-generated. Specific topics include linear and integer programming models.

MA 225 Probability Models for Business Decision-Making (3 credits)*Pre-Req: GB 213 or ST 113*

This course is an introduction to probabilistic models as they apply to management, economic and business administration problems. The potential and limitations of various models are discussed. Emphasis is placed on developing models from written descriptions and interpreting model solutions, typically computer-generated. Specific topics include an introduction to basic probability, decision analysis, queuing models and simulation.

MA 227 Mathematical Modeling in Environmental Management (3 credits)*Pre-Req: MA 123 or MA 131*

This is an interdisciplinary course that introduces a number of environmental management issues arising frequently in business settings and for which quantitative models are important tools in their resolution. Problem areas include air pollution, surface and groundwater contamination, waste management, risk analysis and public health. Students investigate case studies using library and online research sources. Computer modeling is based on spreadsheet programs and commercial packages. The course may include a number of field trips to business and government facilities where such models are used for technical and regulatory purposes.

MA 233 Calculus III (3 credits)*Pre-Req: MA 139 or MA 139L*

This course includes such topics as sequences and series (including geometric and Taylor series); multivariable differential and integral calculus; vector calculus; and applications to business, economics, and the social and natural sciences.

MA 235 Differential Equations (3 credits)*Pre-Req: MA 139 or MA 139L*

This is an introductory course in ordinary differential equations with application to the social and natural sciences. First-order differential equations, second-order linear equations with constant coefficients and first-order linear systems are examined. The emphasis is on formulation of equations (modeling), analytical and graphical solution techniques and interpretation of solutions (prediction). Solution techniques include the methods of integrating factors, undetermined coefficients and variation of parameters. Linear first-order and second-order difference equations with applications are also introduced. Computer experiments are carried out in MATLAB and PHASER.

MA 239 Linear Algebra (3 credits)*Pre-Req: MA 139 or MA 139L*

This course includes topics on matrices, determinants, systems of linear equations and Gaussian elimination, vector spaces, linear independence, inner products, orthonormal bases, Gram-Schmidt process, QR-Factorization, the least-squares method, eigenvalues and eigenvectors. Applications to social and natural sciences as well as the connection with other mathematical disciplines is discussed.

MA 243 Discrete Probability (3 credits)*Pre-Req: Three credits of math*

This course relates to problems of a probabilistic nature in business, economics, management science and the social sciences. It includes such topics as set notation, permutations, combinations, mutually exclusive and independent events, conditional probability, Bayes' Theorem, expectation and dispersion, Markov chains and decision-making. This course introduces the common discrete distributions: binomial, hypergeometric, geometric, negative binomial and Poisson. Simulation may be used where appropriate.

MA 252 Regression Analysis (3 credits)*Pre-Req: (MA 139 or MA 139L) and MA 214 May not be taken by students who have completed EC 282.*

This course focuses on the statistical concepts that form the basis for advanced topics in regression analysis, notably the construction of multiple regression models, time-series models and an analysis of the residuals. Students apply these concepts to large, multi-dimensional data sets using advanced software such as SAS or SPSS, and gain experience in becoming more informed decision-makers through the interpretation of the software results. Emphasis is also placed on being able to communicate the statistical results to a general audience.

MA 255 Design of Experiments (3 credits)*Pre-Req: (MA 214 and MA 139) or MA 252 Context and Perspectives: Scientific Inquiry*

The course addresses the design and analysis of experiments, with a focus on management applications. The differences, advantages and disadvantages of various designs are discussed with a special emphasis on factorial and fractional factorial designs. These popular designs allow for two or more factors to be systematically and simultaneously varied while the experimenter tries to determine not only the (main) effect of each factor, but also how the level of one factor influences the impact of another factor (aka interaction). Students will extend the long history of successes of the (fractional) factorial design into the field of management inquiry. Specific applications will stress cost savings and policy making; multiple examples will be drawn from the marketing disciplines.

MA 261 Numerical Methods (3 credits)*Pre-Req: MA 139*

This course focuses on the numerical evaluation of functions, derivatives, integrals and the numerical approximation of solutions to algebraic and differential equations. Computer solutions to problems are used where appropriate.

MA 263 Continuous Probability for Risk Management (3 credits)*Pre-Req: (GB 213 or ST 113) and MA 233*

This course focuses on concepts and techniques of continuous probability and their applications to risk management in insurance and finance. Among other topics, the most commonly used single- and multi-variable continuous probability distributions are addressed. Concepts are illustrated with a large number of applied risk management problems. Calculus tools such as single and double integration are used extensively.

MA 267 Discrete Mathematics (3 credits)*Pre-Req: Three credits of Math*

In contrast to the continuous real number line from calculus, "discrete" mathematical structures are made up of distinct, separate parts. The instructor chooses a few topics to cover from the many available discrete mathematics topics, including mathematical language and syntax, proofs and logic, circuits, cryptography, graphs (i.e., relationships among people, agencies, machines, and more.), number theory, combinations and permutations, and similar topics. The relationship of mathematics to computer science features prominently.

MA 280 Selected Topics in the Mathematical Sciences (3 credits)*Pre-Req: (MA 126 or MA 139) & GB 213*

This course examines a particular area of mathematics or its applications. It may include such topics as the use of mathematical models in environmental science, the history of mathematics, elementary measure theory or financial mathematics. The topic will be announced prior to registration.

MA 298 Experimental Math Course (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Students may repeat experimental courses with a different topic for credit.

MA 299 Experimental Courses in Math (3 credits)*Pre-Req: MA 252*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Students may repeat experimental courses with a different topic for credit.

MA 305 Mathematical Logic (3 credits)*Pre-Req: Three credits of Math*

Mathematics analyzes the world in a precise, quantitative way. Mathematical logic applies that same precise analysis to mathematics itself. Analysis of mathematical formulas, how they are constructed and how they relate, lead to the two most famous formal reasoning systems, classical propositional logic and classical predicate logic. Arguments constructed through formal reasoning in these systems are compared with informal reasoning. Examples of logic in algebra and the foundations of calculus lead to consideration of historically important questions such as, "Do we know that the generally accepted rules for reasoning are correct, or reliable?" This leads to the study of historical roots of non-classical logics and their relationship to computer science.

MA 307 The Mathematics of Computer Graphics (3 credits)*Pre-Req: Three credits of Math*

This course introduces mathematics for analyzing and describing images and scenes. Manipulations of two- and three-dimensional figures and spaces are analyzed using geometry, vectors, matrices and polynomials. A significant aspect of the course involves using these mathematical methods to generate images and animations that are both attractive and informative.

MA 309 Game Theory (3 credits)*Pre-Req: Six credits of math or [(MA 107 or MA 123 or MA 123L or MA 131 or MA 131L) and ST 113].*

Game theory is the study of strategic behavior of rational actors who are aware of the interdependence of their actions. Course topics include the extensive form tree representation and the key concepts of strategy space and strategy profile. The normal form game representation is developed and illustrated with classical games such as the Prisoner's dilemma and Hawk-Dove. The discrete probability model is developed and applied to the concepts of player beliefs and mixed strategies. Solution concepts for games such as dominance and iterated dominance, best response curves, Nash equilibrium and security strategies are developed and compared. Additional topics may also be included, such as evolutionary games and fair division strategies.

MA 310 Actuarial Topics in Probability and Risk Management (3 credits)*Pre-Req: MA 263*

This is an advanced course focused on further developing fundamental tools in discrete and continuous probability necessary for the analysis and solution of risk management problems. Significant time is spent examining complex problems and determining which mathematical technique(s) to apply. Success in mastering the techniques presented requires a substantial commitment to independent study. Students doing well in this course should be prepared to take the Society of Actuaries Exam P (Probability) or Casualty Actuarial Society Exam 1.

MA 315 Mathematical Modeling with VBA in Excel (3 credits)*Pre-Req: MA 214*

While Microsoft Excel is not an ideal analytics tool, it is ubiquitous in business contexts, making it often the best platform to share work with colleagues and clients. This is particularly true when creating an automated analysis and sharing it with nontechnical users, who need a familiar interface. Consequently, we cover in this course ways to create and automate various analytical techniques in the programming language VBA (Visual BASIC for Applications) that is built into Microsoft Excel. We will focus on using it for mathematical modeling, automating analyses, and creating user interfaces inside of Excel for sharing an automated analysis tool with a nontechnical user.

MA 330 Actuarial Topics in Operations Research (3 credits)

This course includes an in-depth treatment of topics found on the actuarial examination in operations research. Practice tests analogous to the actuarial exam will be administered on each topic. Specific topics include linear, integer and dynamic programming; networks; decision theory; queuing theory; and simulation.

MA 335 Financial Calculus and Derivative Pricing (3 credits)*Pre-Req: [(MA 139 and GB 213) or ST 113] and MA 233*

This course provides an introduction to the basic mathematical concepts underlying the famous Black-Scholes-Merton option pricing formula and the associated financial market model, including model limitations and alternatives. Selected topics from ordinary differential equations, probability theory and statistics are used to develop and analyze the economic concepts. Hedging strategies and portfolio sensitivity parameters associated with options are also developed and discussed.

MA 343 The Mathematics of Discrete Options Pricing (3 credits)*Pre-Req: Six credits of math*

This course is devoted to basic principles and techniques of no-arbitrage discrete derivative pricing. Using elementary probability and linear algebra, the binomial option pricing model is developed. No-arbitrage option pricing and hedging are addressed using binomial trees. Real-market data is used to explore the computational aspects of options pricing. The course should be of interest to strong math students who would like to see how fundamental mathematics is applied to a significant area of finance and to strong finance and economics students who would like to better understand the concepts behind the standard options pricing models.

MA 346 Data Science (3 credits)*Pre-Req: (GB 213 or ST 113) and CS 230 Context and Perspectives: Scientific Inquiry*

Working with and finding value in data has become essential to many enterprises, and individuals with the skills to do so are in great demand in industry. The required skill set includes the technical programming skills to access, process and analyze a large variety of data sets, and the ability to interpret and communicate these results to others. Anyone with these abilities will provide benefit to their organization regardless of their position. This course presents the essentials of this skill set.

MA 347 Data Mining (3 credits)*Pre-Req: MA 252 Context and Perspectives: Scientific Inquiry*

This course will introduce participants to the most popular data-mining techniques, with an emphasis on getting a general understanding of how the method works, how to perform the analysis using suitable available software, and how to interpret the results in a business context. Topics will include linear regression models, logistic regression models, association rules analysis (also known as market basket analysis), cluster analysis, k-nearest neighbors, decision tree analysis, and Naïve Bayes. Additional techniques may be introduced if time allows.

MA 352 Mathematical Statistics (3 credits)*Pre-Req: MA 263*

This course covers calculus-based mathematical statistics intended for upper-level undergraduate students in the mathematical sciences. The goal is to provide a solid foundation in theoretical statistical inference, which includes the theoretical aspects of estimation theory and hypothesis testing procedures. Upon completion of this course, students are expected to understand and apply basic concepts in mathematical statistics. In particular, students will study concepts in distributions and convergence, moment methods, estimations and test of statistical hypothesis.

MA 357 Mathematical Theory of Interest (3 credits)*Pre-Req: MA 139 or MA 139L*

The theory of interest addresses the critical financial question of determining the value of a stream of cash flows. This is a problem-solving intensive course aimed at preparing the highly motivated student for the Society of Actuaries Exam FM. Emphasis is placed on learning efficient and effective techniques for solving interest theory problems.

MA 370 Mathematics of Investment & Financial Markets (3 credits)*Pre-Req: MA 335*

This is an intensive problem-solving course aimed at helping highly motivated students prepare for actuarial Exam IFM - Investment and Financial Markets, offered by the Society of Actuaries (SOA). The topics covered include rational valuation of derivative securities using the binomial as well as the Black-Scholes option pricing models; risk management techniques (such as delta-hedging); as well as selected corporate finance topics such mean-variance portfolio theory and capital asset pricing model (CAPM). An ideal candidate will have passed Exam P and/or Exam FM prior to taking this course and be willing to invest the extensive time and effort required to pass Exam IFM.

MA 375 Long-Term Actuarial Mathematics I (3 credits)*Pre-Req: MA 310 and MA 357*

The goal of this course is to develop students' knowledge of the theoretical basis of life contingent actuarial models and the application of these models to insurance and other financial risks. Specific topics include the mathematics of survival distributions, life tables, life insurances, life annuities, benefit premiums and premium reserves. Emphasis will be placed on developing familiarity with the theory behind these actuarial models. This is an intensive problem-solving course aimed at helping highly motivated students prepare for Exam LTAM, the long-term actuarial mathematics exam offered by the Society of Actuaries (SOA).

MA 376 Long-Term Actuarial Mathematics II (3 credits)*Pre-Req: MA 375*

The goal of this course is to develop students' knowledge of the theoretical basis of life contingent actuarial methods and the application of those models to insurance and other financial risks. Specifics topics include discrete and continuous Markov models, multiple decrement models, multiple life models, universal life models and profit tests. Emphasis will be placed on developing familiarity with the theory behind these actuarial models. This is an intensive problem-solving course aimed at helping highly motivated students prepare for Exam LTAM, the long term actuarial mathematics exam offered by the Society of Actuaries (SOA).

MA 380 Introduction to Generalized Linear Models and Survival Analysis in Business (3 credits)*Pre-Req: MA 252. Context and Perspectives: Scientific Inquiry*

The course is designed for students interested in analyzing data with advanced regression modeling. It introduces generalized linear models (GLMs) and survival analysis with a focus on business applications. It includes GLMs with various linking functions: logistic models, Poisson models, and others. It particularly emphasizes the applications of these functions in real world data analysis and includes the use of professional statistical packages. Survival analysis is an important method for analyzing hazard and survival time in areas such as health care, finance, marketing and management. The course will focus on applications of survival models and the interpretation of simple survival models using Kaplan-Meier curves.

MA 398 Experimental Course in Actuarial Ratemaking and Reserving (3 credits)*Pre-Req: MA 214 and MA 263*

This course introduces basic ratemaking and reserving practices and techniques. These techniques are fundamental to a well-rounded actuarial education and should be of interest to all actuarial students. Both ratemaking and reserving are key actuarial responsibilities and this course will offer a hands-on/project based approach to learning the techniques and understanding the impact on insurer profitability. The concepts and skills we develop are particularly relevant to short term coverages as is typically found in health and property and casualty contracts. We will analyze data, build models in Excel, update them as new data becomes available, and make recommendations to management.

MA 399 Experimental Course in MA (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Topics may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

MA 401 Directed Study in Mathematical Sciences (3 credits)

This course permits superior students to study special topics. (May be repeated for credit.)

MA 402 Seminar in Mathematical Sciences (3 credits)*Pre-Req: Three credits of math*

This course permits small-group study of selected topics by advanced students. (May be repeated for credit.)

MA 402A Seminar in Mathematical Sci (3 credits)**MA 402B Seminar in Mathematical Sci (3 credits)****MA 421 Internship in Mathematical Sciences (3 credits)**

An internship provides students with an opportunity to gain on-the-job experience and apply principles and issues raised in the academic discipline to a work environment. The student is required to attend pre-internship workshops sponsored by the Center for Career Services, meet regularly with a faculty advisor, and develop a final paper or special project.

Media & Culture (MC)

MC 300 Selected Topics in Media Studies (3 credits)

This course examines a different film, television and new media theme or themes each semester. Recent topics include: Imagining the Culture Industries; Storytelling & the Studio System; Theory of Gaming & New Media; and Media & Democracy

MC 300A Film,TV & New Media Theory (3 credits)**MC 300B Film,TV & New Media Theory (3 credits)****MC 320 Selected Topics in Advanced Production (3 credits)**

This course develops the basic techniques covered in Introduction to Video Production, concentrating on more conceptual and advanced approaches to image and sound creation. It emphasizes specialization in a particular area of professional production. Allows repetition for credit

MC 320A Sel topics in Adv Production (3 credits)**MC 398 Experimental course in MC (3 credits)**

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

MC 399 Experimental course in MC (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

MC 401 Directed Study in Media & Cult (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed upon in-depth independent examination, investigation or analysis of a specialized topic.

MC 420 Capstone Project in Media and Culture (3 credits)

Undertaken in the last year of coursework in Media and Culture, the final project requires students to write a media analysis or produce an original media text (for example, a video or website). If a student chooses to produce a creative work, he or she must also write an essay explaining how the project reflects his or her understanding of and engagement with key issues and categories of the study of Media and Culture

MC 421 Internship in Media and Culture (3 credits)*Pre-Req: Internship coordinator permission*

Introduces the student to some aspect of the media industry; emphasizes the particular operations of a media company by assigning a student to a professional in the field under whose supervision the intern undertakes tasks and participates in analyzing the practical applications of media theories. The intern's progress is monitored and evaluated jointly by the field supervisor and the faculty coordinator during the semester internship.

Modern Languages (ML)

ML 150 Elementary Modern Language Abroad Class (1 to 4 credits)

Shell Course for language course taken abroad. This class has equivalency of levels A.1 and A.2 according to the Common European Framework of Reference for Languages. As such, it will be considered an elementary course.

ML 155 Elementary Modern Language Abroad Class 2 (1 to 4 credits)

Shell Course for language course taken abroad. This class has equivalency of levels A.1 and A.2 according to the Common European Framework of Reference for Languages. As such, it will be considered an elementary course. Please note, this class does not count towards any language minor.

ML 210 Modern Languages Intermediate I (3 credits)

Shell Course for language courses not offered at Bentley but accepted from other institutions, Advanced Placement, and Seal of Bilitracy.

ML 220 Modern Languages Intermediate II (3 credits)

Shell Course for language courses not offered at Bentley but accepted from other institutions, Advanced Placement, and Seal of Bilitracy.

ML 250 Intermediate Modern Language Abroad Class (1 to 4 credits)

Shell Course for language course taken abroad. This class has equivalency of levels B.1 and B.2 according to the Common European Framework of Reference for Languages. As such, it will be considered an elementary course.

ML 255 Intermediate Modern Language Abroad Class 2 (1 to 4 credits)

Shell Course for language course taken abroad. This class has equivalency of levels B.2 according to the Common European Framework of Reference for Languages. As such, it will be considered an elementary course. This did not count for any Spanish minor.

ML 403 Latinos in the U.S.A. (3 credits)

This course studies the historical, social and cultural development of Latinos in the United States, paying special attention to the three most important groups: Chicanos or Mexican-Americans, Puerto Ricans or Neoricans, and Cuban-Americans. Students will explore some key issues affecting the Hispanic communities; cultural stereotypes; individual and collective identity; bilingualism; political and social struggles, through the analysis of literary texts and other cultural productions (film, art, music, theater). As a final class project, students will be able to choose between a field-based research paper or a Service Learning Project

ML 420 Internship in Modern Language (0 credits)

This course provides practical language and cultural awareness application to advanced students by allowing them to conduct business in a language other than English. The course consists of a part-time internship that students can complete in the fall, spring or summer. Whenever possible, it is expected that students will apply for an internship in a field in which they would like to work after graduation. Students may work closely with the professor in selecting and applying for the internship, they must have their selection of internship approved by a faculty member, and at the end of the internship they must show the professor proof that they completed the number of hours jointly determined by the student and internship employer. This course has no credits, which means that students must be paid for this internship, unless it is for a non-profit. This also means that students who are not U.S. citizens may not take this course, but should instead take ML421 for three credits

ML 421 Internship in Modern Language (3 credits)

This course provides practical language and cultural awareness application to advanced students by allowing them to conduct business in a language other than English. The course consists of a part-time internship that students can complete in the fall, spring or summer. Whenever possible, it is expected that students will apply for an internship in a field in which they would like to work after graduation. In addition to the internship itself, students taking ML 421 will also have three formal meetings with the professor (two at the beginning of the internship and one at the end); work closely with the professor in selecting and applying for the internship; write reflective journals, complete assigned readings; write a final paper; and make a final presentation

Natural & Applied Sciences (NAS)

NAS 110 Human Biology (4 credits)

Context and Perspectives: Scientific Inquiry Formerly NASC 110

This course introduces students to the essential mechanisms of human biology and their applications. The course builds an understanding of how complex human systems represent consequences of the genes comprising the human genome and their expression, the functions of biological pathways, and the electrochemical properties of cells. An understanding of these mechanisms on a molecular level is applied to explore mechanisms of health and disease, recent scientific discoveries, the development of biopharmaceutical products, and controversies in biomedicine. The emphasis on this course is on the understanding of the broad applicability of basic biological mechanisms to issues of personal, temporal or business interest.

NAS 120 Elements of Living Systems (4 credits)

Formerly NASC 116

This course introduces students to the basic structure and function of biologically important molecules. Students will learn the relationship of how the type of bonding and structure of a molecule dictates its interaction with its surrounding environment, with a particular focus on human systems. Through close examination of metabolic reactions, students will study the underlining thermodynamics that governs the behavior of systems. Finally, students will learn how these fundamental chemical concepts are translated into innovative products and processes in the fields of biomaterials and biotechnology. Additionally, the course involves hands-on laboratory-based scientific research. During the first half of the lab section, students will be trained in techniques for conducting modern-day research. In the second portion of the lab, students will work in groups to design their own experiments, collect data, and present their findings in a formal scientific presentation.

NAS 122 Environmental Chemistry (4 credits)

This course explores the nature of environmental problems through chemistry. Students examine the movement and change of matter in order to understand the relationships among air pollution, water pollution, greenhouse gas emissions, climate change and energy production. In the laboratory, students conduct analyses of air and water samples, and produce alternative fuels like ethanol and biodiesel.

NAS 132 Astronomy: Solar System (4 credits)

Context and Perspectives: Scientific Inquiry Formerly NASC 100

The astronomer's role has changed drastically during the past two millenia, from analyzing the motions of the planets, to theorizing about Earth's place in the universe, to directly observing and analyzing astronomical objects with telescopes and space probes. Using a variety of approaches, students will examine the tools and methods of the astronomer, and apply them in fully surveying solar system objects. Students will gain insight into the role of modern astronomy, through both telescopes and NASA, in both the scientific world and in areas of business. The Earth's atmosphere, interior, climactic, and 21st-century environmental issues facing our planet will also be covered, as well as how studying other planets provides key insights to better understanding the Earth.

NAS 135 Astronomy: Stars and Universe (4 credits)

Formerly NASC 101

While most students are somewhat familiar with the inhabitants of the solar system planets, moons, and comets very little attention is given to the subject of the stars in the pre-collegiate curriculum. This course introduces the student to a subject that makes up more than two-thirds of the effort of the observational and the theoretical astronomer. It stresses not descriptive detail, but the "detective" aspect of the science: the how, why and what for, and the application of various discoveries to extract further understanding. In addition, astronomy beyond the solar system provides the scientist with a laboratory for energetic phenomena that cannot be reproduced on Earth and can tell us about the ultimate nature of matter both at the subatomic and at the cosmic levels.

NAS 140 Energy and The Environment (4 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASC 140

Energy is part of everything we do every day. Energy consumption is also the biggest contributor to air pollution and global warming. This course presents a systems approach to understanding energy consumption and its links with environmental and human health and well-being. It emphasizes using knowledge of these systems to identify and choose among alternative actions in both personal and professional contexts. Course units focus on different aspects of energy efficiency and renewable energy on the Bentley campus.

NAS 145 Principles of Geology (4 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASC 130

This course Introduces the basic principles of geology and the societal relevance of the discipline through classroom discussions and laboratory activities. Exploration centers on the process of scientific inquiry, building around systems of plate tectonics and the rock cycle, followed by an examination of Earth's surficial processes, including the role of water, ice, wind and gravity in breaking down, transporting and depositing Earth materials. Specific topics include the origins and classification of rocks and minerals, earthquakes, volcanoes, geologic time, rivers, glaciers and coastal processes. Throughout the course, students relate Earth processes and materials to human concerns, such as natural hazards, environmental degradation and economic resources.

NAS 150 Environmental Science and Sustainability (4 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASC 150

This course is an introduction to environmental sciences, highlighting issues in environmental and ecological sustainability. This lab-based course places a strong emphasis on understanding how humans are linked to the environment, how humans can modify their interactions with the environment, how humans can learn from past and current environmental issues to address environmental issues of the future, and how environmentally sustainable business practices can help enact positive environmental change. Topics addressed in this course cover a wide-range of major environmental issues, current affairs, and environmental solutions including human population growth and global climate change, marine plastics, biodiversity loss, ecosystem valuation, and understanding the environmental benefit of the triple bottom line. The course is structured through a series of in-class lectures and immersive class activities, laboratory exercises, and is heavily geared towards conducting outdoor research.

NAS 155 Chemistry of Sustainable Products (4 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASC 121

Sustainable chemistry raises awareness of the fundamental processes behind the things we buy and how to create safer and healthier products. The course contains interactive lectures, an integrated research experience, and fun laboratory experiments that enable students to learn about innovations in chemistry and experience them directly. The course is designed to help students describe and understand how and why molecules interact and how these interactions ultimately dictate the molecules utility and toxicity. Students will explore how molecules translate their properties into materials and how these materials ultimately impact consumer product performance and the health of the people using and producing them. Finally, sustainable product design methodologies will be presented as a mechanism to protect and proliferate the prosperity of people, the economy, and our environment.

NAS 160 Environmental Chemistry (4 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASC 122

This course explores the nature of environmental problems through chemistry. Students examine the movement and change of matter in order to understand the relationships among air pollution, water pollution, greenhouse gas emissions, climate change and energy production. In the laboratory, students conduct analyses of air and water samples, and produce alternative fuels like ethanol and biodiesel.

NAS 199 Experimental course in NS (4 credits)*Formerly NASC 199*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

NAS 302 The Science and Business of Biotechnology (3 credits)*Formerly NASE 309*

This course integrates science and business in studying all aspects of the current "biotechnology revolution." Using the case study method, the formation, organization, production, financing and marketing of biotech companies, as well as the selling of biotech products are examined. In addition to lectures, case discussions, guest speakers and a field trip to a local biomanufacturing facility, students will be responsible for one short presentation on a biotechnology company as well as for researching and writing their own due diligence analysis report analyzing one specific marketplace. The potential long-range medical, economic, legal and ethical implications of applying this science are also examined.

NAS 304 Innovative Tech & Society (3 credits)*Formerly NASE 363*

Innovation in technology is an ever-changing, improving process. A look at the latest news cycle reveals an exciting frontier in technological development. Scientists and engineers harness advanced electronic, chemical, and mechanical properties to make revolutionary technologies. This course introduces students to principles, applications, and societal implications of a selected technology. Students will characterize types of technologies and strategies for fabricating and characterizing materials. In addition, students will evaluate current applications of innovative technologies in many topical areas. Finally, students will evaluate risks, intellectual property, ethical concerns, business implications, and regulatory issues of innovative technologies. Through structuring a business plan and pitch based on an innovative technology, students will demonstrate a viable consumer need, identify a target market, and explain how to operate and manage a technology-based business.

NAS 308 Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World (3 credits)*Context and Perspectives: Institutions and Power* Formerly NASE 308

Good health systems contribute to the prosperity of nations. The U.S. stands nearly alone among developed nations in not providing universal healthcare to its citizens. Although no system is perfect, more than 35 countries rated higher in quality, equity and efficiency than the U.S. according to a World Health Organization assessment conducted in 2001. Yet Americans pay far more per capita for healthcare than citizens of any other country. What factors account for this disparity? This course will examine how healthcare is currently delivered in the U.S., how this differs from other countries, and what we might learn from other countries about improving our system. Thus, we will compare the strengths and weaknesses of the present U.S. healthcare system to the healthcare experiences of selected countries around the world toward learning what works in other places, and what might or might not be applicable here as we move closer to reform.

NAS 314 Human Nutrition: From Science to Life (3 credits)*Formerly NASE 313*

Every day we are bombarded with information about diet and health, often confusing and contradictory. As consumers, it is difficult to separate fact from fad, truth from fiction. This science course covers the fundamental principles of nutrition science and its application to personal fitness. The course will provide a foundation in introductory nutrition, including basic anatomy and physiology of the digestive tract, macro and micronutrients, and the development of disease. Emphasis is placed on acquiring both scientific and practical knowledge of the essentials of nutrition with the goal of learning to think critically about nutrition issues as lifelong consumers.

NAS 316 Human Health and Disease in Today's World (3 credits)*Formerly NASE 315*

This course examines human health and disease from the structure and function of the human body to its interaction with the environment. The genetic, physiological and behavioral factors that influence the physical and mental well-being of individuals is explored on all levels, including molecules, cells, organs, individuals and communities. Risk factors such as diet, sexuality, occupation, tobacco, alcohol and drugs are similarly evaluated, with an emphasis on behavioral changes that optimize personal health or help manage adverse conditions. Modern challenges such as emerging diseases, pandemic flu and bioterrorism and their potential impact on students' lives are discussed. The healthcare system, from research and development, healthcare markets, access to insurance, and alternative and complementary medicines are presented with the goal of helping students become more discerning consumers.

NAS 318 Global Health Challenges (3 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASE 318

The forces of environmental, social and political change are expected to intensify in the decades to come. The reverberations of these inevitable changes will impact not only the magnitude of domestic and global health threats, but also their specific nature. Citizens and health systems must be prepared to deal with public health risks and consequences that they have never had to face before. Yet, as these challenges intensify, healthcare technologies are providing new tools for protecting human health. The balance between these evolving risks and our ability to deal with them will be critical in determining our future quality of life. This course will investigate public health from a community-based, global perspective, looking at health issues beyond our shores as well as the unwelcome risks and intrusions that global phenomena introduce into our lives at home.

NAS 320 Bugs in the System (3 credits)*Formerly NASE 320*

Insects may be small, but they ubiquitous and abundant, and as such exert enormous impacts, both positive and negative on all aspects of human livelihood. They consume and destroy crops and stored food, degrade real estate and claim more lives per year than all wars and natural disasters combined. This course will examine in detail the economic importance of insects in all aspects of human endeavor, both in the harm they cause and the many ways they benefit people. Starting with an introduction to the unique biology of these organisms, we examine their role in natural cycles as well as their various impacts on human affairs including health, agriculture, forestry and as natural resources for important materials and food products. Taking advantage of double block sessions, this course will include field excursions and exercises at several sites within walking distance of the Bentley campus and each week will integrate lectures with interactive laboratory sessions.

NAS 322 Human Inheritance (3 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASE 319

This course introduces students to the basic principles of human inheritance and modern genetics, and the practical applications of this science in understanding one's own characteristics, health, disease risk, and even behaviors. Recent advances in genetics have revolutionized our understanding of human biology as well as many aspects of everyday life including insurance, reproduction and medicine. This course challenges students to examine the personal, medical, social, legal and ethical dilemmas arising from an understanding of human genetics and the human genome.

NAS 324 The Biological Fate of Drugs (3 credits)*Context and Perspectives: Scientific Inquiry* Formerly NASE 370

Many of us do not hesitate to take Advil for a headache or Robitussin when we have a cough, yet we rarely think about what these drugs actually are. What is it in Advil that reduces pain? Which ingredient in Robitussin eases a cough? We take these drugs by mouth, yet their effects are noted throughout the body. This course will analyze how drugs taken by mouth are able to have these systemic, whole-body effects. First, we will look at what drugs actually are, and how their chemical structure will impact their ability cause a biological effect. Next, we will look at how drugs are formulated for dissemination and how the chemical principles that underlie these formulations influence the potential market for the drug. We will seek to understand the biological barriers that a drug molecule must overcome before being 'available' in the body. Students will use state-of-the-art software to design a novel drug using structure-based design principles.

NAS 328 Human Evolution and Behavior (3 credits)*Formerly NASE 307*

This course provides a detailed examination of the physical and cognitive evolution of humans (from *Homo erectus* to *Homo sapiens*) and their behaviors.

NAS 331 Planetary Exploration in the Space Age (3 credits)*Formerly NASE 301*

This course carefully examines our successful interplanetary space missions, which image planets and their systems, measure their astronomical characteristics, and establish their histories and evolution. A key theme in these investigations is a detailed study of the Earth, in order to perform "comparative planetology" with other planets. Various themes in this comparison approach include planetary formation, temperature and environment, atmosphere and greenhouse effects, terrestrial evolution and sustainability, magnetic fields, and planetary mass consequences. The most recent NASA missions, including those to Mars, Jupiter and Saturn, will be covered in great detail. Topics include their technologies, flight paths, scientific goals and results, and key business aspects relating to their funding, construction and operation.

NAS 333 Life in the Universe (3 credits)*Formerly NASE 303*

To better understand where we should search for life beyond Earth, we must first establish the key astronomical characteristics which support Earth's sustained habitability. This quest continues by studying Venus and Mars, the two planets near the Sun's habitable zone, as well as several potentially habitable Jovian satellites, using information provided by NASA space probes. Beyond the solar system, stellar and planetary characteristics will be used to evaluate which types of stars might host Earth-like planets, and which of those planets could possibly support life. Incorporating other astronomical, biological, and philosophical concepts, we develop the Drake Equation to estimate the potential number of current, intelligent and communicative civilizations that may exist in the galaxy right now. We will also examine newly discovered exoplanets, and discuss methods that have been used in attempting to detect signals from extraterrestrial civilizations.

NAS 334 U.S. Space Program: Going Beyond (3 credits)*Context and Perspectives: Institutions and Power Formerly NASE 305*

The National Aeronautics and Space Administration, better known as NASA, has made substantial contributions to our world, many of which are not known, recognized, understood or fully appreciated by the general public. This course is designed to introduce students to the full scope of the U.S. space program by presenting NASA's organizational structure, strategic plan and exploration policy, by focusing on its current and future projects in various fields of astronomical research, robotic and human exploration, and by carefully examining its many achievements that impact society on a daily basis, at the intersection of science, technology and business.

NAS 336 Water and the Environment (3 credits)*Context and Perspectives: Scientific Inquiry Formerly NASE 336*

This course examines the origin, distribution and supply of water on the Earth. Topics include field measurement of runoff processes (including stream velocity, discharge and sediment load); bathymetry, temperature, oxygen, and conductivity profiles of a pond or reservoir; and snowpack volume, density and water content (in season). Laboratory exercises include drainage basin analysis and estimation of flood frequency, and magnitude from air photos and topographic maps; experimental groundwater modeling from flow tubes to test Darcy's law; and flow-net construction for prediction of groundwater pollution. Overlying case study concerns "A Civil Action," a famous water contamination court proceeding. This course is offered in both one-week intensive and semester formats.

NAS 338 Water Quality (3 credits)*Formerly NASE 328*

All of us should be concerned about the quality & cost of our drinking water. Many wars political & physical have historically concerned the use and misuse of drinking water. Drinking water is the focus of this course, which examines the sources, delivery & treatment received as water is delivered to us, as well as the treatment and disposal of wastewater. This course has a lab-oriented project where students select a topic and do specific chemical analysis on their samples and compare them with EPA guidelines. Common water pollutants such as bacteria, heavy metals, pesticides & fertilizers are described and many are tested as part of as part of in-lab activities. Samples from such places as Bentley Pond, the Charles River, and Walden Pond are collected and purified through accepted treatment methods to see if they can be made "drinkable." Water softeners and other in-home filtration methods are examined. Student projects include a lab component, a written paper & an oral presentation.

NAS 340 Oceanography (3 credits)*Context and Perspectives: Scientific Inquiry Formerly NASE 335*

This course examines chemical and physical aspects of oceans and sea water, including geologic history of ocean basins, ocean currents, waves, tides, composition of sea water, types and movement of marine sediments, natural resources that oceans provide, and human impacts, such as pollution in the coastal and deep marine environment.

NAS 342 Ecology: Principles and Applications (3 credits)*Context and Perspectives: Scientific Inquiry Formerly NASE 311*

This course introduces the principles of ecology that are relevant to environmental science, including variation in the environment, energy flow, biogeochemical cycling, productivity, population growth and regulation, and interactions between organisms and their environment. The evolutionary nature of species interactions and its implications for conservation biology will be explained. The course will include study and discussion of environmental problems confronting the world, field trips to local environments, exercises designed to teach ecological concepts, and writing assignments, particularly a paper on the application of ecological principles to a current environmental issue. The course will prepare the student to function as an ecologically aware citizen and to appreciate the natural environment more.

NAS 343 Economic Botany (3 credits)

Human survival is dependent on plants because the vast majority of our basic resources for food, beverage, fuel, clothing, shelter, medicine and decoration are derived from botanical sources. This course discusses basic plant structure and function as it relates to economically important products; agriculture from its earliest beginnings to promising plants of the future; and the importance of plant breeding, propagation and conservation to modern economy. Examples of plants and plant products used around the world will be illustrated through the use of fresh material, purchased products, videos, slides, internet links, and visits to appropriate businesses. Each student will choose a botanical industry to visit and will prepare a "fact book" of relevant materials.

NAS 344 Energy Alternatives (3 credits)

Context and Perspectives: Scientific Inquiry Formerly NASE 344

This course surveys the fundamental laws governing energy and energy sources a subject of major international significance in today's worldwide economy. Applications of the production and uses of power sources, including fossil fuel, nuclear fission, nuclear fusion, solar energy, hydrodynamic resources, wind resources, biomass resources and geothermal reserves, are discussed. The practicality, availability and environmental impact of these energy alternatives, as well as the associated short, medium and long term, conservation strategies will be discussed.

NAS 345 Science of Sustainability (3 credits)

Context and Perspectives: Scientific Inquiry Formerly NASE 364

This course examines the scientific basis for human development that provides people with a better life without sacrificing and/or depleting Earth's resources or causing environmental impacts that will undercut future generations. Examples of the Earth's resources to be studied include air, water, soil, forests, energy, minerals, fish, wildlife and agriculture. A service-learning project concerning conservation, recycling and reuse of everyday materials and products in the local area is a major component of the course.

NAS 346 Wind Energy (3 credits)

Context and Perspectives: Scientific Inquiry Formerly NASE 346

Why are companies investing in wind energy? Learn about the risks and rewards of investing in this growing and competitive global industry. This course explores the entire lifecycle of a wind energy project from siting and planning to construction and operation to decommissioning. To understand the complete system of these projects, the course will cover the physics of energy conversion, the cost of energy, wind energy policies, environmental impacts, and human factors in developing and operating wind projects. Students will understand the current state of the wind energy industry through real projects, locations and data. The course will equip students to evaluate wind energy projects and policies within the larger energy system by examining each stage of the permitting process and the intersections of technology, the environment and human behavior.

NAS 348 Global Climate Change (3 credits)

Context and Perspectives: Scientific Inquiry Formerly NASE 337

This course examines the basic concepts of weather and climate, such as structure of the atmosphere, ocean and atmospheric circulation, and latitudinal and seasonal changes in relationship to distribution of land and water bodies on Earth. Also considered are temporal changes in large-scale climatic phenomena, such as atmospheric carbon dioxide, glaciations, sea-level change, monsoons, impact of volcanoes, El Niouthern Oscillation (ENSO), greenhouse effect, stratospheric ozone depletion, desertification, as well as human impacts on climate

NAS 350 Industrial Ecology (3 credits)

Context and Perspectives: Scientific Inquiry Formerly NASE 350

Industrial ecology examines the relationships between the production of material goods and the effect this process has on humans and the environment. The course systematically examine the practices of extraction, processing, production, distribution and consumption of goods by quantifying material and energy flows through every step of the cradle to grave process. Students will examine readings, case-studies and models to assess and develop an understanding of the complex balance between the Earth's natural resources and satisfying human wants and needs. The course emphasizes that the solutions to global ecological sustainability are not found in the abandonment of technology, but through the embrace and proliferation of it. Specific topics covered in the course may include a survey of material flow analysis, life cycle assessment, energy policy, urban ecosystems, and the circular economy.

NAS 352 Science of Environmental Policy (3 credits)

Context and Perspectives: Scientific Inquiry Formerly NASE 380

National laws protecting the environment and governing the use, conservation and preservation of natural resources are partly based on current scientific understanding, but almost always affect the way businesses operate profoundly. The U.S. has a long history of attempting to balance economic growth with the preservation of the environment and human health by passing new laws and creating new regulations. This course will explore the science behind environmental and natural resource policy, from its historical roots to bills being debated in the U.S. Congress today. In addition to covering the role of science in the legislative process, specific topics will include major environmental laws and amendments, as well as proposals dealing with energy production and climate change.

NAS 356 Coastal Geology of Cape Cod (3 credits)

Formerly NASE 334

This is a one-week field-based course that studies the geologic origins, coastal processes, environmental systems, and human impacts on Cape Cod. Through field observations, measurements, data collection and analysis, students will learn about the dynamic coastal landscape and the geologic processes that formed and continually alter the coastline. Participants will study the beaches, seacliffs, coastal wetlands and environmental geology at various locations on the Cape, and compare the dynamic coastal environments along the Atlantic Seashore, Cape Cod Bay and Nantucket Sound. Students will gain an understanding of the different geologic processes, development hazards and environmental protection challenges that each location represents.

NAS 358 Coastal Biology of Cape Cod (3 credits)

Formerly NASE 314

This is a field-oriented course investigating various ecosystems of Cape Cod, focusing on the variety and types of organisms found in each area and their interrelationships with their natural surroundings. The ecosystems to be studied in this one-week intensive course on Cape Cod include sandy beaches and dunes, salt marshes, estuaries, rocky intertidal habitats, saltwater and freshwater ponds, and a rare Atlantic White Cedar swamp.

NAS 361 Pioneers in Psychology (3 credits)*Context and Perspectives: Scientific Inquiry* Formerly PS 210

This course focuses on applied psychology. The following major perspectives of psychology will be investigated in the context of the dominant social and historical events and trends of the 20th century: functionalism, psychoanalysis, behaviorism, humanism, cognitive psychology, evolutionary psychology, socio-cultural psychology and neuropsychology. Our scientific explanations and predictions about human behavior have been partly shaped by world wars, cold wars, culture wars, societal upheavals, scientific discoveries and information/communication technologies. In the end, we are still left with the question, "What is it that makes us uniquely human?"

NAS 362 Child Psychology (3 credits)*Formerly PS 240*

This course focuses on the world of the child from birth through adolescence. Emphasis is placed on the sequence of development during this period. While normal developmental patterns and preventive aspects are central, the student investigates some areas of psychopathology, play therapy, familial influences and prenatal care.

NAS 364 Adult Development and Aging (3 credits)*Formerly PS 250*

This course explores biological, psychological, and sociocultural forces that shape young, middle, and late adulthood. Topics include: researching adult development and aging, neuroscience and development, physical changes, longevity, person-environment interactions, attention and memory, intelligence and creativity, social judgement, personality, mental health, relationships, work and recreation, and dying and bereavement.

NAS 365 Human Relations in Health Care (3 credits)*Formerly PS 341*

This course will acquaint students with theories that illuminate human relations patterns and practices in a wide variety of healthcare settings. Students will receive practice in the formal analysis of communication problems that manifest in pharmaceutical companies, HMOs, group practices and institutional settings. Participants will be taught to recognize elements of successful versus dysfunctional dynamics in healthcare organizations. An understanding of contemporary practices and trends in healthcare organizations will be provided. An introduction to interventions as well as methods of human relations training will be covered. This course will provide insight into using psychological theories and skills necessary for effective interpersonal relations among professionals in the healthcare industry. An emphasis will be placed on refining oral, written and visual presentation skills necessary for effective teamwork in healthcare organizations.

NAS 366 Positive Psychology (3 credits)*Context and Perspectives: Culture, Change, and Behavior* Formerly PS 266

This course focuses on the major theories and psychological principles of human adjustment across the life span, including self-concept, development, motivation, stress and anxiety. It also considers human values in relation to interpersonal relationships, and examines intellectual and emotional resources for personal change and growth.

NAS 368 Health Psychology (3 credits)*Context and Perspectives: Scientific Inquiry* Formerly PS 340

This course studies psychology as a health science. It examines the applications of the theories and methods of psychology to healthcare, health maintenance and health-related behaviors. Beginning with a formulation of mind and body as an integrated system rather than as two separate systems, it seeks to examine the role of behavior in the prevention, onset, and course of illness and disease. Many chronic illnesses are related to lifestyle, and current research in weight management and dietary change, smoking cessation, substance use and abuse and stress management will be examined. Applications of psychology in the treatment of many disorders, such as cardiovascular disease, diabetes, cancer, gastrointestinal disorders and chronic pain, will be presented. Ultimately, this course is about the empowerment of individuals to take charge of their own health status and wellness, and about some of the tools and strategies currently in use to accomplish this task.

NAS 370 Nonverbal Behavior and Judging Others (3 credits)*Formerly PS 351*

How do we communicate nonverbally and how do we use nonverbal information to form impressions and make judgments of others? This course is designed to introduce students to the basics of nonverbal behavior and how it influences our interpersonal interactions. The course will introduce students to research on various nonverbal cues, including gesture, touch, gaze, appearance, and facial and vocal cues. In addition, making judgments of others based on their nonverbal behaviors is a ubiquitous part of our interpersonal interactions. The second half of the course will explore how we perceive others, with a particular emphasis on first impressions and the role of gender and culture in these perceptions. We will also debunk the myths of lie detection. Throughout the course, examples and activities will focus on the application of nonverbal behavior in healthcare and business settings.

NAS 372 Social Psychology (3 credits)*Context and Perspectives: Culture, Change, and Behavior* Formerly PS 311

This course investigates the shared human experience studying the impact of interaction with other individuals, groups and the social context upon individual thinking, emotions and behavior. It focuses on the application of social scientific research to practical situations, including social influence, interpersonal perception, attitude changes, persuasion and prejudice. The course content is also practically applied to relevant topics in the world of business, including leadership, influence, group and team interaction, consumer behavior and decision-making under conditions of uncertainty.

NAS 374 Dynamics of Personality (3 credits)*Formerly PS 252*

This course investigates the development and stability of those traits and behaviors that remain fairly stable over time and make each human being unique. The biological and genetic inheritance of the individual is examined as it is shaped over time by various external and internal processes, including family dynamics, culture, social influence, individual self-concept and perception, and ongoing adjustment to situational challenges. Theories of personality are incorporated in a practical way to lend insight into the complexity of human uniqueness. The personality issues that influence behavior in the world of business, including cross-cultural sensitivity, achievement, entrepreneurship, relationship building and leadership, are explored.

NAS 375 Cross-Cultural Psychology (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly PS 275

This course will examine the cultural similarities and differences of individuals and groups from various parts of the world in order to understand their behaviors, thoughts and feelings as they experience the world. Much of the information will be based on quantitative and qualitative research and anecdotal materials to assist the learning process. The following is among the many topics to be discussed: alternative conceptions of intelligence, female/male views on culture, individualism versus collectivism, worldview of lesbian, gay and bisexual individuals, nonverbal aspects of language, direct versus indirect communication, social consequences of bilingualism, common experiences of immigrants and refugees, overt versus covert racism, white privilege, racial identity development, causes of health disparities, and understanding culturally similar and different individuals.

NAS 376 Understanding Learning Differences and Disabilities (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly PS 276

In this course we will investigate the nature of learning differences/disabilities, how they are diagnosed, the strategies and techniques used to manage them, and how they affect the education and lives of people with learning disabilities as well as their relationships with family members, friends, and colleagues. We will study a range of different types of learning disabilities and differences (such as dyslexia, attention deficit disorder and autism spectrum disorder) and explore how they affect the individual in a variety of social contexts. We will explore the intersections of social factors such as race, ethnicity, gender, and sexual orientation with disabilities and learning differences. We will also investigate how these differences affect the individual's sense of self and identity and explore the types of communication and workplace challenges that may emerge.

NAS 378 Gender Psychology (3 credits)*Context and Perspectives: Race, Gender, and Inequality* Formerly PS 333

The goals of this course are for students to gain a better understanding of the development of men and women, and the psychological issues involved in understanding the way they operate in the world today. The course will explore in some depth several theoretical stances of gender development and psychology; students will gain a better understanding of how that impacts upon them as men and women. This course will focus the common issues that come in the professional and personal life. The course will compare and contrast gender-influenced behavior between women and men. It will explore alternatives to the old problems between genders, and find new ways to deal with each other because of new levels of understanding the course will generate.

NAS 380 Psychology of Self (3 credits)*Context and Perspectives: Culture, Change, and Behavior* Formerly PS 380

This course is structured as an interactive, theme-oriented group class exploring life choices in the struggle toward personal autonomy. The topics include choosing a personal style of learning; reviewing childhood and adolescence and autonomy; maintaining a healthy body and wellness; managing stress; love, intimate relationships, gender roles and sexuality; work and relaxation; loneliness and solitude; death and loss; and choosing one's meaning in life. Student discussion is a must to explore the above topics.

NAS 382 Environmental Psychology (3 credits)*Formerly PS 305*

This course will explore the rapidly growing field of environmental psychology focused on understanding the interactions between human behavior and both the natural and built environments. The American Psychological Association defines these fields as: "Natural Environment environmental psychology explores human responses to natural and technological hazards, conservation psychology, and place preference. Built Environment environmental psychology examines environmental perception and cognition, environmental design, city planning, sustainable development, and place preference in regard to man-made environments."

NAS 383 Behavioral Health: Natural Disaster Zones (3 credits)*Formerly PS 306*

This course will explore the behavioral health issues, proactive preparedness measures, intervention strategies and the associated implications for governing agencies, business, and the insurance industry. The course will introduce the unique behavioral trauma characteristics for children, adolescents, adults and the elderly. Concepts from social psychology will be applied to understanding community psychological identity disruption.

NAS 384 Minds, Machines, and the Future of Work (3 credits)

According to a growing consensus, as the abilities and applications of artificial intelligence and automation expand in the coming decades, the role of the human worker will transform. Yet what precise roles will humans and machines play in this new landscape? This course will explore this question from a basic and applied cognitive psychological perspective, asking whether and how tasks such as developing expertise, making crucial decisions, and solving problems are likely to be distributed across humans and machines in the workforce of the future. To answer this question, we will critically apply cognitive psychological principles and methods both to tasks executed by human experts in a range of fields and to current artificial intelligence technologies. Can or will machines accurately and effectively perform activities such as tax accounting, detection of hate speech, and legal reasoning? What is or will be the role of humans in the workforce of the future?

NAS 385 Sports Psychology (3 credits)*Formerly PS 230*

This course involves the study of athletes and sport using concepts and theories from psychology. Topics include the development, personality and emotional life of the athlete, as well as performance enhancement issues such as arousal regulation, attention, motivation, control of cognition, relaxation techniques, coaching and counseling. The course applies fundamental concepts of general psychology to the subspecialty of sports.

NAS 388 Abnormal Psychology (3 credits)*Formerly PS 388*

Understanding human behavior and the human mind is an important part of life. One-third of Americans have some kind of mental disorder and 15 percent have a major disorder. Managers spend up to 80 percent of their time communicating with others, so recognizing and understanding mental problems is essential. It is just as critical in our private lives. This course will introduce students to the study of abnormal human behavior. Topics covered include research methodology and experimental design, psychotherapy, developmental disorders, substance abuse, stress and health, sexual and gender disorders, schizophrenia, sleep and eating disorders, depression, disorders of personality and impulse control, and anxiety disorders such as obsessive compulsive disorder. Attention is paid to the way that disorders differ among various age groups, racial and ethnic categories, and across gender. Emphasis is placed on applying psychological concepts to everyday personal and interpersonal challenges.

NAS 390 Cyber Psychology (3 credits)*Context and Perspectives: Culture, Change, and Behavior Formerly PS 325*

This course examines the influences of information technology on human behavior. Current literature and the results of recent research will be analyzed to demonstrate these influences. Issues of interpersonal communication, personality, cognitive and social development, addiction and perceptual behavior will be addressed in depth.

NAS 392 Financial Psychology (3 credits)*Formerly PS 328*

This course will apply psychological concepts and theory to finance and economics. Topics such as behavioral theory, heuristics, trust formation, self-serving bias, risk and loss aversion, identity, herd behavior and emotion will be addressed. Case studies in personal finance, economic crisis, financial markets and public policy will serve as a vehicle to apply psychology. The study of contemporary research in behavioral economics will be presented.

NAS 397 Experimental Course in NS (3 credits)*Formerly NASE 397*

Experimental courses explore curriculum development with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses for credit with a different topic.

NAS 398 Experimental Course in Natural Sciences (3 credits)*Formerly NASE 398*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

NAS 399 Experimental Course in Psychology (3 credits)*Formerly PS 299*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

NAS 400 Directed Study in Natural and Applied Sciences (3 credits)*Formerly NASE 401*

Directed Study topics must be submitted for approval by the instructor, chair and associate dean of Arts and Sciences.

NAS 405 Research in Natural and Applied Sciences (1 to 3 credits)*Formerly NASE 415*

This course provides the student an opportunity to develop an independent research project on an environmental issue. In this hands-on experience, students will expand analytical and critical-thinking skills, writing ability and computer experience. Students will learn how to operate state-of-the-art laboratory and field equipment if appropriate to the project. Students are expected to exercise their own initiative in both planning the project and relating it to specific issues of environmental science.

NAS 410 Seminar in Natural and Applied Sciences (3 credits)*Formerly NASE 402*

The course permits small-group study of selected topics by advanced students. (May be repeated for credit.)

NAS 415 Special Topics in Natural and Applied Sciences (3 credits)*Formerly NASE 403*

This course examines a different theme or themes during each semester related to natural and applied sciences. Currently planned are topics related to the environment, sustainability, psychology and healthcare.

NAS 420 Internship in Natural and Applied Sciences (3 credits)*Formerly NASE 421*

This course provides the students with an opportunity to gain on-the-job experience and apply scientific principles and concepts learned in the classroom to specific work environments. Students are required to attend pre-internship workshops sponsored by the Center for Career Services, meet regularly with a faculty advisor, keep weekly logs of activities, write a final paper or complete a special project, and provide an evaluation of the experience at the end of the internship.

NAS 470 Special Topics in Psychology (3 credits)*Formerly PS 301*

This course examines a different theme or themes in each semester related to psychology. Topics may include healthcare, human and organizational behavior, and other topics selected by psychology faculty.

NAS 475 Internship in Psychology (3 credits)*Formerly PS 421*

An internship provides students with an opportunity to gain on-the-job experience and apply principles and issues raised in the academic discipline to a work environment. Students are required to attend pre-internship workshops sponsored by the Center for Career Services, meet regularly with a faculty advisor, and develop a final paper or special project.

NAS 480 Directed Study in Psychology (3 credits)*Formerly PS 401*

Directed Study topics must be submitted for approval by instructor, chair and associate dean of Arts and Sciences.

NAS 490 Seminar in Psychology (3 credits)*Formerly PS 402*

The course permits small-group study of selected topics by advanced students. (May be repeated for credit.)

Philosophy (PH)

PH 101 Problems of Philosophy (3 credits)

This course seeks to help the student think rationally and critically about basic questions concerning the meaning of human life and our place in society and the universe, and to recognize the bearing of these questions on contemporary social issues. This course exposes students to both classical and contemporary philosophical problems. Among problems for possible discussion are the existence of God, freedom and responsibility, human nature and happiness, appearance and reality, ethics and the environment, abortion and individual rights, affirmative action and equality, love and sex, and law and authority.

PH 102 Practical Ethics (3 credits)

Context and Perspectives: Value, Ethics, and Society

Our lives abound with questions about what is right and wrong, good and bad, ethical and unethical. How should we live and why should we live that way? What should our society allow and what should it forbid? How should we relate to one another as citizens, as coworkers, and as human beings? Ethical theory aims to help us answer these daunting but pressing questions. In this course, students will learn how to use ethical theory to analyze and evaluate differing perspectives on contemporary issues such as abortion, gun rights, racial and gender justice, online privacy, climate change, immigration, animal rights, and economic inequality. Students will develop their capacity to think critically, rationally, and creatively about the ethical questions we face as individuals and as a society.

PH 103 Ultimate Questions (3 credits)

Context and Perspectives: Culture, Change, and Behavior

Nobody makes it through life without at some stage being confronted with the ultimate questions about human existence: Who am I? Why am I here? What do I know? These and related topics, such as, for instance, the scientific method, the nature of truth, or the existence of God, are at the heart of philosophical inquiry. They are primarily theoretical (as opposed to practical or ethical) concerns that are largely addressed in metaphysics and epistemology – the areas of philosophy that reflect on the fundamental structure of the world, our place within and our ability to acquire knowledge about it. This course explores these questions through a number of historical and contemporary philosophical texts, as well as relevant perspectives in empirical disciplines (for instance psychology and psychiatry). It is designed to help students organize and deepen their thinking about the human condition.

PH 130 Business Ethics: Corporate Social Responsibility (3 credits)

Context and Perspectives: Value, Ethics, and Society

This course examines the various meanings of corporate social responsibility by looking at the nature of the corporation and the character structure of its managers, both historically and in the present. After investigating several philosophical theories concerning the ideal use of power, the emphasis is on the application of principled moral thinking concerning corporate responsibility to such topics as employees, consumers, local communities, government, environmental issues, advertising, payoffs and bribes, the role and structure of corporate whistleblowing, privacy rights, poverty and equal rights, and other ethical issues that relate to corporate technology and the individual. Some attention is given to the moral evaluation of entire economic systems.

PH 131 Business Ethics: Philosophy of Work (3 credits)

Context and Perspectives: Value, Ethics, and Society

What should work look like in the 21st century? This course explores personal work values and a wide range of moral questions about contemporary work. It includes topics such as: globalization, technological change, wages and working conditions, work-life balance, discrimination and diversity, and workplace democracy. Texts include cases, academic articles, documentary films, literature, journalism, and discussions of public and institutional policies. The course draws on moral theories and students' overall academic expertise to identify problems and defend solutions.

PH 133 Business Ethics: International Business Ethics (3 credits)

Context and Perspectives: Value, Ethics, and Society

The course explores ethical issues confronted by corporations operating in the global marketplace, where laws, moral standards and cultural customs can vary widely from country to country. Possible issues to be discussed: bribery, environmental and safety standards, fair wages, sales and marketing, business-government relations, and the role of multinational corporations in developing nations. To assess the morals of multinational corporations, a number of cases will be analyzed from the perspective of a variety of ethical frameworks.

PH 134 Healthcare Ethics (3 credits)

Context and Perspectives: Value, Ethics, and Society

This course examines ethical issues that arise in healthcare. Possible topics include the ethics of medical procedures such as abortion and euthanasia; the rights and duties of patients and healthcare professionals; the ethics of reproductive technologies; the management of medical information; justice in the distribution of healthcare resources; and the role of health in the good life.

PH 135 Special Problems in Business and Professional Ethics (3 credits)

This course presents an opportunity for students to examine in depth special issues and problems of business and professional ethics. Possible topics include accounting ethics, computer ethics, ethics and business-government relations, legal ethics, medical ethics, ethics and the problem of distributive justice, and private property.

PH 138 Environmental Ethics (3 credits)

Context and Perspectives: Value, Ethics, and Society

This course investigates the complex dimensions of the ethical relationship between humanity and the natural environment. Discusses a variety of theories and proposals concerning the nature of that relationship, including both anthropocentric and nonanthropocentric viewpoints. The course relates these ideas to the present environmental crisis, and to the duties and responsibilities that businesses have to protect and preserve the environment.

PH 140 Disability, Values & Society (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

Disability is and always has been a universal aspect of human experience. Every year, millions of people live with some form of physical or cognitive disability, and all of us have the potential to become disabled at any time. But what is disability exactly? Is it simply a medical problem? Or do disabilities arise from a mismatch between a person's body and her social environment? Is having a disability necessarily bad for you? What value does disability contribute to society? Drawing upon philosophy, memoirs, film, and other sources, this course will explore these and related questions with a particular focus on disability in the United States. Potential topics include different models of disability, the disability rights movement in the U.S., the ethics of causing and preventing disability, feminist perspectives on disability, disability in popular culture, and the relationship between disability and technology.

PH 142 Sports, Games & Values (3 credits)*Context and Perspectives: Value, Ethics, and Society*

Sports and games are a central part of the human experience, and raise deep and complex philosophical questions. This course will examine a selection of these questions, such as: What is the connection between a game and its rules? Is foul simulation (diving or flopping) a form of cheating? What is the purpose of segregating competitors by gender in sports, and how should gender be determined? Should violent sports like boxing and football be abolished? Are college athletes, especially those from minority groups, exploited? Are sports and games worthwhile pursuits or a waste of time? In exploring these and related questions, this course prepares students to be more reflective players and consumers of sports and games.

PH 160 Technology and Values (3 credits)

Advanced technology has been integrated with virtually every aspect of human life. It has transformed work, play, education, entertainment, business, science, politics, media, personal relationships, and our identities. This course will examine technology through a philosophical and ethical lens. We will explore the nature of technology, its relationship with society and culture, and its promise and perils. We will also critically evaluate the significance, benefits, and costs of a range of technological developments, such as the Internet and social media, big data, automation and work, virtual reality, robots and artificial intelligence, nanotechnology, and human enhancement.

PH 216 Modern Philosophy: Knowledge and Values (3 credits)

This course examines the work of important philosophers from the 16th to 19th centuries. It includes topics such as foundations for knowledge of the physical world, the nature of mind and matter, freedom and determinism, moral values, liberty, the existence of God and the authority of religion, and human liberation. Philosophers to be studied are chosen from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Mill and Marx.

PH 251 Ethics (3 credits)

This course surveys important traditional and contemporary ethical positions, with emphasis on relating reflective morality to life in the world today. It includes an investigation of absolutism versus relativism, egoism versus altruism, utilitarianism, deontology, the nature of moral properties and moral language, and the justification of ethical theories.

PH 252 Theories of Knowledge (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course examines the most important questions that we can ask about our beliefs: When should we take something that we believe to be knowledge and not mere belief? What sort of evidence, reasons or assurances must we have for some belief we hold in order to be justified in holding it? How should we respond to those skeptics who deny that we have knowledge about this for that area of human concern (for example, of ultimate reality, of ethics or of God)? And how should we respond to the radical skeptic who denies that we have any knowledge at all? The course will gain focus on these and similar questions in order to help the student gain a deeper understanding of the nature and limits of human knowledge.

PH 253 Theories of Reality (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course is concerned with questions having to do with the nature of existence or reality. Concerning the nature of existence or reality, some have held that everything that exists ultimately reduces to material things or processes "Atoms dancing in the void" as the ancient materialist, Democritus, put it. Others (Bishop Berkeley, for example) have denied the reality of the physical world entirely, asserting that everything that exists is ultimately reducible to spiritual or mind-like things. On the other hand, many in the Western world have embraced some form of metaphysical dualism, which affirms the reality of both the spiritual and the material world; still others (for example, certain Hindus) have denied all such categories, affirming that everything, except for the indivisible, indescribable One, is an illusion. Finally, certain pragmatists and postmodernists claim that we should completely abandon the entire construct.

PH 254 Special Topics in Philosophy (3 credits)

This course examines selected issues in philosophy. Possible topics include consciousness and cognition, language and meaning, knowledge and justification, free will, the existence of God, and the problem of evil.

PH 270 Consciousness and Experience (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Consciousness is utterly familiar to each of us and yet has proved elusive to any systematic study. We all seem to know intuitively what it is, but it turns out to be very hard to spell out or explain that knowledge. This course will address some key questions about the nature of consciousness by drawing on philosophical and psychological sources. These questions include: How can we explain the relationship between brain events and conscious experience? Is a naturalistic explanation of consciousness in principle available? Can we make sense of phenomena such as lucid dreaming and out-of-body experiences? How should we think of the place of consciousness in the universe?

PH 271 Other Minds (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

When you see another person, you think of that person as having a mind. What, though, entitles you to hold that belief? After all, you could have encountered a zombie, or you could be the only mind in the universe and everything you experience is just a matter of your imagination. This problem has a long-standing history in philosophy. It is called the Problem of Other Minds. In recent years, it has seen renewed interest, partly because of psychological and neurophysiological work that sheds new empirical light on how we come to understand others as minded creatures, and their movements as actions, on the basis of perceptual experience.

PH 272 Perception and Perspectives (3 credits)

This course examines the nature of perception from a philosophical and psychological lens. It inquires into the connection between perception and perspectives. All perception is from some perspective, but we see whole things, not the surfaces from which we have perceptual information. One question we will be considering is how this is possible. Another, closely related question is how perspectives inform our thinking about the objects of perception. How can we know that we are perceiving, and communicating about, the same objects if our perspectives on them are distinct? And how can we come to terms with differences in our value judgements about perceived objects (or events or actions) if perspectives are value-laden? Thinking about perception turns out to be vital for making sense of a world in which our perspectives on public events are starkly distinct.

PH 298 Experimental Course in Phil (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

PH 305 Mathematical Logic (3 credits)

Pre-Req: MA I & MA II Sequence or (MA 107 or MA 139)

Mathematics analyzes the world in a precise, quantitative way. Mathematical logic applies that same precise analysis to mathematics itself. Analysis of mathematical formulas, how they are constructed and how they relate, lead to the two most famous formal reasoning systems, classical propositional logic and classical predicate logic. Arguments constructed through formal reasoning in these systems are compared with informal reasoning. Examples of logic in algebra and the foundations of calculus lead to consideration of historically important questions such as, "Do we know that the generally accepted rules for reasoning are correct, or reliable?" This leads to the study of historical roots of non-classical logics and their relationship to computer science.

Note: *This course is also listed as MA 305 (<https://catalog.bentley.edu/search/?P=MA%20305>); it can be used as either a Philosophy or Mathematical Sciences elective, depending on which designator the student chooses at registration.*

PH 310 Ethical Theory (3 credits)

Context and Perspectives: Value, Ethics, and Society

This course surveys important traditional and contemporary ethical views, with emphasis on relating reflective morality to life in the world today. It includes an investigation of absolutism versus relativism, egoism versus altruism, the nature of moral properties and moral language, and the justification of ethical theories, such as utilitarianism, deontology, and virtue ethics.

PH 311 Social Philosophy (3 credits)

This course examines selected topics in traditional and contemporary theories of society, such as utopia, ideology, social class, racism, economic determinism, freedom and the "post-industrial" age. Explores the topics both historically and systematically, focusing on contemporary discussions in the philosophy of the social sciences. Draws on the writings of social theorists such as Plato, Hobbes, Rousseau, Adam Smith, Hegel, Marx, Mills, Freud, Weber, Keynes, Mao Zedong, Marcuse and Habermas.

PH 312 Liberty, Morality and Law (3 credits)

Context and Perspectives: Value, Ethics, and Society

It's a free country, or so they say. But the state places many constraints on our behavior. Which of these are justified, and which are not? Should you be able to say hateful things? Drive without wearing a seatbelt? Sell your organs? In general, what moral principles should guide rule-makers as they devise rules for a just society? Potential topics of discussion include the nature and value of human freedom, the significance of morality, justice, economic choice, freedom of thought and expression, paternalism and punishment.

PH 315 East Asian Philosophy (3 credits)

Context and Perspectives: Globalization

The three countries of East Asia China, Japan and Korea have become major economic powerhouses in the contemporary world. Many experts have attributed their economic success to their traditional worldviews, specifically Confucianism. Whether this assessment is correct, it is of utmost importance that students, who desire to attain a global perspective, understand the philosophical perspectives of East Asia. This course provides an opportunity for students to learn about the philosophical and cultural traditions of East Asia in a systematic and comprehensive fashion. It explores three major philosophical perspectives of East Asia Confucianism, Daoism, and Buddhism by following their histories and evolution in East Asia over two millennia.

PH 316 Feminist Theory (3 credits)

Context and Perspectives: Race, Gender, and Inequality

What is the nature of sex-based oppression, and how can we successfully recognize and resist it? This course aims to introduce students to feminist theoretical approaches to the above and related questions. Through readings of contemporary feminist philosophical texts, we will explore the social-structural source of sexist oppression, as well as the impact of such oppression on the self, knowledge, and values.

PH 318 Race and Rights (3 credits)

This course investigates the metaphysics, ethics, and politics of race. We begin with a discussion of the nature of race. Is race biologically real? A social construction? Or simply an illusion? We then consider racism, asking whether and in what sense it is an interpersonal and/or a structural phenomenon. Finally we consider several ethical issues in which race and identity play a central role. Possible topics include discrimination, affirmative action, profiling, punishment, reparations, immigration, and civil disobedience. Students will engage with opposing viewpoints and be encouraged to develop views of their own.

PH 320 Human Rights and Global Governance (3 credits)

Context and Perspectives: Globalization

This course introduces students to key debates about human rights and global governance. An understanding of these topics is necessary for everyone, and especially for those who aspire to lead in a global economy. Potential topics to be discussed include the nature of human rights, economic rights, rights for individuals and groups, the value of democracy, colonialism and self-determination, the significance of national citizenship, and global justice.

PH 351 Perspectives on Poverty (3 credits)

What are the moral obligations of government, other institutions and individuals in dealing with poverty? Should just societies satisfy the basic needs of all their members? How should we deal with conflicting claims about justice, rights, needs, freedom and equality? Are current U.S., state and local policies dealing with poor people morally justified? What alternative policies might be better? This course explores answers to these questions through the study of different philosophical theories and through investigation of one or two current problem areas as cases. Investigation will include substantial service-learning experiences in inner-city schools or other institutions that serve poor people.

PH 401 Directed Study in Philosophy (3 credits)

This course presents as opportunity for superior students to engage in specialized study. Allows repetition for credit.

PH 402 Seminar in Philosophy (3 credits)

This course provides opportunity for students in small groups to study selected topics. Allows repetition for credit.

PH 421 Internship in Philosophy (3 credits)

An internship provides students with an opportunity to gain on-the-job experience and apply principles and issues raised in the academic discipline to a work environment. Students are required to attend pre-internship workshops sponsored by the Pulsifer Career Development Center, meet regularly with a faculty advisor, and develop a final paper or special project.

Professional Sales (PRS)

PRS 339 Effective Selling (3 credits)

Pre-Req: (GB 214 or MK 250) and at least 36 completed and in progress credits.

This course is intended to provide students with a practical, real-world understanding of the principles of selling, the sales process, and the experiences and skills essential to become successful at selling. The course will place emphasis on the role of sales in business, the necessary mindset required, sales process steps and question-based selling techniques to hone in on prospects' needs. The course will also explore various sales structures and compensation options. Sales is actually the process of problem identification and value delivery to a potential buyer. Salespeople develop the skills to discover buyers' pain and solve their pain problems. Good salespeople solve problems for their customers. Understanding how to sell yourself, your ideas, and your products/services is crucial to your success. Everyone can benefit from a better understanding of the sales process and its role in the marketplace. In a sense, we are all salespersons.

PRS 343 Sales Management (3 credits)

Pre-Req: (GB 214 or MK 250) and at least 36 completed and in progress credits

This course examines the establishment and maintenance of an effective sales organization. It explores decision-making responsibility at the three primary levels in a sales organization: salesperson, field sales manager and sales executive. The course includes a topical analysis of sales-force policies, forecasting, budgeting, expense control, selling strategies, time and territory management, sales automation and corporate sales planning.

PRS 373 Sales Strategy and Technology (3 credits)

Pre-Req: (GB 214 or MK 250) and at least 36 completed and in progress credits

This course focuses on the intersection of sales, operations and technology in driving the growth of organizations of all sizes. The use of technology to speed collaboration between sales, marketing and operations functions is examined. Students will develop insight and knowledge about the strategic role of systems and technology for sales force automation, customer relationship management and customer acquisition. Student will learn strategic sales methods and revenue generation for a variety of business models, along with the variety of software and technology that supports sales strategy, including Customer Relationship Management, Sales Force Automation, Gamification, Compensation Planning and Tracking, Inbound Lead Management, and more.

PRS 399 Experimental course in PRS (3 credits)

Pre-req: PRS 339 or PRS 373

Experimental course in Professional Sales.

PRS 401 Directed Study in Professional Sales (1 to 3 credits)**PRS 421 Professional Sales Internship (3 credits)**

Pre-Req: Minimum 3.0 cumulative GPA, at least 51 completed and in progress credits, and (Pre or Co-Req: PRS 339 or PRS 373)

The internship offers a field-based learning experience for selected full-time students in professional sales. It requires students to select a seminar project related to their internship experience in consultation with the internship advisor. The internship requires students to attend regular seminar meetings, submit progress reports, and prepare a substantial report on academic concepts related to the work experience.

Service Learning (SL)

SL 120 Service Learning (1 credit)

The Service-Learning Fourth-Credit Option is a one-credit Arts and Sciences course that undergraduate students may choose to attach to a standard three-credit course with faculty permission. Students who choose to undertake a fourth-credit project agree to complete approximately 30 hours of additional course work over and above the work required of students in the primary class who do not opt for the fourth-credit. The 30 hours of additional work include a minimum of 20 hours of service-related activities and 10 hours of connecting the service experience to classroom learning objectives through meaningful reflection and completion of faculty-assigned work.

SL 121 Service Learning-Business (1 credit)

The Service-Learning Fourth-Credit Option is a one-credit Business course that undergraduate students may choose to attach to a standard three-credit course with faculty permission. Students who choose to undertake a fourth-credit project agree to complete approximately 30 hours of additional course work over and above the work required of students in the primary class who do not opt for the fourth-credit. The 30 hours of additional work include a minimum of 20 hours of service-related activities and 10 hours of connecting the service experience to classroom learning objectives through meaningful reflection and completion of faculty-assigned work.

SL 121A Service-Learning Fourth-Credit Option for AC 350 Volunteer Income Tax Assistance (VITA) (1 credit)

Pre-Req: AC 350 with in the prior two semesters. Must attend training and pass IRS tax preparer's exam. Must submit service-learning application by posted deadline.

The Service-Learning "Fourth-Credit Option" is a one-credit Business course that undergraduate students who have completed AC 350: Federal Taxation within the previous two semesters may choose to attach to their completed AC 350 course. Students who are selected for this course agree to complete approximately 30 hours of course work which will consist of 20 hours of providing tax preparation for qualified tax payers through the Volunteer Income Tax Assistance (VITA) program and 10 hours of connecting the service experience to the learning objectives of AC 350 through meaningful reflection and completion of faculty-assigned work.

SL 299 Experimental Course in Service Learning (1.5 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

SL 421 Service Learning Internship (3 credits)

Internships permit students to integrate conceptual knowledge with practical experience, allowing them to participate in career-related employment associated with their academic interests. Internships help students apply theory to workplace challenges, test career options, strengthen skills, learn more about their values and interests, and make the transition to the world of work. Tuition is charged for this class

Sociology (SO)

SO 132 Issues and Investigations in Sociology (3 credits)

Context and Perspectives: Institutions and Power

This course introduces the student to the discipline of sociology as both a body of knowledge and as a perspective from which to view the world. This course examines the basic concepts, theories and methods of sociology inquiry in the context of a substantive area. The goal is to develop in students an appreciation of the social forces that shape, organize and constitute human behavior.

SO 198 Experimental course in Sociology (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

SO 199 Experimental course in Sociology (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

SO 221 Homelessness and Society (3 credits)

Context and Perspectives: Institutions and Power

This class studies issues of poverty and homelessness in the United States spanning over the past few centuries and focuses on the most recent century's evolution to contemporary social policy. The course emphasizes how poverty and homelessness issues have been framed in popular culture in comparison to evolving social policy, and considers how these collective frameworks have changed over time. The class offers an examination of street survival, how issues of homelessness are defined as social problems, and the various ways societies have attempted to deal with homelessness.

SO 225 Drugs and Society (3 credits)

Context and Perspectives: Culture, Change, and Behavior

This course explicates the basic principles of sociology in the context of an investigation of the socio-cultural milieu within which drug use occurs. The aim is to locate patterns of drug use and abuse within a historical, legal and sociological context, to familiarize students with methods of intervention and treatment, and to develop a more accurate appreciation of the effect of various drugs on the individual.

SO 241 Race and Racism in the United States (3 credits)

Context and Perspectives: Race, Gender, and Inequality

The making of Race as a social fact is distinctly American. The course will examine current myths about Race that most Americans believe, as well as the historical context for their development. While ethnicity, gender and class are all part of the story and will be discussed; in the US context all of these issues and every racial/ethnic category bears a special relationship to the unique American way of treating every Race and ethnicity in terms of a racialized binary: Black (non-white)/White. The course will examine specific every day aspects of the social production of Race in the US that can be helpful to students in improving their racial awareness and understanding of different racial cultures in the US. We will consider the following questions: How is "Race" itself a social conception? Where did it come from? Why do we draw the color line where we do? Students will leave this class with a heightened awareness of the racism in all of your own everyday lives and how to resolve it.

SO 242 Social Problems (3 credits)

Context and Perspectives: Institutions and Power

This course examines the nature and significance of social problems in contemporary society. The specific problems addressed vary from year to year, but may include poverty, racism, youth alienation, illiteracy, gender-related issues, war and environmental crises. These concrete problems will be studied from a variety of sociological perspectives which address aspects of the social construction of problems; for example, processes through which problems are discovered, defined and publicized. Such processes and the problems they shape will be considered within the context of a sociological overview of historical and structural tendencies in modern societies.

SO 243 Capitalism and Slavery (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

A long history of scholarship in sociology ties US slavery to the development of capitalism and modern business and finance. This classic work builds on theories by Durkheim and Weber, augmented by new research across disciplines. The argument begins with W.E.B. Du Bois' *Souls of Black Folk* (1903), Eric Williams' *Slavery and Capitalism* (1944), and Oliver Cox's *Caste, Class and Race* (1948). While the work of these three Black sociologists grounds important new research, in keeping with a general misperception that Race and slavery are specialty issues, it has not gotten the attention it should. This course is designed to give students a framework for appreciating the centrality of the relationship between slavery and capitalism in the US, and translating that into new ways of understanding how tacit racism, hidden and unacknowledged, is structured into business and society today. This will help students navigate the increasingly diverse worksites of tomorrow

SO 244 Deviance and Social Control (3 credits)*Context and Perspectives: Institutions and Power*

This course examines the process of deviance in American society and other cultures, with a focus on sociological theories of deviant behavior and deviant groups. The origins, organization and societal reactions to forms of deviant behavior, such as juvenile delinquency, drug abuse, prostitution, pool hustling, mental disorders, violence and white-collar crime, will be examined and discussed. A further focus will be on the problems and possibilities of doing research on deviant groups.

SO 246 Criminal and Social Justice (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

The issue of crime, punishment, and justice are fundamental topics of our daily lives. Discussions of crime pervade our news, entertainment, public policy, and civil discourse. Likewise, discussions of justice are linked to our perception of crime and its causes. This course will examine the topics of crime, punishment and justice from a critical perspective. We will question our assumptions about what causes crime, what constitute criminal behavior, and our contemporary approaches to dealing with it. This will include cross-country comparisons and discussions of radical approaches. Finally, we will look at uneven applications of justice based on social categories such as race, ethnicity, social class, gender, and sexual orientation. As a result, students will have a greater understanding and awareness of the complexities of criminal and social justice, and their relationship to both.

SO 248 Human Trafficking and Global Slavery (3 credits)

It is estimated that there are more than 30 million slaves worldwide, and that this number is expected to continue increasing. SO 248 will investigate the phenomenon of human trafficking and global slavery from a number of frameworks including historical, cultural, economic, and political as well as through a variety of lenses, such as sex, race, religion and environmental. Students will explore the realities of exploitation, objectification, alienation, and violence associated with human trafficking through a mixed methods approach utilizing video, readings and research. The course will explore how businesses and consumers benefit from supply chains that are supported by the forced labors of individuals around the world, and the resulting human and environmental impact of forced labor practices.

SO 252 Health, Illness and Everyday Life (3 credits)*Context and Perspectives: Institutions and Power*

This course explores how our understandings and experiences of health and illness are socially conditioned. It also examines the different levels at which we are oriented to the possibility of illness in everyday life. Hence, studying the social meanings of health and illness provides for a deeper understanding of ourselves and the situations that we inhabit. Through readings from the social sciences, literature and philosophy, as well as films, class discussions and written exercises, students will explore a variety of issues related to understanding the phenomena of health and illness. Course evaluation will be based on written exercises, a final paper and class participation.

SO 261 Consulting Sociology (3 credits)

The course will introduce students to becoming a practicing sociologist and to understand how sociology can be applied in various spheres of society. Students will examine the theories, methods, and contexts of applied and clinical sociology, as well as engage applied sociology through class projects. In learning the skills, challenges, opportunities, costs, outcomes and deliverables related to these fields, students will gain an understanding of how sociology can be used as a powerful and impacting tool in a range of ways in society. By engaging in their own class projects, students will be able to better understand how they can apply what is learned in the real world.

SO 263 Sociology of Work and Organizations (3 credits)*Context and Perspectives: Institutions and Power*

This course emphasizes sociological principles as they relate to the industrial setting. It reviews traditional and contemporary theories of industrial societies and industrialization. The course analyzes general features of the social system, such as roles, statuses, values, strains and communication. The course stresses the relationship between industry and other institutions in society.

SO 264 Technology, Society and Work (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Technological changes have a major impact on the way our society looks and how people function within it. Many of these technological changes are initially felt in the workplace, as our workplace formation and relations have an indelible impact on social formation and relations. At the same time, the relationship can work in the reverse as well, with society dictating how technology is adopted and used both inside and outside of the workplace. In the end, technology, society and work form a triadic relationship, with each impacting and affecting the other in foreseeable and unforeseeable ways. This course will examine this relationship on a national and international level. Through selected readings, videos, current events and class discussions, students will engage in an exploration of these themes, and examine how our technology, society and work may look in the future based on clues from the present and past.

SO 265 Talk at Work (3 credits)

The goal of this course is to learn how interaction in the workplace is conducted. Students will analyze different types of interactions in a variety of work settings, institutional and organizational contexts in order to learn how these interactions are conducted, what types of communication and workplace problems emerge through these interactions, and how these can best be prevented. In order to understand the sociological perspective on talk in institutional settings, we will first examine how ordinary conversations are organized, since these informal conversational patterns provide the basis for other types of interactions. Students will learn how to analyze interactions from a sociological perspective using the theoretical and methodological approaches of Ethnomethodology and Conversation Analysis

SO 271 Self, Diversity and Society (3 credits)

Context and Perspectives: Race, Gender, and Inequality

This course introduces students to the sociological study of the individual and their relations with society. The idea of "the self" and the nature of social identity will be examined with respect to socialization processes, interaction contexts and culture. Problems in knowing oneself and others will be considered. The relation of individual action and social structure will be studied in connection with a range of topics, such as gender, ethnicity, age and social class. The course emphasizes the role of communication in mediating relations between individuals and the society in which they live.

SO 272 Animals in Society (3 credits)

The study of the relationship between animals and society is a relatively new and growing area of interest within sociology. Understanding our relationship to animals as pets, as food or other products, as laborers, as subjects in laboratory experiments and as wild animals is particularly important in today's society, where environmental concerns, provision of food for the world's human population, and ethical debates about the use of other beings are current and likely to be increasingly important. Students will use a sociological perspective to explore the relationship between animals and humans in contemporary society. The methodological approaches focused on include: qualitative sociological techniques such as ethnographic field work, interviewing, discourse analysis, auto-ethnography, or visual sociology. The theoretical perspectives used will fall under the general category of social psychology and may include symbolic interactionist, social constructionist, and ethnomethodological

SO 275 Cultures of Business (3 credits)

Context and Perspectives: Value, Ethics, and Society

This course examines how values and valuation arise in human societies. It examines how cultures of business arise and how they influence one another and the societies in which the businesses operate. An initial introduction to the science of cultural explanation is followed by an anthropological discussion of stocks, commodities, and derivatives. The course develops and expounds concepts to enable the participants to analyze and apply their knowledge of companies as outputs of societies.

SO 285 Sociology of Sports (3 credits)

Context and Perspectives: Culture, Change, and Behavior

Sports play a major role in society. They are a major industry, a major recreational outlet, and one of the main mechanisms Americans and others around the globe use for keeping fit and socializing with friends. This course examines the role sports play in a range of social settings, including professional sports, sports in educational institutions, and sports for personal recreation and leisure activities. The course will cover such topics as inequality, the social construction of race, gender and class through sports, socialization into the culture of sports, sports and identity, deviance and sports (including drug use and violence), the globalization of sports, and sports and the media.

SO 287 Media, Culture and Society (3 credits)

Context and Perspectives: Culture, Change, and Behavior

This course examines how various forms of modern mass media represent the values and lifestyles of American culture, and how we experience the mass media in our everyday lives. The course will look at forms of media in terms of their socio-historical developments, and study how their histories have been shaped by, and helped to shape, the political-economic structure and cultural lifestyles of American society. The course centers largely on sociological analyses of specific audiovisual examples. These analyses will be conducted in class discussion and written exercises.

SO 289 Popular Culture in Consumer Societies (3 credits)

Context and Perspectives: Culture, Change, and Behavior

The course explores cultural dimensions of social life associated with development of consumerism in contemporary societies. The emergence of a "consumer society" and corresponding cultural sphere will be outlined. General themes include the commodity basis of cultural practices, the social control of imagination and desire, and the nature of modernity. Specific topics include the rise of popular culture, advertising as a social institution, socialization and the consumer role, marketplace settings and rituals, consumer movements and critiques, and consumption-related environmental problems. Consumption contexts considered include shopping malls, the modern home, tourism and popular entertainment.

SO 292 Sociology of Native American Peoples (3 credits)

Context and Perspectives: Culture, Change, and Behavior

This course introduces students to Native American culture and society, with "American" broadly construed to include North, Central, and South America. Topics to be covered include the pre-history of Native Americans (how and when did humans first arrive in the Americas), and the history of indigenous peoples throughout the Americas since Columbus. It also discusses Native American beliefs and religions, from cultures with rich theistic and supernatural beliefs to communities that lack a concept of God or the supernatural as understood in industrial societies. We look at contemporary Native American cultures, diversity, and their struggles with encroachment on their lands - looking at gold exploration in Brazil, oil pipelines in the US and Canada, and drug cartels in Meso/Central America. We discuss the future of these groups, their languages, and their cultures and why this is important to all Americans, from Tierra del Fuego to Nome, Alaska.

SO 295 Film and Society (3 credits)*Context and Perspectives: Race, Gender, and Inequality*

Film as a medium appears in many different formats and settings from television broadcasts to theaters and from DVDs to computers. Social issues and social relations are presented in virtually unexamined fashion and audiences are expected to draw on cultural presuppositions and understandings to achieve an understanding of the film's themes and contents. The course examines several different film styles in order to better understand the methodologies used by film makers to construct understandability. Film styles to be examined include ethnographic, documentary, social commentary and narrative-fiction. Within these different film styles a number of social issues and social relationships will be considered including, in part, the following: cultural practices and social norms; gender and power relationships; cross dressing and gender transformation; commentary on political and social issues; and, witnessing, truth-telling, trust, honesty and morality in social relationships.

SO 297 World Religions and Society (3 credits)**SO 298 Experimental Course in Sociology (3 credits)**

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

SO 299 Experimental Course in Sociology (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

SO 300 Community Involvement (3 credits)*Context and Perspectives: Value, Ethics, and Society*

Students engage in approximately two hours of weekly public service within agencies or organizations in the Greater Boston area. In their journals and class discussions, students reflect on both the purposes of that work as well as on its limits as a response to specific needs within the community and more general problems of social justice. Students also conduct participant observation field explorations at their sites. The course explores issues of social responsibility and citizenship in the professions and business world in relation to the social problems that students become acquainted with through their community work.

SO 320 Immigrant Entrepreneurship (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Immigrants go to other lands in search of the economic opportunity and financial security not available in their own homeland. Drawn by the lure of jobs, immigrants frequently set course for industrialized countries, where the demand for labor is high. However, once arriving in these countries, many immigrant groups reject the available jobs and strike their own path by entering into entrepreneurship and opening their own businesses. In the United States, this pattern has played out countless times, as new groups arrive and take the mantle of immigrant entrepreneurship previously held by past groups. This course will examine the phenomena of immigrant entrepreneurship, taking account of past examples as well as current trends. By studying immigrant entrepreneurship, students will achieve a better understanding of what drives certain immigrant groups to chance everything by opening up their own businesses, and how immigrants are able to use the resources available to them to become successful.

SO 324 Sociology of Markets (3 credits)*Context and Perspectives: Institutions and Power*

This is an economic sociology course that concerns markets. How do people and firms make decisions about market transactions? How do we assign value/prices to items? How do people use money? How are markets constructed, and what is the relationship between the economy and civil life/society? Moreover, why is it that dominant conceptions of market behavior are portrayed as asocial, acultural, and apolitical? Students will learn sociological approaches to economic behavior, which provide a rich understanding of how people and firms engage in market transactions. Students will also learn how sociological approaches contrast with economic approaches as well as how they are compatible.

SO 333 Sociology of the Edge (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course employs a sociological perspective to examine edges of experience and, through that examination, to reflect on the production of social order and the social processes which shape our existence. In this course students will be asked to walk in another's shoes - someone who is walking on the edge. Students will be asked to consider, "what is it for them". Why do they do what they do? How do they do it? What is it to go 'in harm's way'? What are some of the particular knowings of those who work and play on the ocean? What is it to be ill or dying? How do we deal with loss and grief? What is it to be oppressed and/or imprisoned? What is it to live/work/play in the belly of the beast? And finally, students will be asked to reflect on what all of the above tells us about ourselves, and our world.

SO 398 Experimental Course in Sociology (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses for with a different topic for credit

SO 401 Directed Study in Sociology (1 credit)

This course presents opportunity for superior students to engage in specialized study. (Allows repetition for credit.)

SO 402 Seminar in Sociology (3 credits)

This course permits the intensive study of selected topics in small groups of more advanced students. (Allows repetition for credit.)

SO 421 Internship in Sociology (3 credits)

An internship provides students with an opportunity to gain on-the-job experience and apply principles and issues raised in the academic discipline to a work environment. Student are required to attend pre-internship workshops sponsored by the Center for Career Services, meet regularly with a faculty advisor, and develop a final paper or special project

Spanish (MLSP)

MLSP 101 Elementary Spanish I (3 credits)

This course is designed to provide students with basic communication skills in Spanish and an introduction to the Hispanic culture(s). In this interactive language environment, focus is on oral communication, although reading and writing are also emphasized in all classroom activities.

MLSP 102 Elementary Spanish II (3 credits)

MLSP 102 is the second course in the elementary Spanish sequence. The course provides a brief review of the most basic grammar and vocabulary, and continues with the study of more complex structures and cultural contexts. This interactive class focuses on oral communication, although writing is also emphasized in other activities.

MLSP 201 Intermediate Spanish I (3 credits)

Context and Perspectives: Globalization

This course is designed to reactivate and build upon knowledge gained through previous language study. Students gain cultural competencies/competency while using the target language. They also analyze the role of language and how it reflects and shapes the culture(s) in which it is spoken. All four language skills (listening, speaking, reading and writing) are emphasized. Special attention is given to grammatical structures and the inclusion of original reading and/or viewing materials in the target language.

MLSP 202 Intermediate Spanish II (3 credits)

Context and Perspectives: Globalization

This course further develops student's language proficiency introduced in 201. In addition to actively using the target language, students deepen their cultural awareness and understanding through the study of videos and authentic texts. The course focuses on enhancing listening comprehension and oral proficiency, improving proficiency in writing and reading comprehension, as well as providing a more complex insight into language customs and lifestyles.

MLSP 203 Advanced Spanish Grammar and Composition (3 credits)

MLSP 203 is an advanced Spanish grammar course that allows students to strengthen their linguistic skills in Spanish, while learning new ways of crafting that language into original and complex ideas in the form of written communication. Students will learn to write in a variety of genres, including description, narration, expository and argumentative writing, as well as strengthen their understanding of Hispanic cultures through the study of texts taken from real-world Spanish contexts. This course is conducted in Spanish.

MLSP 205 Intermediate Spanish Language Immersion (3 credits)

With a theoretical and hands-on approach, this intermediate course offers the opportunity for students to increase all four language skills (aural-oral/reading/writing/grammar) while at the same time experiencing the culture firsthand. Students will attend classes every day and visit various sites under the supervision of a Bentley Modern Language Faculty. These visits will offer students a chance to appreciate the history and culture of the Hispanic world. This course will fulfill the same requirements for the Modern Language intermediate course depending on language placement. Therefore, it can fulfill the Arts and Sciences language requirement, or LSM Global Perspective language courses, as well as Modern Language Spanish minor requirements (including Spanish for Business).

MLSP 206 Advanced Spanish Conversation (3 credits)

Students will improve their knowledge and use of the Spanish language and Hispanic cultures through viewing short films, as well as reading short stories, news and magazine articles, personal correspondence, and comic strips from a variety of countries. They describe and opine on topics of current and personal interest, like the effects of social media, planned obsolescence, the media and violence, using targeted vocabulary. In addition, they analyze differences in accents, informal and formal interactions, customs, family structures, food, holidays, and beliefs throughout the Hispanic World.

MLSP 298 Experimental course in Spanish (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

MLSP 301 Selected Topics in Spanish (3 credits)

This upper-level Spanish course seeks to develop speaking, listening comprehension, reading and writing ability, while exploring the diverse traditions, cultures, social structures, artistic production and current events in Spanish-speaking countries. This course is especially useful for Spanish minors and students planning to study or work abroad or in a Spanish-speaking environment. With the permission of the instructor, the course may be repeated for credit under different course themes. Examples of topical themes include: Spanish Cinema, Contemporary Spanish Culture, and Latin American Cultures.

MLSP 302 Spanish for Business (3 credits)

Context and Perspectives: Culture, Change, and Behavior

Spanish for Business is a course designed to help students acquire the cultural background and practical skills to function and communicate effectively in a business environment in a Spanish-speaking country. Learning the specialized language of Spanish commerce; writing different types of business documents and letters; doing translation work; preparing a job application (C.V. and interview); creating advertisements; and analyzing case studies are essential aspects of this course.

MLSP 302A Spanish for Business - Abroad (1 to 4 credits)**MLSP 304 Survey of Spanish Literature (3 credits)**

MLSP 304 presents examples of narrative, poetry and drama by authors of Spain and Latin America, with emphasis on the literary, social, cultural and political context. Readings develop cultural awareness about historical movements and literary movements. Conducted in Spanish.

MLSP 305 Spanish Translation (3 credits)

Context and Perspectives: Value, Ethics, and Society

This course is designed for students that possess an advanced competency in Spanish and would like to improve both their Spanish and English language skills and knowledge of culture through translation practice. Students learn some of the basic concepts of translation, which they apply in the translation of relevant texts taken from a wide range of fields and sources, from both Latin America and Spain, including newspaper articles, commercial ads, journals, informational pamphlets, culture and literary texts, songs, etc... This course offers advanced students of Spanish a challenging, yet practical, approach to the acquisition of translation skills that will enhance their cultural knowledge of the Spanish-speaking world, while improving their writing skills, language fluency in Spanish and English, as well as critical thinking skills to make effective and ethical decisions in the translation process. This course includes an embedded service-learning project.

MLSP 306 Hispanic Cityscapes (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This advanced Spanish course is designed to go beyond the tourist sites and glean a more complex understanding of various cities throughout the Hispanic world. We will examine matters such as immigration, racial, gender, transgender and sexual preference discrimination, political exile, violence, dictatorships, class differences, current social and economic trends, as well as their influence on individuals living in these metropolises. We will explore different perspectives on such cultural issues through theater, stories, film, art, poetry, songs, news and academic articles and other interdisciplinary venues. The cities that we will focus on are Madrid and Barcelona (Spain), Mexico City (Mexico), Buenos Aires (Argentina), Santiago (Chile), and Habana (Cuba). This course is conducted in Spanish.

MLSP 307 Migrations and the Hispanic World (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Conducted in Spanish. This course explores migrations, due to political, economic, security and social issues, in the Hispanic World: Spain, the Southern Cone, the Andean Region, the Caribbean, Mexico, Central America and the US. Through the analysis of artistic representations (film, theater, short stories, poems and music) of migration, students will glean insights into the motives for emigration and exile, as well as the difficulties encountered during and after immigration. Moreover, we will make connections between current events in these regions and representative works from various historical periods. MLSP 307 counts for the Spanish minor, the Spanish for Business minor, and the Hispanic Studies major. It may also be used as an Arts & Sciences Humanities elective or to satisfy requirements for the LSM, Global Perspectives concentration, or the language requirements for Arts and Science majors. Furthermore, it fulfills the Literature Requirement. Open to native speakers.

MLSP 312 Spanish for Business II: A Practical Approach (3 credits)

Continues the two-course sequence begun in MLSP 302 by practicing commercial correspondence, marketing strategies in the Spanish-speaking world, banking transactions in Spanish, real human resources cases and the future of the Latin American business world.

MLSP 312A Spanish for Business II: A Practical Approach - Abroad (1 to 4 credits)**MLSP 401 Directed Study in Spanish (3 credits)**

This course permits students to do special studies in language, literature or culture not offered as a departmental course.

MLSP 402 Seminar in Spanish (3 credits)*Pre-Req: Native Spanish speaker, MLSP 202, or instructor permission*

This course brings together advanced and native speakers of the same language to engage in the study of a selected topic using a critical lens of analysis.

MLSP 403 Latinos in the U.S.A. (3 credits)

This course studies the historical, social and cultural development of Latinos in the United States, paying special attention to the three most important groups: Chicanos or Mexican-Americans, Puerto Ricans or Neoricans, and Cuban-Americans. Students will explore some key issues affecting Hispanic communities: cultural stereotypes; individual and collective identity; bilingualism; political and social struggles, through the analysis of literary texts and other cultural productions (film, art, music, theater). As a final class project, students will be able to choose between a field-based research paper or a Service Learning Project.

MLSP 404 Spanish Identities and Cultures in Modern Peninsular Literature (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course will offer extensive readings and discussions of various authors and works from Spain. Emphasis will be given to sociopolitical and cultural contexts for a better understanding of the content. Conducted in Spanish. Open to native speakers.

MLSP 405 Masterpieces of Latin-American and Caribbean Literature: The Battle of the Booms (3 credits)

MLSP 405 is an in-depth study of one of Latin America's most important cultural phenomena, the literary boom of the late 20th century. Through critical analyses of narrative texts, students will gain an appreciation for the ever tenuous relationships between myth versus reality, masculine versus feminine, and European versus Native that dominate Latin American and Caribbean cultural imaginaries. This course is taught in Spanish.

MLSP 406 Multicultural Spain Through its Regions (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

This course offers a broad survey of the culture of Spain through its autonomous regions. The class will focus on the art, architecture, food, history, music, literature, politics and sporting events of each region and how they affect Spain as a nation. This class is conducted in Spanish. Open to native and non-native speakers.

MLSP 407 Multicultural Spanish America (3 credits)*Context and Perspectives: Culture, Change, and Behavior*

Conducted in Spanish. This course explores how the Spanish Conquest, and the different Indigenous Civilizations, are intertwined and have influenced each other, as well as the similarities and differences between the four regions of Spanish America: the Caribbean, Mexico and Central America, the Andean Region, and the Southern Cone. The aim of this course is to familiarize students with the history and culture of various Spanish American countries from these regions through an examination of representative art, sculpture and architecture, as well as movies and readings, from different historical periods. The painting, sculpture, film and architecture of these regions will be analyzed as aesthetic expressions, but also as instruments of social, economic, political, and cultural values and thoughts. Moreover, we will make connections between current events in these regions and representative works from various historical periods.

MLSP 421 Internship in Modern Languages - Spanish (1 to 4 credits)

Transfer Seminar (TS)

TS 222 Transfer Seminar (0 credits)

This course is intentionally designed to assist students with their adjustment to Bentley University, increasing the likelihood for academic and social success. Using interactive presentations and group discussions, the seminar is designed to facilitate students' intellectual, social and personal transition. Transfer students will explore academic planning, academic expectations, student responsibilities and social opportunities as a framework for promoting intellectual development, academic achievement and social acclimation.

Faculty

A

Abakah, Alex, Assistant Professor, Finance, 2017, Ph.D. Finance, Rutgers University

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INDEX

A

Academic Centers	69
Academic Honors and Awards	84
Academic Integrity	85
Academic Performance Standards	88
Academic Policies and Procedures	79
Academic Services	61
Academic Support	62
Accountancy (AC)	90
Accountancy Major	15
Accounting and Finance (AF)	92
Accreditations	8
Actuarial Science Major	25
Administration	4
Admission	71
Admission and Financial Aid Calendar	73
Advanced Standing in Business Program (BA/BS-MBA)	60
Advanced Standing in Finance Program (BS/MSF)	60
Alternative Sources of Credit	62
American Studies	56
Arts and Sciences Majors	24
Arts and Sciences Minors	45

B

Bachelor of Arts Degree Programs	26
Bachelor of Science Degree Programs	25
Bentley Library	62
Bentley Service Learning and Civic Engagement Center	69
Bentley University: An Overview	4
Bentley-Brandeis-Regis Exchange	62
Business Economics Major	15
Business Majors	15
Business Minors	33
Business Studies Major	56

C

Career Development - Undergraduate (CDI)	92
Career Services	63
Center for International Students and Scholars	64
Center for Women and Business	71
Chinese (MLCH)	93
Cinema (CIN)	94

Communications (COM)	94
Computer Information Systems (CS)	95
Computer Information Systems Major	16
Computing at Bentley	64
Corporate Finance and Accounting Major	17
Course Descriptions	90
Creative Industries Major	17

D

Data Analytics Major	25
Degree Requirements	8
Disability Services	64
Diversity and Society	56
Diversity, Equity and Inclusion	18
Diversity, Equity and Inclusion Major	26

E

Earth, Environment, and Global Sustainability	56
Economics (EC)	97
Economics-Finance (EF)	101
Economics-Finance Major	18
Electives Guide	11
English & Media Studies (EMS)	101
English Language Learning Resources	65
English Major	27
Ethics and Social Responsibility	56
Expository Writing (EXP)	111

F

Faculty	165
Finance (FI)	111
Finance Major	19
Financial Aid	75
First Year Seminar (FS)	114
French (MLFR)	114

G

General Business (GB)	115
Global Perspectives	56
Global Studies (GLS)	115
Grading Standards	88

H

Health and Industry	56
Health Studies Major	28
High-Tech Labs	68

History (HI)	120
History Major	29
Hoffman Center for Business Ethics	70
Honors Capstone Project (HNR)	127
Honors Program	57

I

Info Design and Corporate Comm (IDCC)	127
Info Tech and Computer Systems (IT)	130
Information Design and Corporate Communication Major	20
Information Process Management (IPM)	130
Information Systems Audit and Control Major	21
Interdisciplinary Studies (ID)	131
International Affairs Major	29
International Education	65
Internships	85
Italian (MLIT)	133

J

Japanese (MLJA)	134
-----------------------	-----

L

Language, Culture, and Business Major	30
Law (LA)	134
Learning Labs and Academic Centers	67
Leave of Absence Policy	90
Liberal Arts Major	31
Liberal Studies Capstone (LSM)	137
Liberal Studies Major	56
Literature (LIT)	137

M

Major/Minor Exclusions	11
Majors and Minors	13
Management Major	21
Management (MG)	137
Marketing Major	23
Marketing (MK)	140
Mathematical Sciences (MA)	143
Mathematical Sciences Major	26
Media & Culture (MC)	147
Media and Culture Major	31
Media Arts and Society	56
Minor in Accountancy	33
Minor in Actuarial Science	45

Minor in Business Economics	34
Minor in Business Risk Assurance	35
Minor in Business Studies	35
Minor in Computer Information Systems	35
Minor in Data Technologies	46
Minor in Earth, Environment, and Global Sustainability	46
Minor in English and Media Studies	47
Minor in Entrepreneurial Studies	36
Minor in Ethics and Compliance	36
Minor in Finance	37
Minor in Gender Studies	48
Minor in Global Management	38
Minor in Health and Industry	49
Minor in History	50
Minor in Human Resources Management	38
Minor in Information and Process Management	39
Minor in Information Design and Corporate Communication	40
Minor in International Affairs	51
Minor in International Economics	40
Minor in Law	40
Minor in Leadership	41
Minor in Management	42
Minor in Marketing	42
Minor in Mathematical Sciences	51
Minor in Modern Languages	52
Minor in Nonprofit Organizations	43
Minor in Philosophy	53
Minor in Politics	53
Minor in Psychology	54
Minor in Public Policy	55
Minor in Sociology	55
Minor in Spanish for Business	56
Minor in Sports Business Management	44
Minor in Supply Chain and Operations Management	44
Minor in Sustainable Investing	45
Minor Policies	13
Modern Languages (ML)	147

N

Natural & Applied Sciences Core (NASC)	148
Natural & Applied Sciences Electives (NASE)	155

P

Philosophy Major	31
------------------------	----

Philosophy (PH)	156
Political Economy and Development	56
Pre-Law Advising	66
Professional Sales Major	24
Professional Sales (PRS)	159
Psychology (PS)	159
Public Policy Major	32

Q

Quantitative Economics Major	24
Quantitative Perspectives	56

R

Registrar	66
-----------------	----

S

Second Bachelor's Degree	56
Second Majors	56
Service Learning (SL)	159
Sociology (SO)	160
Spanish (MLSP)	163
Specialized Programs of Study	57
Student Affairs	67
Student Resources	61
Student Rights and Responsibilities	78
Sustainability Science Major	33

T

The Jeanne and Dan Valente Center for Arts and Sciences	70
Transfer Seminar (TS)	165
Tuition and Fees	74

U

Undergraduate Catalogue	4
-------------------------------	---



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