



**BENTLEY**  
UNIVERSITY

# UNDERGRADUATE **CATALOG** 2025–2026

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# UNDERGRADUATE CATALOG

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## 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 with essential foundations in the liberal arts and sciences. Here, you will receive a 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 engages students in 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 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 (<https://www.bentley.edu/university-life/career-development/pulsifer-graduate-career-development/>) 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 faculty and staff can help you navigate the various options and find academic programs and pathways that are best for you. Our academic faculty and staff advisors can help you understand the curriculum, describe various programs, answer questions, and highlight electives based on your interests. In addition to academic advising, we also provide support through Student Accessibility Services, Centers for Health, Counseling and Wellbeing, the Center for International Students and Scholars, and multicultural and spiritual life centers.

Given the importance of diversity and inclusion at Bentley, we are passionate about 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 the 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,

Jennifer Brown  
*Dean of Arts and Sciences*

Sanjay Putrevu  
*Dean of Business*

## Bentley University: An Overview

Bentley University (<https://www.bentley.edu/>) is more than just one of the nation's top business schools. We are a community of leaders committed to making an impact that doesn't just move business forward, but that moves us all forward. By combining business education with arts and sciences, we provide students with the critical thinking and practical skills to help them collaborate effectively, communicate clearly and lead successful, rewarding careers.

Founded in 1917, the university enrolls 4,500 undergraduate and 800 graduate and PhD students and is set on 163 acres in Waltham, Massachusetts, 10 miles west of Boston.

Learn more about President E. LaBrent Chrite (<https://www.bentley.edu/about/president/meet-president-1/>), the President's Cabinet (<https://www.bentley.edu/about/cabinet-members-bentley-university/>), and our Board of Trustees (<https://www.bentley.edu/about/board-of-trustees/>).

## Accreditations

Bentley University's 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.

# 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 well-being, 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 is committed to the principle of equal opportunity in education and employment. The University prohibits discrimination against individuals on the basis of race, color, sex, sexual orientation, gender identity, pregnancy, religion, disability, age, genetic information, veteran status, or national or ethnic origin in programs and activities. All members of the Bentley community are entitled to an environment free of unlawful discrimination, bias, harassment, or sexual misconduct. Bentley University's policies and practices reflect the university's commitment to its mission and core values (<https://www.bentley.edu/about/strategic-plan-process/mission-statement-and-core-values/>) as well as compliance with applicable state and federal laws. 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, among other laws and regulations that prohibit discrimination.

The Office of Equal Opportunity and Institutional Equity (OIE) oversees the University's response to claims of discrimination, including sexual misconduct. Anyone who has experienced discriminatory conduct may file a report through the appropriate reporting system found on the OIE's Reporting Page (<https://www.bentley.edu/offices/institutional-equity/>). The OIE team will review all reports received and will follow up accordingly. Anonymous reporting is permitted, but note that it may limit the University's ability to respond. For the most up to date policies, procedures, resources, and support available, please visit the OIE's website.

The Student Handbook (<https://www.bentley.edu/offices/registrar/student-catalogues/>) contains a comprehensive list of policies within the Bentley University community. For any questions regarding the Student Handbook or its contents, please reach out to the Office of Student Development, Conduct, and Care by calling 781-891-2161 or email [GA\\_StudentConduct@bentley.edu](mailto:GA_StudentConduct@bentley.edu).

## Family Educational Rights and Privacy Act (FERPA)

### Bentley University FERPA Policy Overview

The Family Educational Rights and Privacy Act (FERPA) is a federal law (20 U.S.C. § 1232g, 34 C.F.R. Part 99) that protects the privacy of students' education records. Bentley University follows FERPA and Massachusetts guidelines to ensure the confidentiality and proper handling of student records.

### To Whom It Applies

FERPA affords eligible students with the following rights related to their educational records.

- Inspect and review their educational records
- Request amendments to their records
- Consent to disclosures of their records
- File complaints if their records are disclosed without consent

Eligible students are those enrolled in a credit-bearing course at Bentley regardless of their age.

### What Are Educational Records

Educational records are documents that directly pertain to a student and are maintained by the university or its authorized partners. These records can be in various forms such as written documents, computer records (including media, video, and audio recordings), spreadsheets, or paper files. These records may be maintained by the registrar, committees, boards, departments, faculty, or staff of the university. They can include:

- Grades
- GPA
- Test Scores
- Financial records
- Disciplinary records
- Class schedules

- Personal information (like race/ethnicity, gender identity)
- Enrollment records

Education records do not include:

- Records maintained solely by the creator, utilized exclusively as personal memory aids, and not disclosed to any individual except as a temporary substitute for the creator (such as an instructor's handwritten notes).
- Students' medical and psychological treatment records in specific circumstances.
- Employment records, unless the employment requires the person to be a student (e.g., resident assistant).

## Law Enforcement Records

The Bentley University Police Department ("University Police") is Bentley University's designated law enforcement unit under 34 CFR § 99.8. Any records (1) created by University Police, (2) for a law enforcement purpose, and (3) maintained by University Police, are not protected by FERPA.

## Student and Parent Access to Educational Records

Students and eligible parents have the right to access the student's educational records upon written request to the Office of the Registrar. Students may also locate their own Student Conduct records anytime by visiting their Student Self-Service Portal. Students can authorize the University to disclose their FERPA-protected information to others by submitting an Information Release Form to the Office of the Registrar.

## Directory Information

FERPA allows Bentley to disclose the following directory information without student consent for any student who has not opted out of directory information:

- Name
- Address
- Email address
- Photograph
- Telephone number
- Date and place of birth
- Class standing
- Enrollment status
- Major field of study
- Participation in activities and sports
- Weight and height of athletes
- Dates of attendance
- Academic honors, degrees, and awards received
- Most recent previous educational institution attended

Although the University may disclose directory information at its discretion for any purpose, faculty and staff are generally advised to refrain from doing so. If it becomes necessary to release directory information, one must first verify whether there are any restrictions preventing such disclosure. Students can request that this information is kept private by submitting a written request to the Office of the Registrar to opt out of directory information.

All other personally identifiable information regarding a student is considered nondirectory and may not be disclosed to a third party without the consent of the student (exceptions noted below).

## Disclosure Without Consent

FERPA allows Bentley to disclose educational records without seeking consent in certain situations, including but not limited to:

- Disclosure to the parents of a dependent student
- Compliance with subpoenas or court orders
- Requests from accrediting organizations
- Applications for financial aid
- Certain requests from federal, state, or local authorities
- Disclosure to other institutions where a student seeks to enroll

## Health and Safety Exception

FERPA allows the University to disclose educational records and personally identifiable information to appropriate third parties without a student's consent in situations where that information is necessary to protect the health and safety of the student or others. Appropriate parties may include law enforcement, public health officials, medical personnel, and a student's family members.

## School Officials with Legitimate Educational Interest

Education records may be disclosed to school officials who possess a legitimate educational interest. School officials include faculty, staff, and administrators employed by Bentley University, and some third parties contracted by the University. Legitimate educational interest is characterized by the necessity to access protected student records to perform their job duties. Disclosure of education records is strictly limited in scope and duration to the relevant task.

## Annual Notice of FERPA Rights

The Office of the Registrar will email all students their rights under FERPA which include the right to review and inspect records, seek amendment to their records, consent to disclosure of records, and the right to file a complaint with the U.S. Department of Education. This notice outlines the university's FERPA policy, including what the University has designated as directory information and the process by which a student may opt out of disclosure of directory information. It also includes the procedure for inspecting and reviewing education records and the procedure for requesting an amendment to their education record.

## Enforcement

Violations of this policy may result in disciplinary action, up to and including termination.

## Contact Information

For questions or concerns, contact the Office of the Registrar.

## Complaint Procedure

Students who believe their FERPA rights have been violated can file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202.

# Additional Considerations

## 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.

## **Campus Safety**

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."

## **Affidavits of Voter Registration Forms**

Guidance on voter registration for students who wish to vote in Massachusetts can be found on the Registrar's Office website (<https://www.bentley.edu/offices/registrar/voter-registration-information/>), or by going directly to the Massachusetts Elections Division's website (<https://www.sec.state.ma.us/divisions/elections/elections-and-voting.htm>).

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. This 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 at the Massachusetts Elections Division's website (<https://www.sec.state.ma.us/divisions/elections/elections-and-voting.htm>).



# Degree Requirements

Bentley's future-focused curriculum ensures that students will acquire 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 coursework totaling between 120 and 122 credit hours. Degree requirements vary by major and degree type. Course and graduation requirements are listed in the sections that follow.

## Foundations for Success (15 Credits)

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 multidisciplinary 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) Foundations courses during their first academic year.

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

## Context and Perspectives (18 Credits)

The courses designated in the Context and Perspectives requirement 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. See Context and Perspectives (p. 10) for more information.

## Business Dynamics/Business Administration Minor (18 Credits)

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.

All students are automatically be enrolled in the Business Administration Minor, as successful completion of the Business Dynamics courses with a minimum cumulative GPA of 2.00 will result in earning the minor. Students who do not meet the 2.00 requirement for the minor must still successfully complete (with a grade of D- or above) the Business Dynamics courses, but will have the minor removed from their academic record prior to degree completion.

Students may not earn both a Business Administration Minor and a Business Administration Major (p. 89).

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive (0-6 Credits)

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

The additional requirements that each student must complete will vary based on the student's program of study. For specific information about course requirements and credit hours, see the catalog page for the appropriate Undergraduate Major (p. 19).

## The Business Environment (6 Credits)

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 any major in a business discipline will take the following required courses:

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## Modern Language Requirement (6 Credits)

Students pursuing a Bachelor of Arts degree (ex. English, History, Film and 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 in an arts and sciences discipline (ex: Actuarial Science, Data Analytics, Mathematical Sciences, Psychology).

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

## Arts and Sciences Electives (15 Credits)

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.

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

## Unrestricted Electives

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.

## Major Requirements

Students must satisfy departmentally determined major course requirements in one of the undergraduate majors, which may be found under the Undergraduate Majors (p. 19) page. Each major has particular courses and minimum credit-hour requirements.

While students may pursue double majors in a business program and 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.

Students may also choose to pursue the Business Administration Major (p. 89) as an optional second major. Students who opt for a Business Administration Major cannot also take the Business Administration Minor, as the courses overlap.

## Course Sharing Policy

- Courses fulfilling Foundations for Success requirements may not be applied to a minor.
- A business course can apply to an Unrestricted Elective requirement but cannot serve as an Arts and Sciences Elective. Students are

strongly encouraged to maintain an awareness of where courses taken for a minor apply to their degree requirements. The Electives Guide (p. 15) defines all classes designated as arts and sciences or business.

- No more than three courses may count toward two majors (i.e., primary and additional major).
- Major courses (including courses applied to the Business Administration Major (p. 89)) may not be applied to a minor.
- A single course may be used no more than three times across the entire Bentley curriculum.
- A single course may only apply to one minor.
- Courses that satisfy the Context and Perspectives (p. 10) requirements do not count toward a student's required Arts and Sciences Electives.
- Courses used to fulfill the Modern Language requirement for BA students cannot be applied to a minor.
- Modern Language courses that satisfy the Context and Perspectives requirements may also be used to satisfy the Modern Language Requirement for BA majors.
- 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.

## Policies Related to Minors

- Some major/minor/major combinations are prohibited. See the major/minor/major exclusions list (p. 15) for more information.
- Courses fulfilling Business Dynamics or Business Environment requirements can only apply to the Business Administration Minor.
- A course taken under the Pass/Fail/D policy may be applied to the 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 three minors, including the required Business Administration Minor.
- To be awarded a minor, students must achieve a minimum cumulative GPA of 2.0 in the minor.
- 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.

## Residency and Course-Away Limitations

- Students are permitted to take courses away only during interim periods (i.e., summer and winter sessions). See the Course Away Policies and Guidelines (p. 167) for more information.
- 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.

## Graduation Policies

### Completion of Degree Requirements for Graduation

Bentley confers degrees three times per year after the conclusion of the fall, spring, and summer terms. Students will be awarded a degree at the conclusion of the term in which they complete their degree requirements.

Students completing degree requirements during one of the intensive sessions (e.g., May Intensive or Winter session) *will not have their degrees awarded until the conclusion of the corresponding term*. Winter session courses are part of the spring term and May Intensive courses are part of the summer term.

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 Commencement ceremony. Once a degree is awarded, the record is sealed and no grade changes may be recorded.

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.

### GPA Requirements for Graduation

All undergraduate students must meet the minimum overall, major(s), and minor GPA of at least 2.0 and attain an overall GPA of at least 2.0 in all courses in the major. They must earn a passing grade of at least D- in each course in order to earn course credit.

Students must earn a minimum of 2.00 in the required Business Administration Minor<sup>1</sup> and any elected minor in order for the minor to be awarded. Students that do not meet the minimum GPA will be dropped from the minor.

<sup>1</sup> 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.

### Other Graduation Requirements

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

## Context & Perspectives in the Arts and Sciences

- Students must take one course in each of the six Context and Perspectives categories for a total of 18 credits.
- Courses are unique to each Context and Perspectives theme and do not overlap within the Context and Perspectives categories.

- No more than two courses can be taken in any one department. Courses with different designators taken in the same department (e.g., NAS and PSY courses in the Natural and Applied Sciences Department) count as being from the same department.
- Context and Perspectives courses can be shared with majors or minors, but single course cannot count for both a major *and* a minor.
- Review the Course Sharing Policy (p. 9) for guidelines related to how a course may or may not apply to different requirements within the curriculum.

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

## Courses

### Culture, Change, and Behavior

Students analyze culture through the various material and symbolic forms it takes and how cultural forms create meaning and impact change; identify and evaluate the factors that make societies persist or change over time; and analyze various theoretical and empirical ways of thinking about the relation between reality, mind, and body and how this analysis informs conceptions of knowledge and action.

Please note: this is a full comprehensive list and all courses are not offered every semester.

Course	Title	Credits
<b>English &amp; Media Studies</b>		
EMS 200	Introduction to Film, Literature and Media	3
EMS 203	Introduction to Acting	3
EMS 220	Introduction to Cultural Studies	3
EMS 225	The Wonder of Human Language: An Introduction to Linguistics	3
EMS 240	Introduction to Media Production	3
EMS 241	Introduction to Video Production	3
EMS 243	Introduction to Graphic Design	
EMS 260	English Romanticism, 1790-1850	3
EMS 273	Modern American Literature	3
EMS 301	The Short Story	3
EMS 304	Graphic Novel	3
EMS 311	Revisions and Retellings	3
EMS 321	Shakespeare	3
EMS 331	Writing Poetry	3
EMS 332	Writing Fiction	3
EMS 333	Writing for Drama/Screen	3
EMS 340	American Icons	3
EMS 370	Cultural Studies and the Body	3
EMS 393	Intercultural Communication	3

EMS 435	Communication Design: Messages and Means	3
EMS 436	Podcasting	3
EMS 439	Designing Brands for Change	
<b>Global Studies</b>		
GLS 114	Cross-Cultural Understanding	3
GLS 251	Latin American Cinema	3
<b>History</b>		
HI 236	History of Ireland: From St. Patrick to "The Troubles"	3
HI 264	History of China: Before Confucius, After Mao	3
HI 265	History of Japan: Samurai and Salarymen	3
HI 279	Modern South Asia	3
HI 305	Arts and Society	3
HI 311	Revolutions and the Modern World	3
HI 323	The Medieval West	3
HI 331	Modern British History	3
HI 334	The Soviet Union and After	3
HI 348	History of American Technology	3
HI 355	American Environmental History	3
HI 357	America and Its Arts	3
HI 367	History and Culture of North Korea	3
HI 370	History of American Sports	3
HI 373	History on the Road: Exploring Massachusetts in Five Field Trips	3
HI 384	Nazi Germany	3
<b>Modern Languages</b>		
MLCH 303	Chinese Public Speaking	3
MLFR 206	Spoken Contemporary French	3
MLFR 301	Contemporary Francophone Cultures	3
MLFR 302	French for Business	3
MLFR 304	French Cinema	3
MLIT 302	Italian for Business	3
MLIT 304	Italy through Films	3
MLIT 305	Migration in Italian Literature	3
MLSP 302	Exploring Spanish for Business	3
MLSP 306	Hispanic Cityscapes	3
MLSP 307	Migrations and the Hispanic World	3
MLSP 404	Spanish Identities and Cultures in Modern Peninsular Literature	3
MLSP 405	Latin American Boom	3
MLSP 406	Multicultural Spain Through its Regions	3
MLSP 407	Multicultural Spanish America	3
<b>Natural &amp; Applied Sciences</b>		
PSY 230	Positive Psychology	3
PSY 235	Social Psychology	3
PSY 265	Psychology of Self	3
PSY 315	Cyber Psychology	3
<b>Philosophy</b>		
PH 103	Ultimate Questions	3
PH 104	Critical Thinking	3
PH 216	Modern Philosophy: Knowledge and Values	3

PH 252	Theories of Knowledge	3
PH 253	Theories of Reality	3
PH 255	Inquiry and Injustice	3
PH 270	Consciousness and Experience	3
PH 271	Other Minds	3
PH 272	Perception and Perspectives	3
PH 275	Loneliness and the Self	3
<b>Sociology</b>		
SO 225	Drugs and Society	3
SO 264	Technology, AI, Society, and Work	3
SO 266	Culture and Money	3
SO 273	Evolution of Humans and Societies	3
SO 285	Sociology of Sports	3
SO 287	Media, Culture and Society	3
SO 289	Popular Culture in Consumer Societies	3
SO 292	Sociology of Native American Peoples	3
SO 320	Immigrant Entrepreneurship	3
SO 333	Sociology of the Edge	3

## Globalization

Students explain the various ways in which peoples, countries, and regions differ in terms of language, environment, religion, culture, economics, and politics and some of the consequences of those differences; explain the ways in which peoples, countries, and regions are interdependent and interconnected; and identify and critically evaluate global challenges (e.g., climate change, regional conflicts, or the coordination of formal institutions and informal social networks) and global processes (e.g., the diffusion of industry and culture, colonialism, imperialism, or mass migration).

Please note: this is a full comprehensive list and all courses are not offered every semester.

Course	Title	Credits
<b>English &amp; Media Studies</b>		
EMS 261	The Victorian Period	3
EMS 381	Diasporic Literature and Culture	3
EMS 382	Caribbean Literature	3
EMS 390	Global Media	3
EMS 391	International Cinema	3
EMS 392	Youth Cultures in International Cinema	3
<b>Global Studies</b>		
GLS 101	Globalization	3
GLS 110	Global Regions	3
GLS 116	International Relations	3
GLS 226	US Foreign Policy	3
GLS 243	The Developing World	3
GLS 303	Democracy or Authoritarianism? Political Regimes in Global Perspective	3
GLS 320	Human Rights and Global Governance	3
GLS 325	Global Transportation and Tourism	3
<b>History</b>		
HI 200	The Making of Our Contemporary World	3
HI 261	Latin America (1800-present)	3
HI 266	Middle East: Islamic and Contemporary	3

HI 267	The Past and Present in Africa	3
HI 280	The Caribbean: Past, Present, Future	3
HI 308	Drugs Trades in World History	3
HI 310	Historic Approach to Modern Terrorism	3
HI 314	History of the World Economy	3
HI 315	Fashion Film and Food in South Asia	3
HI 316	Women and Gender in South Asia	3
HI 349	History of Modern U.S. Foreign Policy, 1945-Present	3
HI 374	Topics in the History of Medicine	3
HI 387	Origins of American Internationalism	3
HI 388	Europe Reborn: From Cold War to the War in Ukraine	3
<b>Modern Languages</b>		
MLCH 102	Discovering Chinese II	3
MLCH 201	Continuing Chinese I	3
MLCH 202	Continuing Chinese II	3
MLCH 204	Chinese for Business - Exploring Real Companies	3
MLCH 208	Chinese for Business II – Exploring Real Companies	3
MLCH 404	Chinese/English Interpretation	3
MLFR 102	Discovering French II	3
MLFR 201	Continuing French I	3
MLFR 202	Continuing French II	3
MLFR 203	French Writing in Context	3
MLFR 205	French Language Immersion	3
MLIT 102	Discovering Italian II	3
MLIT 201	Continuing Italian I	3
MLIT 202	Continuing Italian II	3
MLSP 102	Discovering Spanish II	3
MLSP 201	Continuing Spanish I	3
MLSP 202	Continuing Spanish II	3
MLSP 203	Advanced Spanish Grammar and Composition	3
MLSP 205	Intermediate Spanish Language Immersion	3
MLSP 206	Advanced Spanish Conversation	3
<b>Philosophy</b>		
PH 313	Political Thought From A Global Perspective	3
PH 315	East Asian Philosophy, Religion, and Culture	3
PH 320	Human Rights and Global Governance	3
PH 323	Colonialism, Imperialism, Postcolonialism: A Philosophical Examination	3

## Institutions and Power

Students identify the institutional bases of power in economic, political, and social life; articulate how institutions, such as governments, for-profit and nonprofit enterprises, civil society organizations, and other groups, wield power; and analyze how individuals interact with institutions and participate in institutions to affect change.

Please note: this is a full comprehensive list and all courses are not offered every semester.

Course	Title	Credits
<b>English &amp; Media Studies</b>		
EMS 345	American Cities in Film	3
EMS 353	Immigrant and Ethnic Literature	3
EMS 400	The Television Industry	3
EMS 401	Disney+: Content + Platform	3
EMS 402	The Business of Media	3
EMS 403	Hollywood Convergence	3
EMS 422	Money, Power, Communication	3
EMS 423	Video Game Studies	3
EMS 424	Popular Music Studies	3
<b>Global Studies</b>		
GLS 100	US Government and Politics	3
GLS 102	Politics and Power Worldwide: Intro to Comparative Political Analysis	3
GLS 105	US State and Local Government and Politics	3
GLS 230	Politics and Public Policy	3
GLS 236	Campaigns and Elections	3
GLS 237	The U.S. Presidency	3
GLS 245	Power, Politics & Policy in International Development	3
GLS 248	Media and Politics	3
GLS 270	Contemporary Europe	3
GLS 272	European Politics and Societies	3
GLS 280	Gender & Politics Worldwide	3
GLS 312	International Organizations	3
GLS 330	Politics of Risk	3
GLS 403	Model United Nations	3
<b>History</b>		
HI 241	Minutemen and their World	3
HI 244	Constitutional History of the United States	3
HI 304	History of Espionage	3
HI 306	War and Society	3
HI 342	The Revolutionary Generation in the United States (1750-1815)	3
HI 344	Constitutional History of the United States	3
HI 360	American Urban History	3
HI 371	Baseball as American History	3
HI 382	World War I	3
HI 383	World War II	3
HI 385	The Vietnam War	3
<b>Interdisciplinary Studies</b>		
ID 150	Introduction to Nonprofit Organizations	3
ID 320	Business of Health	3
<b>Modern Languages</b>		
MLCH 403	Chinese for Cinema	3
MLSP 408	Language and Power	
<b>Natural &amp; Applied Sciences</b>		



NAS 308	Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World	3
NAS 334	U.S. Space Program: Going Beyond	3
<b>Philosophy</b>		
PH 308	Capitalism and its Critics	3
PH 317	Democracy and Power	3
<b>Sociology</b>		
SO 132	Issues and Investigations in Sociology	3
SO 221	Homelessness and Society	3
SO 242	Social Problems	3
SO 244	Deviance and Social Control	3
SO 252	Health, Illness and Everyday Life	3
SO 263	Sociology of Work and Organizations	3
SO 324	Sociology of Markets	3

## Race, Gender, and Inequality

Students explain how multiple dimensions of identity create a diversity of human experiences; explain how power, privilege, and oppression operate through informal and formal institutions to create and sustain inequalities among groups; and identify diversity and difference in the world around them, articulating how their unique experience of the world is structured through different dimensions of identity and recognizing their own use of power or privilege and/or experiences of discrimination.

Please note: this is a full comprehensive list and all courses are not offered every semester.

Course	Title	Credits
<b>English &amp; Media Studies</b>		
EMS 202	Introduction to Cinema Studies	3
EMS 312	Horror/Sci-Fi in Film and Television	3
EMS 334	Creative Nonfiction/Essay Writing	3
EMS 344	American Cities in Literature	3
EMS 346	Sitcom Nation: The American Family in Fiction and Film	3
EMS 350	Black Lives Matter: African American Literature and Culture	3
EMS 351	Latina/o/x Literature and Culture	3
EMS 352	Native American Literature and Culture	3
EMS 354	Black Cinema	3
EMS 359	Passing in American Literature	3
EMS 360	Women in Literature	3
EMS 361	Women and Film	3
EMS 362	Wonder Women	3
EMS 363	The Male Image in American Film	3
EMS 364	LGBQ American Literature	3
EMS 365	Transgender American Literature	3
EMS 366	Queer and Trans Media Studies	3
EMS 371	Literature and Medicine	3
EMS 380	Money, Love, and Death: Colonialism in Literature and Culture	3
EMS 405	Hollywood Genres: Classical Forms and Contemporary Re-Inventions	3
<b>Global Studies</b>		

GLS 205	Social Policy	3
GLS 225	Urban Politics and Policy	3
GLS 238	Immigration	3
GLS 239	Race and Ethnic Politics	3
GLS 333	Politics Through Film	3
<b>History</b>		
HI 340	Colonial America (1400-1750)	3
HI 343	Modern United States History (1920-present)	3
HI 346	Economic History of the United States	3
HI 347	Work and the American Worker	3
HI 350	Serfs, Slaves and Sojourners: The Minority Experience in the United States	3
HI 353	History of Capitalism in Modern America	3
HI 354	The New Nation	3
HI 356	The United States: From Nation to Empire (1865-1920)	3
HI 358	U.S. Women's History	3
HI 359	Immigration in U.S. History	3
HI 372	History of Boston	3
HI 381	The Civil War	3

### Interdisciplinary Studies

ID 211	Sex, Gender, and Power	3
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### Modern Languages

MLSP 403	Latinos in the U.S.A.	3
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### Philosophy

PH 140	Disability, Values & Society	3
PH 316	Feminist Theory	3
PH 319	Race, Ethnicity, and Nationality in America	3

### Natural & Applied Sciences

PSY 210	Dynamics of Personality	3
PSY 240	Cross-Cultural Psychology	3
PSY 245	Gender Psychology	3
PSY 260	Understanding Learning Differences and Disabilities	3

### Sociology

SO 241	Race and Racism in the United States	3
SO 243	Capitalism and Slavery	3
SO 246	Criminal and Social Justice	3
SO 271	Self, Diversity and Society	3
SO 295	Film and Society	3
SO 345	Race and Racialization at the U.S.-Mexico Border	3

## Scientific Inquiry

Students distinguish between reliable scientific data and unreliable data, and between scientific evidence and social/personal explanation; construct logically coherent, evidence-based positions and communicate potential implications and outcomes to specific audiences; and analyze overlapping complex systems to understand their effects on the natural environment.

Please note: this is a full comprehensive list and all courses are not offered every semester.

Course	Title	Credits
<b>Global Studies</b>		
GLS 328	Research Design in Policy and International Affairs	3
<b>Mathematical Sciences</b>		
MA 214	Intermediate Applied Statistics	3
MA 255	Design of Experiments	3
MA 346	Data Science	3
MA 347	Data Mining	3
MA 380	Introduction to Generalized Linear Models and Survival Analysis in Business	3
<b>Natural &amp; Applied Sciences</b>		
NAS 110	Human Biology	4
NAS 132	Astronomy: Solar System	4
NAS 135	Astronomy: Stars and Universe	4
NAS 140	Energy and The Environment	4
NAS 145	Principles of Geology	4
NAS 150	Environmental Science and Sustainability	4
NAS 155	Chemistry of Sustainable Products	4
NAS 160	Environmental Chemistry	4
NAS 306	Health Communication Campaigns	3
NAS 316	Human Health and Disease in Today's World	3
NAS 318	Global Health Challenges	3
NAS 319	Health Risk and Prevention	3
NAS 320	Bugs in the System	3
NAS 322	Human Inheritance	3
NAS 324	The Biological Fate of Drugs	3
NAS 333	Life in the Universe	3
NAS 335	Energy Analytics	3
NAS 336	Water and the Environment	3
NAS 338	Water Quality	3
NAS 340	Oceanography	3
NAS 342	Ecology: Principles and Applications	3
NAS 344	Energy Alternatives	3
NAS 345	Science of Sustainability	3
NAS 346	Wind Energy	3
NAS 348	Global Climate Change	3
NAS 349	Plastics - Pollution and Possibilities	3
NAS 350	Industrial Ecology	3
NAS 352	Science of Environmental Policy	3
NAS 354	Sustainable Food Systems	3
PSY 200	Pioneers in Psychology	3
PSY 215	Psychological Diagnoses and Mental Health	3
PSY 250	Health Psychology	3

## Values, Ethics, and Society

Students understand the difference between facts and values; identify and analyze ethical issues that arise in private or public life; and articulate and critically assess features of society, such as laws, regulations, social norms, business practices, or personal beliefs, actions, and characteristics, from competing moral perspectives.

Please note: this is a full comprehensive list and all courses are not offered every semester.

Course	Title	Credits
<b>English &amp; Media Studies</b>		
EMS 222	Introduction to Communication Studies	3
EMS 224	Lies, Promises, and Insults	3
EMS 270	American Traditions	3
EMS 271	American Literature: Realism and Naturalism	3
EMS 272	The Roots of American Activism in American Literature	3
EMS 343	American Landscapes	3
EMS 372	Cultures of Contagion	3
EMS 406	Films, Franchises, and Fandom: Superheroes in Popular Culture	3
<b>Global Studies</b>		
GLS 228	Science, Technology & Society	3
GLS 315	Human Rights in Global Media	3
<b>History</b>		
HI 309	Genocide in Modern History	3
HI 317	South Asian Religions	3
HI 351	The American Religious Experience	3
HI 362	Ten Ideas That Shook the World	3
<b>Interdisciplinary Studies</b>		
ID 260	Sex and American Culture	3
<b>Modern Languages</b>		
MLCH 206	Chinese Conversation and Composition	3
MLSP 305	Spanish Translation	3
<b>Philosophy</b>		
PH 102	Practical Ethics	3
PH 110	Debating Ethical Problems	3
PH 130	Business Ethics: Corporate Social Responsibility	3
PH 131	Business Ethics: Philosophy of Work	3
PH 133	Business Ethics: International Business Ethics	3
PH 134	Healthcare Ethics	3
PH 138	Environmental Ethics	3
PH 142	Sports, Games & Values	3
PH 160	AI, Technology, and Values	3
PH 162	Love, Sex, and Robots	3
PH 170	Life and Death	3
PH 180	Happiness and the Meaning of Life	3
PH 190	Friendship & Trust	3
PH 310	Ethical Theory	3
PH 312	Liberty, Morality and Law	3
<b>Sociology</b>		
SO 275	Cultures of Business	3
SO 300	Community Involvement	3

# Electives Guide

## Arts and Sciences Electives

Arts and sciences courses are integrated into the curriculum through the Context and Perspectives requirement and the additional Arts and Sciences Electives requirement for students pursuing a business degree program.

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

- EMS<sup>1</sup>, GLS, HI, MA, MLCH, MLFR, MLIT, MLSP, NAS<sup>2</sup>, PH, PSY, SO
- CS 150, 160, 180, 213, 230, 240, 280, 342, 380 and 480
- EC 282, 317, 321, 329, 331, 333, 341, 343, 351, 362, 370, 379, 382, 425, 483
- HNR 201, 445, 450, 460
- Any ID (except ID 209, ID 306, ID 421, and ID 422, which are business electives)
- LA<sup>3</sup> courses numbered 101-199
- SL 120
- ENT 120
- Study Abroad courses numbered 4900

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.

2 NAS (Natural and Applied Science) courses include 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 (Law) courses numbered LA 200 or above **may not be used** towards the Arts and Sciences requirements in the Law Minor.

## 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 Electives 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, FT, MG, MK, PRS, XD
- CS: 250, 350, 360, 401, 440, 460
- EC: 112, 224, 225, 311, 315, 346, 373, 374, 375, 376, 377, 402, 431, 441, 454
- HNR 440
- SL 121
- ENT 121
- ID 209, 306, 421, 422
- LA<sup>1</sup> (200 level or higher) except for LA 402
- Study Abroad courses numbered 4100

1 LA (Law) courses numbered 200 and above **may not be used** to fulfill the Arts and Sciences requirements in the Law Minor.

## Communication Intensive Courses

Courses that satisfy the Communication Intensive requirement are indicated with a "Communication Intensive" course tag in Workday. Transfer students entering Bentley with 30 or more transfer credits are waived from the Communication Intensive requirement.

## Major and Minor Exclusions

Students cannot apply a course to both a major and minor field of study (see the Course Sharing Policy (p. 9) for more information). 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
<b>Accounting</b>	Accounting, Business Risk Assurance	Corporate Finance and Accounting, Information Technology in Accounting
<b>Actuarial Science</b>	Actuarial Science, Mathematics	Mathematical Sciences
<b>Business Economics with:</b>		
Concentration in Entrepreneurship	Business Economics, Entrepreneurial Studies, International Economics	Economics-Finance, Management, Quantitative Economics
Concentration in Economic Analysis	Business Economics, International Economics	Economics-Finance, Quantitative Economics
Concentration in Information Technology	Business Economics, Computer Information Systems, International Economics	Computer Information Systems, Data Analytics, Economics-Finance, Quantitative Economics
Concentration in Law	Business Economics, International Economics, Law	Economics-Finance, Quantitative Economics
Concentration in Management	Business Economics, International Economics, Management	Economics-Finance, Management (all concentrations), Quantitative Economics
Concentration in Marketing	Business Economics, International Economics, Marketing	Economics-Finance, Marketing, Professional Sales, Quantitative Economics
<b>Computer Information Systems</b>	Computer Information Systems	Business Economics (Information Technology concentration), Information Technology in Accounting

<b>Corporate Finance and Accounting</b>	Accounting, Finance	Accounting, Economics-Finance, Finance, Information Technology in Accounting	Concentration in Entrepreneurship	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Management, Marketing, Supply Chain and Operations Management	Business Economics (Management & Entrepreneurship concentrations), Marketing, Professional Sales
<b>Creative Industries</b>	Experience Design, Public Relations				
<b>Data Analytics</b>	Applied Statistics, Data Technologies				
<b>Diversity, Equity and Inclusion (BS)</b>		Diversity, Equity and Inclusion (BA)	Concentration in Leadership	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Management, Supply Chain and Operations Management	Business Economics (Management & Entrepreneurship concentrations)
<b>Diversity, Equity and Inclusion (BA)</b>		Diversity, Equity and Inclusion (BS)			
<b>Economics-Finance</b>	Business Economics, Finance, International Economics	Business Economics, Corporate Finance and Accounting, Finance, Quantitative Economics			
<b>English</b>	English and Media Studies		Concentration in Human Resources Management	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Management, Supply Chain and Operations Management	Business Economics (Management & Entrepreneurship concentrations)
<b>Experience Design</b>	Experience Design, Public Relations				
<b>Finance</b>	Finance	Corporate Finance and Accounting, Economics-Finance			
<b>Finance and Technology</b>	Computer Information Systems, Data Technologies, Finance		Concentration in Supply Chain and Operations Management	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Management, Supply Chain and Operations Management	Business Economics (Management & Entrepreneurship concentrations)
<b>History</b>	History				
<b>Information Technology in Accounting</b>	Accounting, Business Risk Assurance	Accounting, Corporate Finance and Accounting			
<b>International Affairs</b>	Politics	Public Policy	Concentration in Global Management	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Management, Supply Chain and Operations Management	Business Economics (Management & Entrepreneurship concentrations)
<b>Language, Culture, and Business with:</b>					
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				
<b>General Management</b>	Entrepreneurial Studies, Global Management, Human Resources Management, Leadership, Management, Supply Chain and Operations Management	Business Economics (Management & Entrepreneurship concentrations); Professional Sales	<b>Marketing</b>	Marketing	Professional Sales
			<b>Mathematical Sciences</b>	Mathematics	Actuarial Science
			<b>Philosophy</b>	Philosophy	
			<b>Professional Sales</b>	Management, Marketing, Professional Sales	Management, Marketing
			<b>Psychology</b>	Psychology	
			<b>Public Policy</b>	Public Policy, Politics	International Affairs
			<b>Public Relations</b>	Experience Design, Public Relations	
<b>Management with:</b>			<b>Quantitative Economics</b>	Business Economics, International Economics	Business Economics, Data Analytics, Economics-Finance
			<b>Sustainability Science</b>	Earth Environment and Global Sustainability	

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



## Majors and Minors

The Undergraduate College at Bentley University offers a variety of academic programs characterized by a balanced education in both business and the arts and sciences, the best combination for preparing tomorrow's organizational leaders. 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. 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.

Undergraduate students earn one degree, either a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.). As part of this degree, students select a major that enables them to develop expertise in a specific area. If desired, they may opt to pursue more than one major, or they may pursue a Business Administration Major in addition to their primary major.

All students enrolled in a Bentley undergraduate degree program are required to enroll in the Business Administration Minor. They may also choose to pursue an additional minor or other optional program, such as study abroad or a blended term during the senior year.

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

- Undergraduate Majors (p. 19)
- Undergraduate Minors (p. 90)
- Multiple Programs (p. 140)

# Undergraduate Majors

Undergraduate students pursue either a Bachelor of Science degree or a Bachelor of Arts degree:

- **Bachelor of Science (B.S.)** degree programs are designed for students who want to combine a broad approach to business studies with a specialization in a specific discipline.
- **Bachelor of Arts (B.A.)** 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.

Review the Course Sharing Policy (p. 9) for guidelines related to how a course may or may not apply to different requirements within the curriculum.

**Undergraduate majors are available in the following subject areas:**

- Accounting Major (B.S.) (p. 20)
- Actuarial Science Major (B.S.) (p. 22)
- Artificial Intelligence for Innovation Major (B.S.) (p. 24)
- Business Economics Major (B.S.) (p. 26)
- Business Law Major (B.S.) (p. 28)
- Computer Information Systems Major (B.S.) (p. 30)
- Corporate Finance and Accounting Major (B.S.) (p. 32)
- Creative Industries Major (B.S.) (p. 34)
- Data Analytics Major (B.S.) (p. 36)
- Economics-Finance Major (B.S.) (p. 38)
- English Major (B.A.) (p. 40)
- Experience Design Major (B.S.) (p. 42)
- Film and Media Studies Major (B.A.) (p. 44)
- Finance Major (B.S.) (p. 48)
- Finance and Technology Major (B.S.) (p. 51)
- Health Industries Major (B.S.) (p. 53)
- History Major (B.A.) (p. 55)
- Information Technology in Accounting Major (B.S.) (p. 57)
- International Affairs Major (B.A.) (p. 59)
- Language, Culture, and Business Major: Chinese (B.A.) (p. 61)
- Language, Culture, and Business Major: French (B.A.) (p. 63)
- Language, Culture, and Business Major: Italian (B.A.) (p. 65)
- Language, Culture, and Business Major: Spanish (B.A.) (p. 67)
- Management Major (B.S.) (p. 69)
- Marketing Major (B.S.) (p. 72)
- Mathematical Sciences Major (B.S.) (p. 74)
- Philosophy Major (B.A.) (p. 75)
- Professional Sales Major (B.S.) (p. 77)
- Psychology Major (B.S.) (p. 79)
- Public Policy Major (B.A.) (p. 81)
- Public Relations Major (B.S.) (p. 83)
- Quantitative Economics Major (B.S.) (p. 85)
- Sustainability Science Major (B.A.) (p. 87)

**The following is only available as an additional major:**

- Business Administration Major (p. 89)

# Accounting Major (B.S.)

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, which students are eligible to find on their own, offers qualified students the opportunity to earn academic credit while gaining valuable work experience that can lead to greater job opportunities.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (27 Credits)

Course	Title	Credits
Required Courses:		
AC 120	Data Analytics using Financial Information	3
AC 201	Preparing and Interpreting Financial Statements	3
AC 215	Performance Measurement	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
Total Credits		27

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
Communications and Writing		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3

or EMS 105	Multimodal Communication for Multilingual Students	
Information Technology		
CS 100	Solving Business Problems with Information Technology	3
Mathematical Sciences		
Select 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

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
Total Credits		18

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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

### Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (21 Credits)

Course	Title	Credits
Select seven elective courses		21
<b>Total Credits</b>		<b>21</b>

## Total: 120 Credits

### 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 (<https://nasba.org/>) for the specific requirements in every state in the U.S. The state of Massachusetts requires 120 hours (21 in specific areas of accounting) of education and a conferred bachelor's degree in order to take the CPA exam. The courses required for the Bentley accounting degree satisfy the requirements to take the CPA exam in Massachusetts.

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

# Actuarial Science Major (B.S.)

Actuarial Science utilizes mathematics, statistics, and finance to estimate risk, price products, and determine required reserves in the insurance, banking, and financial services industries. Actuarial Science majors gain skills to understand, evaluate, and manage complex financial products and to communicate short- and long-term risks. Candidates develop deep technical skills, such as the valuation of probabilistic financial instruments and the time value of money. Actuarial Science majors also gain practical experience by applying statistical software and mathematical models to analyze data and forecast a variety of potential outcomes to inform business decisions. Throughout, candidates will develop communication skills needed to interact effectively with stakeholders from a broad spectrum of business backgrounds.

Bentley offers specialized courses to help students prepare for up to four of the professional credentialing exams administered by the Society of Actuaries (<https://www.soa.org/>) or the Casualty Actuarial Society (<https://www.casact.org/>). Bentley also offers courses that fulfill all Validation by Educational Experience (VEE) requirements for these societies. Most students complete at least two credentialing exams and one internship during their undergraduate years, and the department maintains close contact with many of our alumni/alumnae who work in this field.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Prerequisite Course

Course	Title	Credits
MA 131	Calculus I	3
or MA 131L	Calculus I with Lab	

### Program Requirements

Course	Title	Credits
Required Courses:		
MA 139	Calculus II	3
or MA 139L	Calculus II with Lab	
MA 214	Intermediate Applied Statistics	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 243	Discrete Probability	3
MA 310	Actuarial Topics in Probability and Risk Management <sup>1</sup>	
MA 335	Financial Calculus and Derivative Pricing	3
MA 343	The Mathematics of Discrete Options Pricing	
MA 352	Mathematical Statistics	3
MA 357	Mathematical Theory of Interest <sup>1</sup>	

MA 374	Fundamentals of Short-Term Actuarial Mathematics	27
MA 375	Fundamentals of Long-Term Actuarial Mathematics	
MA 376	Advanced Long Term Actuarial Mathematics	
MA 380	Introduction to Generalized Linear Models and Survival Analysis in Business	
Total Credits		27

<sup>1</sup> If not already used in the major.

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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 (18 Credits)

Course	Title	Credits
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Students must take six courses, one in each category of Context and Perspectives:

Culture, Change, and Behavior (p. 10)
Globalization (p. 11)
Institutions and Power (p. 12)
Race, Gender, and Inequality (p. 13)
Scientific Inquiry (p. 13)
Values, Ethics, and Society (p. 14)

Total Credits		18
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## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Unrestricted Electives (42 Credits)

Course	Title	Credits
Select 14 elective courses		42
<b>Total Credits</b>		<b>42</b>

**Total: 120 Credits**

# Artificial Intelligence for Innovation Major (B.S.)

The multidisciplinary STEM major in Artificial Intelligence for Innovation exposes students to state-of-the-art knowledge about one of the most important and exciting technological developments of our time. It familiarizes students with the technological, algorithmic, ethical, and societal skills they need to competently operate in professional environments that are increasingly dominated by artificial intelligence and its applications. Students acquire the capacity to succeed in AI-dominated workplace environments while also learning to navigate the ethical challenges posed by developments in AI and to think critically about their societal and cultural implications.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements Major Courses (27 Credits)

Course	Title	Credits
Required Courses:		
CS 230	Introduction to Programming with Python	3
CS 250	AI Foundations and Applications in Business	3
CS 370	Introduction to Machine Learning	3
MA 214	Intermediate Applied Statistics	3
PH 160	AI, Technology, and Values	3
Select one to two courses in Data Exploration:		3 to 6
EC 282	Introduction to Econometrics	
MA 252	Regression Analysis	
MA 346	Data Science	
Select one course in Human Aspects:		3
GLS 228	Science, Technology & Society	
PH 162	Love, Sex, and Robots	
PH 274	The Computational Mind	
PSY 310	Minds, Machines, and the Future of Work	
PSY 315	Cyber Psychology	
SO 264	Technology, AI, Society, and Work	
Select zero to one course in Business:		0 to 3
CS 240	Business Processing and Communications Infrastructure	
CS 341	Information Security and Computer Forensics	
MK 363	AI and Marketing	
Culminating Seminar		
AI 453	AI Culminating Seminar	3
Total Credits		27

## The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

# General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

## Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
Total Credits		18

## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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

Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

Additional Requirements

Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
Total Credits		15

Unrestricted Electives (21 Credits)

Course	Title	Credits
Select seven elective courses		21
Total Credits		21

Total: 120 Credits

Business Economics Major (B.S.)

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.

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

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

Major Requirements
Major Courses (30 Credits)

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 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. 27)		
Entrepreneurship (p. 27)		
Information Technology (p. 27)		
International Business (p. 27)		
Law (p. 27)		
Management (p. 27)		
Marketing (p. 27)		
Special Topics (custom concentration) (p. 27)		
Total Credits		30

The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

General Degree Requirements
Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
Communications and Writing		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
Information Technology		
CS 100	Solving Business Problems with Information Technology	3
Mathematical Sciences		
Select 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

Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
Total Credits		18

Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (18 Credits)

Course	Title	Credits
Select six elective courses		18
<b>Total Credits</b>		<b>18</b>

## Total: 120 Credits

## Concentration Requirements

### Economic Analysis Concentration

Course	Title	Credits
EC 382	Time Series Analysis	3
Two Economics (EC) Electives		6
<b>Total Credits</b>		<b>9</b>

### Entrepreneurship Concentration

Course	Title	Credits
MG 335	Entrepreneurial Thinking	3
MG 336	New Venture Planning and Financing	3
Select one of the following:		3
MG 338	Launching Your Business	
MG 360	Negotiating	
PRS 339	Effective Selling	
<b>Total Credits</b>		<b>9</b>

### Information Technology Concentration

Course	Title	Credits
CS 150	Introduction to Data and Information Management	3
or CS 160	Data-Driven Decision Making	
Two Computer Information Systems courses (other than CS 150 or CS 160)		6
<b>Total Credits</b>		<b>9</b>

### International Business Concentration

Course	Title	Credits
Select one of the following:		3
EC 311	International Economics	

EC 321	International Economic Growth and Development	
EC 333	Economics of the European Union	
Select 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	
<b>Total Credits</b>		<b>9</b>

### Law Concentration

Course	Title	Credits
Two 200-level or higher Law (LA) electives		6
One other Law (LA) elective		3
<b>Total Credits</b>		<b>9</b>

### Management Concentration

Course	Title	Credits
MG 240	Interpersonal Relations in Management	3
MG 345	Organizations, Society and Responsible Management	3
One 200-level or higher Management (MG) elective (excluding MG 313 and MG 300)		3
<b>Total Credits</b>		<b>9</b>

### Marketing Concentration

Course	Title	Credits
Three Marketing (MK) electives		9
<b>Total Credits</b>		<b>9</b>

### Special Topics Concentration

Course	Title	Credits
Three electives selected in consultation with faculty advisor		9
<b>Total Credits</b>		<b>9</b>



# Business Law Major (B.S.)

The Business Law Major is intended for students who wish to engage in a broader and deeper study of U.S. law than that gleaned from the one required business law core course (LA 100) and the current Law Minor. The new major is not intended only for those considering graduate work in law, though the uptick in Bentley graduates attending law school will generate one group of interested students. The major's central purpose is to provide an avenue for students to enter the workplace with a strong strategic understanding of how law interacts with business and society. It aims to prepare students to converse effectively with both business professionals and attorneys, a valuable skill that creates opportunities to serve as a liaison by speaking in languages that both groups understand.

Students may choose a general Business Law Major for maximum flexibility in their course choices or focus their study in one of five areas: Business Perspectives (p. 29), Financial Services (p. 29), Health Care (p. 29), New Ventures (p. 29), or Social Justice (p. 29). The major requires eight courses in total, including four required fundamental Law courses. The remaining four courses are partially dictated by a student's choice of concentration, though each of these includes several student-driven course choices. To illustrate, students will choose at least three of these four courses from a prescribed list of Law courses. They will choose their remaining course from those other courses listed in that concentration, with an option to choose one of these from a list of non-Law business and arts & sciences courses.

This major is designed also to be a double major as either the primary major or the secondary major. There are many appropriate pairings such as Finance and Business Law, Accounting and Business Law, or Marketing and Business Law, just to name a few.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (24 Credits)

Course	Title	Credits
Required courses:		
LA 101	Law and Society	3
LA 203	Consumer Law	3
LA 302	Marketing Law	3
LA 309	Management and Human Resources Law	3
Select a concentration:		12
Business Perspectives (p. 29)		
Financial Services (p. 29)		
Health Care (p. 29)		
New Ventures (p. 29)		
Social Justice (p. 29)		
Total Credits		24

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
Communications and Writing		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
Information Technology		
CS 100	Solving Business Problems with Information Technology	3
Mathematical Sciences		
Select 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

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
Total Credits		18

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

## Total: 120 Credits

## Concentration Requirements

### Business Perspectives Concentration

Course	Title	Credits
LA 210	Commercial Law	3
Select two or three of the following		6 to 9
LA 102	Environmental Law	
LA 225	Constitutional Protections and the Criminal Justice System: Business Implications	
LA 230	Internet Law and Policy	
LA 308	International Business Law	
LA 311	Real Estate Law	
LA 315	Negotiating Legal Disputes	
LA 317	Media Law	
Select no more than one elective from the following		0 to 3
MK 321	Consumer Behavior	
<b>Total Credits</b>		<b>12</b>

### Financial Services Concentration

Course	Title	Credits
LA 313	Securities Regulation	3
Select two or three of the following:		6 to 9
LA 210	Commercial Law	
LA 230	Internet Law and Policy	
LA 311	Real Estate Law	
LA 318	White Collar Crime	
Select no more than one of the following:		0 to 3
FI 361	Comprehensive Financial Plan Development	
FI 362	Insurance and Risk Management, Retirement Planning and Estate Planning	

FI 372	Mergers and Acquisitions	
MA 343	The Mathematics of Discrete Options Pricing	
<b>Total Credits</b>		<b>12</b>

## Health Care Concentration

Course	Title	Credits
LA 220	Health Law	3
Select two or three of the following:		6 to 9
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
Select no more than one of the following:		0 to 3
EC 343	Health Economics	
GLS 205	Social Policy	
GLS 330	Politics of Risk	
HI 374	Topics in the History of Medicine	
ID 320	Business of Health	
MK 321	Consumer Behavior	
NAS 319	Health Risk and Prevention	
PH 134	Healthcare Ethics	
SO 252	Health, Illness and Everyday Life	
<b>Total Credits</b>		<b>12</b>

## New Ventures Concentration

Course	Title	Credits
Select four courses:		12
LA 210	Commercial Law	
LA 311	Real Estate Law	
LA 315	Negotiating Legal Disputes	
MG 335	Entrepreneurial Thinking	
MG 336	New Venture Planning and Financing	
<b>Total Credits</b>		<b>12</b>

## Social Justice Concentration

Course	Title	Credits
Select three or four courses:		9 to 12
LA 102	Environmental Law	
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
LA 107	Social Justice Law	
LA 112	Law and Film	
LA 225	Constitutional Protections and the Criminal Justice System: Business Implications	
Select no more than one of the following:		0 to 3
EC 317	The Economics of Race and Gender	
GLS 205	Social Policy	
HI 360	American Urban History	
SO 246	Criminal and Social Justice	
<b>Total Credits</b>		<b>12</b>

# Computer Information Systems Major (B.S.)

As a business major, the CIS program equips the graduate with the knowledge and understanding of information technology capabilities and implications, including advanced methodologies and tools for systems development. The CIS courses include content emphasizing leading-edge technologies spanning information systems solutions utilizing digital platforms, database systems, programming languages, networking, and mobile computing apps. These courses aim to develop professional skills, immediate value in the workplace, self-confidence, and a proactive attitude in graduates. The CIS graduate is equipped to excel in a variety of roles in the IT professional: business analyst, systems analyst, application developer, systems integrator, IT liaison, end-user support, network manager, vendor representative, and technical support specialist.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (24 Credits)

Course	Title	Credits
CS 100 is not eligible to count towards the CIS major or minor.		
Required Courses:		
CS 150	Introduction to Data and Information Management	3
or CS 160	Data-Driven Decision Making	
Select either CS 150 or CS 160, but not both.		
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
Select one advanced CS elective:		3
CS 280	Object-Oriented Application Development	
CS 342	Cybersecurity	
CS 370	Introduction to Machine Learning	
CS 380	Multi-Tiered Application Development	
CS 460	Applied Software Project Management	
CS 480	Advanced Application Development Technology	
FT 370	Investment Applications of Natural Language Processing	
Select any two additional CS courses other than CS 305.		6
Some experimental CS courses (denoted by CS 298 or CS 299) cannot be counted towards the major; please verify with the CIS major coordinator.		
Total Credits		24

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.

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
Communications and Writing		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

Information Technology		
CS 100	Solving Business Problems with Information Technology	3
Mathematical Sciences		
Select 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

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
Total Credits		18

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

**Total: 120 Credits**

## Corporate Finance and Accounting Major (B.S.)

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 accounting and finance helps students develop the key skills required of finance professionals, including accounting, finance, business analysis, communication, team work, and business process skills.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

### Major Requirements

#### Major Courses (33 Credits)

Course	Title	Credits
Required Courses:		
AC 120	Data Analytics using Financial Information	3
AC 201	Preparing and Interpreting Financial Statements	3
AC 215	Performance Measurement	3
AC 311	Financial Accounting and Reporting I	3
AC 455	Strategic Performance Management	3
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
<b>Total Credits</b>		<b>33</b>

#### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

### General Degree Requirements

#### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3

or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

#### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

#### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

#### Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (15 Credits)

Course	Title	Credits
Select five elective courses		15
<b>Total Credits</b>		<b>15</b>

## Total: 120 Credits

### 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 specific areas of accounting) of education and a conferred bachelor's degree 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 accounting) of education, in addition to passing the exam, to become a licensed CPA. ***Students interested in CPA preparation should consult their Accounting advisor.***



# Creative Industries Major (B.S.)

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, media promotion, sports or entertainment PR, digital and social media, interactive multimedia, social TV, game management, and media planning. The Film and Media Studies Lab in Lindsay Hall provides professional software for photography, screenwriting, film editing, sound mixing, animation, and graphic design. Our state-of-the-art lab gives students hands-on experience in all forms of media production and provides opportunities for them to develop their creative abilities.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Course	Title	Credits
Required Courses:		
XD 225	Designing Experiences	3
XD 240	Fundamentals of Design	3
Select two XD electives from the following:		6
XD 250	Introduction to Public Relations	
XD 255	Public Relations Writing	
XD 340	Advanced Visual Communication	
XD 360	Digital Public Relations	
XD 361	Sports Public Relations	
XD 370	Interface Design	
XD 375	Prototyping & Concept Development	
XD 380	Advanced Interaction Design	
XD 385	Human Factors in Experience Design	
XD 390	Selected Topics in Experience Design	
XD 421	Internship in Experience Design	
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	The Business of Media	
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 422	Money, Power, Communication	
EMS 423	Video Game Studies	
EMS 424	Popular Music Studies	
EMS 492	Internship in English and Media Studies	
Select any three EMS electives in the department, including the following:		9
EMS 221	Introduction to Media Theory	
EMS 223	Introduction to Mass Communication	
EMS 240	Introduction to Media Production	
EMS 243	Introduction to Graphic Design	
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	Communication Design: Messages and Means	
EMS 436	Podcasting	
EMS 438	Fashion Photography	
EMS 439	Designing Brands for Change	
EMS 490	Selected Topics in English and Media Studies	
EMS 492	Internship in English and Media Studies	
Total Credits		24

## The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	
<b>Total Credits</b>		<b>15</b>

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

### Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

## Total: 120 Credits

Data Analytics Major (B.S.)

The ability to work with numbers and data is critical to the modern workforce. Every area of business, science, entertainment and, increasingly, the nonprofit 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.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

Major Requirements

Prerequisite Course

Course	Title	Credits
MA 131	Calculus I	3
or MA 131L	Calculus I with Lab	

Program Requirements

Course	Title	Credits
Required Courses:		
CS 230	Introduction to Programming with Python	3
CS 350	Database Management Systems	3
MA 214	Intermediate Applied Statistics	3
MA 252	Regression Analysis	3
MA 255	Design of Experiments	3
MA 346	Data Science	3
MA 347	Data Mining	3
MA 380	Introduction to Generalized Linear Models and Survival Analysis in Business	3
Total Credits		24

General Degree Requirements

Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

Information Technology

CS 100	Solving Business Problems with Information Technology	3
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Mathematical Sciences

Select 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 (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
Total Credits		18

Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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

Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

Additional Requirements

Unrestricted Electives (45 Credits)

Course	Title	Credits
Select 15 elective courses		45
Total Credits		45

**Total: 120 Credits**

## Economics-Finance Major (B.S.)

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, EC 411 Monetary Economics, 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 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.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (30 Credits)

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
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
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
<b>Total Credits</b>		<b>30</b>

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
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Students must take six courses, one in each category of Context and Perspectives:

Culture, Change, and Behavior (p. 10)
Globalization (p. 11)
Institutions and Power (p. 12)
Race, Gender, and Inequality (p. 13)
Scientific Inquiry (p. 13)
Values, Ethics, and Society (p. 14)

<b>Total Credits</b>	<b>18</b>
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### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
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All courses are required:

AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (18 Credits)

Course	Title	Credits
Select six elective courses		18
<b>Total Credits</b>		<b>18</b>

**Total: 120 Credits**



## English Major (B.A.)

The English Major is designed for students who are interested in literature and film and desire a career that requires an understanding of how such cultural texts work. The foundational courses (EMS 200 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 these 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 Film and Media Studies 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, the media industry, journalism, copywriting, editing, or business writing. It also provides a solid foundation for graduate work in law, education, or literature.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Course	Title	Credits
Required 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 and Culture	
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	LGBTQ American Literature	
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 372	Cultures of Contagion	
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:		3
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, 361, 364, or EMS 365.		12
<b>Total Credits</b>		<b>24</b>

## General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

## Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Modern Language Requirement (6 Credits)

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

### Unrestricted Electives (39 Credits)

Course	Title	Credits
Select 13 elective courses		39
<b>Total Credits</b>		<b>39</b>

## Total: 120 Credits

# Experience Design Major (B.S.)

The Experience Design (XD) program takes a human-centered approach to problem solving by developing ethical and impactful solutions to complex business problems and society’s most consequential challenges. Through interdisciplinary courses in content strategy, graphic design, design innovation, user research, interface design, and interaction design, students learn the tools of the trade, build portfolios, and launch their careers as experience designers and researchers.

Bentley's XD Major offers a rare combination of ethical and inclusive research and design-thinking principles, hands-on practice, and tools for advancing an organization’s triple bottom line: planet, people, profit. These core values, coupled with core business courses, prepare Bentley students to design creative, sustainable, and transformative experiences that benefit businesses and their customers in today’s competitive innovation economy.

Experience designers and researchers are uniquely placed to design the future of our world, including human-to-human, human-to-environment, and human-to-technology interactions. Experience designers enhance the usability, accessibility, inclusivity, and satisfaction of digital and physical experiences, products, services, environments, and systems. They conduct research, leverage analytics, create prototypes, and iterate solutions to ensure that user needs and preferences are prioritized in the product development lifecycle.

Ultimately, XD designers and researchers play a crucial role in creatively shaping how people interact with technology and the greater world, fostering positive and transparent experiences and collaboratively designing more sustainable futures. Our XD graduates reimagine customer experiences in retail and e-commerce, patient experiences and devices in healthcare, and digital experiences in financial services and any other industry.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (24 Credits)

Course	Title	Credits
Required Courses:		
XD 225	Designing Experiences	3
XD 240	Fundamentals of Design	3
XD 375	Prototyping & Concept Development	3
XD 385	Human Factors in Experience Design	3
XD 386	Investigations in Experience Design	3
Select three electives from the following list:		9
XD 230	Content Strategy	24
XD 340	Advanced Visual Communication	
XD 345	Environmental Graphic Design	
XD 370	Interface Design	
XD 376	Concept Development	
XD 380	Advanced Interaction Design	
XD 421	Internship in Experience Design	
XD 444	Faculty-Led Study Abroad	
Total Credits		

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

## General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select one from:		
EMS 101	Critical Reading and Writing	3
or EMS 101L	Critical Reading and Writing with Lab	3
or EMS 102	Critical Reading and Writing for Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	3
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select one from:		
MA 105	Mathematical Foundations for Business	3
or MA 105L	Mathematical Foundations for Business with Lab	3
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	
<b>Total Credits</b>		

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
Total Credits		18

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

**Total: 120 Credits**

## Film and Media Studies Major (B.A.)

Centered on the nature of storytelling in all its forms, the Film and Media Studies Major is an integrated curriculum that spans media literacy, theory, and business. Students can select one of four concentrations focusing on Film Producing, Film Marketing, Media Production, or Media Studies. Each concentration allows students to: explore media production courses where they gain technical expertise in the craft of narrative and documentary filmmaking, graphic and motion design, photography, and podcasting; hone critical thinking skills in media studies courses that provide the means to deconstruct and write about media forms; and develop requisite business skills in media industry courses where they learn how to promote, market, sell, brand, and/or distribute content. Additionally, English and Media Studies electives in the major teach how media texts operate at the creative, cultural, and industrial levels. New majors can join graduates whose careers span the many facets of media production, post-production, and distribution, as well as in such areas as media marketing and advertising, graphic design, media finance, entertainment law, and publishing. Students have screened their original short films at the Cannes Film Festival, interned at such companies as Disney+, Netflix, WGBH, NBC, Sony Music Entertainment, Dick Clark Productions, Allen & Gerritsen, Arnold Worldwide, and Marvel Comics, and have landed prominent positions with leading media firms and film studios in Boston, New York, and Los Angeles.

Students are required to complete either a media internship or capstone project and will have the flexibility to study abroad. The Film and Media Studies Lab houses professional equipment and software for screenwriting, film editing, sound mixing, animation, photography, and design. Our state-of-the-art classrooms and production studio provide students with hands-on experience in all forms of media production to develop their craft.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Course	Title	Credits
Required Courses:		
EMS 200	Introduction to Film, Literature and Media	3
EMS 240	Introduction to Media Production	3
EMS 493	Capstone Project in English and Media Studies	3
or EMS 492	Internship in English and Media Studies	
Two Electives: Select any two courses from the English and Media Studies department.		6
Select a concentration:		12
Film Marketing (p. 45)		
Film Producing (p. 45)		
Media Production (p. 45)		
Media Studies (p. 46)		
<b>Total Credits</b>		<b>27</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
<b>Total Credits</b>		<b>18</b>

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Modern Language Requirement (6 Credits)

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

### Unrestricted Electives (36 Credits)

Course	Title	Credits
Select 12 elective courses		36
<b>Total Credits</b>		<b>36</b>

## Total: 120 Credits

## Concentration Requirements

### Film Marketing

Course	Title	Credits
Required media industry course:		
EMS 402	The Business of Media	3
Select one media studies elective:		3
EMS 202	Introduction to Cinema Studies	
EMS 220	Introduction to Cultural Studies	
EMS 222	Introduction to Communication Studies	
EMS 223	Introduction to Mass Communication	
EMS 393	Intercultural Communication	
Select two electives (one must be in EMS):		6
EMS 242	Introduction to Photography	
EMS 243	Introduction to Graphic Design	
EMS 390	Global Media	
EMS 391	International Cinema	
EMS 400	The Television Industry	
EMS 403	Hollywood Convergence	
EMS 422	Money, Power, Communication	
EMS 435	Communication Design: Messages and Means	
EMS 438	Fashion Photography	
EMS 439	Designing Brands for Change	
GLS 114	Cross-Cultural Understanding	
LA 302	Marketing Law	
LA 320	Entertainment Law	
MK 250	Marketing Essentials	
MK 321	Consumer Behavior	

MK 342	Advertising	
MK 361	Digital Marketing	
MK 392	Strategic Brand Management	
SO 287	Media, Culture and Society	
SO 324	Sociology of Markets	
XD 355	Global Public Relations	
XD 360	Digital Public Relations	
<b>Total Credits:</b>		<b>12</b>

### Film Producing

Course	Title	Credits
Required production course:		
EMS 434	Film Producing	3
Select one media studies elective:		3
EMS 202	Introduction to Cinema Studies	
EMS 220	Introduction to Cultural Studies	
EMS 390	Global Media	
EMS 391	International Cinema	
EMS 404	Hollywood Rebels: A History of American Independent Film	
Select two electives (one must be in EMS):		6
EMS 241	Introduction to Video Production	
EMS 311	Revisions and Retellings	
EMS 312	Horror/Sci-Fi in Film and Television	
EMS 313	Film and Television Genres	
EMS 400	The Television Industry	
EMS 401	Disney+: Content + Platform	
EMS 402	The Business of Media	
EMS 403	Hollywood Convergence	
EMS 405	Hollywood Genres: Classical Forms and Contemporary Re-Inventions	
EMS 406	Films, Franchises, and Fandom: Superheroes in Popular Culture	
EMS 422	Money, Power, Communication	
EMS 431	Documentary Production	
EMS 437	The Art of Film Editing	
LA 317	Media Law	
LA 320	Entertainment Law	
MG 241	Leadership: Concepts, Competencies and Character	
MG 315	Supply Chain Management	
MG 335	Entrepreneurial Thinking	
MG 360	Negotiating	
SO 289	Popular Culture in Consumer Societies	
SO 295	Film and Society	
XD 250	Introduction to Public Relations	
XD 255	Public Relations Writing	
<b>Total Credits</b>		<b>12</b>

### Media Production

Course	Title	Credits
Select one production elective:		3
EMS 241	Introduction to Video Production	



EMS 242	Introduction to Photography
EMS 243	Introduction to Graphic Design
EMS 430	Audio Production
EMS 431	Documentary Production
EMS 432	Animation Production
EMS 433	Film Directing
EMS 434	Film Producing
EMS 435	Communication Design: Messages and Means
EMS 436	Podcasting
EMS 437	The Art of Film Editing
EMS 438	Fashion Photography
EMS 439	Designing Brands for Change
Select one media studies elective:	
EMS 202	Introduction to Cinema Studies
EMS 220	Introduction to Cultural Studies
EMS 221	Introduction to Media Theory
EMS 313	Film and Television Genres
EMS 323	Great Directors
Select two electives (one must be in EMS):	
EMS 203	Introduction to Acting
EMS 305	Mythology and Folklore
EMS 312	Horror/Sci-Fi in Film and Television
EMS 333	Writing for Drama/Screen
EMS 345	American Cities in Film
EMS 346	Sitcom Nation: The American Family in Fiction and Film
EMS 354	Black Cinema
EMS 361	Women and Film
EMS 362	Wonder Women
EMS 363	The Male Image in American Film
EMS 383	Images of the Hero
EMS 390	Global Media
EMS 391	International Cinema
EMS 392	Youth Cultures in International Cinema
EMS 400	The Television Industry
EMS 401	Disney+: Content + Platform
EMS 402	The Business of Media
EMS 403	Hollywood Convergence
EMS 404	Hollywood Rebels: A History of American Independent Film
EMS 405	Hollywood Genres: Classical Forms and Contemporary Re-Inventions
EMS 406	Films, Franchises, and Fandom: Superheroes in Popular Culture
EMS 422	Money, Power, Communication
EMS 423	Video Game Studies
EMS 424	Popular Music Studies
HI 305	Arts and Society
HI 357	America and Its Arts
GLS 114	Cross-Cultural Understanding
LA 317	Media Law
LA 320	Entertainment Law

SO 287	Media, Culture and Society
SO 289	Popular Culture in Consumer Societies
SO 295	Film and Society
<b>Total Credits:</b>	
<b>12</b>	

## Media Studies

Course	Title	Credits
Required media studies course:		
EMS 221	Introduction to Media Theory	3
Select one media studies elective:		3
EMS 202	Introduction to Cinema Studies	
EMS 220	Introduction to Cultural Studies	
EMS 222	Introduction to Communication Studies	
EMS 223	Introduction to Mass Communication	
EMS 313	Film and Television Genres	
Select two electives (one must be in EMS):		6
EMS 225	The Wonder of Human Language: An Introduction to Linguistics	
EMS 304	Graphic Novel	
EMS 311	Revisions and Retellings	
EMS 343	American Landscapes	
EMS 345	American Cities in Film	
EMS 346	Sitcom Nation: The American Family in Fiction and Film	
EMS 354	Black Cinema	
EMS 361	Women and Film	
EMS 362	Wonder Women	
EMS 363	The Male Image in American Film	
EMS 366	Queer and Trans Media Studies	
EMS 370	Cultural Studies and the Body	
EMS 381	Diasporic Literature and Culture	
EMS 383	Images of the Hero	
EMS 390	Global Media	
EMS 391	International Cinema	
EMS 392	Youth Cultures in International Cinema	
EMS 400	The Television Industry	
EMS 401	Disney+: Content + Platform	
EMS 402	The Business of Media	
EMS 403	Hollywood Convergence	
EMS 404	Hollywood Rebels: A History of American Independent Film	
EMS 405	Hollywood Genres: Classical Forms and Contemporary Re-Inventions	
EMS 406	Films, Franchises, and Fandom: Superheroes in Popular Culture	
EMS 422	Money, Power, Communication	
EMS 423	Video Game Studies	
EMS 424	Popular Music Studies	
EMS 491	Directed Study in English and Media Studies	
GLS 114	Cross-Cultural Understanding	
GLS 228	Science, Technology & Society	
GLS 248	Media and Politics	

GLS 251	Latin American Cinema
GLS 333	Politics Through Film
HI 305	Arts and Society
HI 357	America and Its Arts
LA 112	Law and Film
MLCH 403	Chinese for Cinema
MLFR 304	French Cinema
MLIT 304	Italy through Films
PH 104	Critical Thinking
PH 162	Love, Sex, and Robots
PH 316	Feminist Theory
SO 287	Media, Culture and Society
SO 289	Popular Culture in Consumer Societies
SO 295	Film and Society
<b>Total Credits:</b>	
<b>12</b>	

## Finance Major (B.S.)

Finance is the study of financial decision-making for corporations and for investments. Finance majors develop analytical skills through 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 and portfolio construction.

Finance majors use industry-standard databases and analytical software in the Bentley Trading Room (<https://www.bentley.edu/centers/trading-room/>), where students apply theory and information technology to financial analysis, asset valuation, and risk management. The broad range of electives allows for specialization through concentrations in Personal Financial Planning (p. 49), Corporate Finance (p. 49), Capital Markets (p. 49), and Sustainable Investing (p. 50).

Students are encouraged to participate in internships as part of the Finance Major and often have their pick from a variety of career choices in commercial banking, corporate finance, private equity, financial planning, insurance, venture capital, money management, and more. The Finance degree also provides sound preparation for career opportunities in management development programs of major corporations, and prospective students are encouraged to visit Bentley's Pulsifer Career Development Center (<https://www.bentley.edu/university-life/pulsifer-career-development/>) to look at the excellent internship and career placement outcomes Bentley students have achieved.

Students interested in studying Finance can also explore the following related majors:

- Corporate Finance & Accounting Major (p. 32)
- Economics-Finance Major (p. 38)
- Finance & Technology Major (p. 51)

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (27 Credits)

Course	Title	Credits
Required Courses:		
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
Select a concentration:		9
General Finance (p. 49)		
Capital Markets (p. 49)		
Corporate Finance (p. 49)		
Personal Financial Planning (p. 49)		
Sustainable Investing (p. 50)		
<b>Total Credits</b>		<b>27</b>

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
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Students must take six courses, one in each category of Context and Perspectives:

Culture, Change, and Behavior (p. 10)
Globalization (p. 11)
Institutions and Power (p. 12)
Race, Gender, and Inequality (p. 13)
Scientific Inquiry (p. 13)
Values, Ethics, and Society (p. 14)

<b>Total Credits</b>		<b>18</b>
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### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
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All courses are required:

AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (21 Credits)

Course	Title	Credits
Select seven elective courses		21
<b>Total Credits</b>		<b>21</b>

## Total: 120 Credits

## Concentration Requirements

### General Finance Concentration

Course	Title	Credits
Any three Finance (FI) or Finance and Technology (FT) courses not otherwise required.		9
<b>Total Credits</b>		<b>9</b>

### 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	
FT 323	Introduction to FinTech	
FT 324	Blockchain Applications and Decentralized Finance	
FT 370	Investment Applications of Natural Language Processing	

Subject to department permission, any other relevant elective.

**Total Credits** **9**

### 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	
FT 323	Introduction to FinTech	
FT 324	Blockchain Applications and Decentralized Finance	
FT 370	Investment Applications of Natural Language Processing	

Subject to department permission, any other relevant elective.

**Total Credits** **9**

### 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	
FT 323	Introduction to FinTech	
FT 324	Blockchain Applications and Decentralized Finance	
FT 370	Investment Applications of Natural Language Processing	

Subject to department permission, any other relevant elective.

**Total Credits** **9**

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"<sup>1</sup> 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 and Investment
or FI 623	Investments
FI 307	Advanced Managerial Finance
or FI 627	Corporate Finance: Applications and Advanced Topics
FI 347	Financial Modeling
or FI 631	Financial Modeling

FI 362	Insurance and Risk Management, Retirement Planning and Estate Planning
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<sup>1</sup> Students completing this CFP Board Registered Program at Bentley will have met the Education requirement for CFP® Certification Examination administered by CFP Board.

## 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.		
<b>Total Credits</b>		<b>9</b>

## Finance and Technology Major (B.S.)

The FinTech Major is intended for students interested in learning about the application of technology to solve financial problems and studying the positive impact of these applications on society. Students in this major will develop a foundation in financial markets and institutions, data structures and queries, and the use of programming languages. The major requires students to take four CS courses providing a foundation in database and programming techniques, one EC course providing a foundation in macroeconomics, three FI courses providing a foundation in financial concepts, and three FT courses providing the link between technology, financial services, and social innovation. Through the lens of the financial services sector, students will learn how the interplay between finance and technology creates efficiencies and social innovations across different geographic regions in the world.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (34 Credits)

Course	Title	Credits
Required Courses:		
CS 150	Introduction to Data and Information Management	3
or CS 160	Data-Driven Decision Making	
CS 230	Introduction to Programming with Python	3
CS 350	Database Management Systems	3
CS 370	Introduction to Machine Learning	3
EC 112	Principles of Macroeconomics	3
FI 305	Principles of Accounting and Finance	3
FI 306	Financial Markets and Investment	3
FI 325	Operations of Financial Institutions	3
FT 323	Introduction to FinTech	3
FT 324	Blockchain Applications and Decentralized Finance	3
FT 370	Investment Applications of Natural Language Processing	4
<b>Total Credits</b>		<b>34</b>

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	

or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
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And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		

Culture, Change, and Behavior (p. 10)	
Globalization (p. 11)	
Institutions and Power (p. 12)	
Race, Gender, and Inequality (p. 13)	
Scientific Inquiry (p. 13)	
Values, Ethics, and Society (p. 14)	

<b>Total Credits</b>		<b>18</b>
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### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

### Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.



Additional Requirements

Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
Total Credits		15

Unrestricted Electives (15 Credits)

Course	Title	Credits
Select five elective courses		15
Total Credits		15

Total: 121 Credits

## Health Industries Major (B.S.)

The health industry is big business. The United States annual health expenditure is trillions of dollars per year and accounts for nearly a fifth of the gross domestic product. Within this expansive sector, there is a pressing need for business professionals who understand the complex interplay between individual and population health, healthcare delivery systems, and the appropriate implementation of innovation and technology. Innovation and technological advancements in the health sector are ripe with both opportunity and complexity. Employee health and well-being is a leading factor in the productivity of businesses, and healthcare costs play a major role in a company's bottom line. Bachelor of Science in Health Industries graduates will emerge as dynamic professionals capable of orchestrating meaningful transformations within the health sector and beyond. The major prepares learners to critically evaluate emerging solutions, apply fundamental principles of health sciences, and adapt to the complexity of health systems and structures.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

### Major Requirements

Course	Title	Credits
Common Required Course:		
NAS 308	Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World	3
Select two courses from Knowledge Area 1 (Individual & Population Health):		6 or 7
NAS 110	Human Biology	
NAS 316	Human Health and Disease in Today's World	
NAS 319	Health Risk and Prevention	
PSY 250	Health Psychology	
Select two courses from Knowledge Area 2 (Healthcare Systems and Structures):		6
EC 343	Health Economics	
ID 320	Business of Health	
NAS 318	Global Health Challenges	
Select one course from Knowledge Area 3 (Health Innovation and Technology):		3
NAS 302	The Science and Business of Biotechnology	
NAS 304	Innovative Tech & Society	
PSY 310	Minds, Machines, and the Future of Work	
PSY 315	Cyber Psychology	
Culminating Research Experience - pick one from the list:		3
NAS 405	Research in Natural and Applied Sciences	
NAS 410	Seminar in Natural and Applied Sciences	
NAS 420	Internship in Natural and Applied Sciences	
Select two electives not already used:		6 or 7
EC 343	Health Economics	
EC 370	Behavioral and Experimental Economics	
EMS 370	Cultural Studies and the Body	
EMS 371	Literature and Medicine	

GLS 205	Social Policy	
GLS 330	Politics of Risk	
HI 374	Topics in the History of Medicine	
ID 320	Business of Health	
LA 220	Health Law	
MG 215	Supply Chain and Operations Fundamentals	
MG 225	Career Success and Self-discovery	
NAS 110	Human Biology	
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 320	Bugs in the System	
NAS 322	Human Inheritance	
NAS 324	The Biological Fate of Drugs	
PH 134	Healthcare Ethics	
PSY 205	Adult Development and Aging	
PSY 215	Psychological Diagnoses and Mental Health	
PSY 230	Positive Psychology	
PSY 260	Understanding Learning Differences and Disabilities	
PSY 355	Behavioral Health: Natural Disaster Zones	
PSY 360	Sports Psychology	
SO 221	Homelessness and Society	
SO 225	Drugs and Society	
SO 252	Health, Illness and Everyday Life	
Total Credits		27 or 28

### General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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

<b>Total Credits</b>	<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

### Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

### Additional Requirements

#### Unrestricted Electives (42 Credits)

Course	Title	Credits
Select 14 elective courses		42
<b>Total Credits</b>		<b>42</b>

### Total: 120-121 Credits

## History Major (B.A.)

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 a 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).

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Students must receive approval from the History Department Chair for a regional concentration or thematic area within history. Examples might include American, European, Asian, or Latin American/Caribbean, or thematic concentrations in economic history, social history, or war and society. Students are encouraged to speak to the department chair as early in their career as possible to seek approval for their concentration courses.

Course	Title	Credits
Required Course:		
HI 402	Seminar in History	3
One course in non-Western history:		3
HI 261	Latin America (1800-present)	
HI 264	History of China: Before Confucius, After Mao	
HI 265	History of Japan: Samurai and Salarymen	
HI 266	Middle East: Islamic and Contemporary	
HI 279	Modern South Asia	
HI 280	The Caribbean: Past, Present, Future	
HI 315	Fashion Film and Food in South Asia	
HI 316	Women and Gender in South Asia	
HI 317	South Asian Religions	
HI 367	History and Culture of North Korea	
HI 393	Selected Topics in Asian History	
HI 394	Selected Topics in Latin American/Caribbean History	
Four courses in a field of regional concentration or in a thematic area in history approved by the Department Chair		12
Two unrestricted history electives (any HI course not otherwise required)		6
<b>Total Credits:</b>		<b>24</b>

## Approved History Themes

Concentrations/themes within history must be approved by the History Chair. Possible options include, but are not limited to:

Course	Title	Credits
<b>History of the Americas</b>		
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	History of Capitalism in Modern America
HI 355	American Environmental History
HI 356	The United States: From Nation to Empire (1865-1920)
HI 357	America and Its Arts
HI 358	U.S. Women's History
HI 359	Immigration in U.S. History
HI 370	History of American Sports
HI 371	Baseball as American History
HI 372	History of Boston
HI 381	The Civil War

### European History

HI 236	History of Ireland: From St. Patrick to "The Troubles"
HI 305	Arts and Society
HI 323	The Medieval West
HI 331	Modern British History
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

### War and Society

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

### Asian History

HI 264	History of China: Before Confucius, After Mao
HI 265	History of Japan: Samurai and Salarymen

HI 266	Middle East: Islamic and Contemporary
HI 279	Modern South Asia
HI 315	Fashion Film and Food in South Asia
HI 316	Women and Gender in South Asia
HI 317	South Asian Religions

Additional thematic areas are available upon approval. Examples include: “The Formation of the Atlantic World,” “Early Civilizations,” and “The Medieval and Early Modern World.”

## General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

## Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements Modern Language Requirement (6 Credits)

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

## Unrestricted Electives (39 Credits)

Course	Title	Credits
Select 13 elective courses		39
<b>Total Credits</b>		<b>39</b>

## Total: 120 Credits

## Information Technology in Accounting Major (B.S.)

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 Technology in Accounting (ITA) 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 accounting, computer information systems, and information and process management. The ITA 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 ITA-related internship is encouraged.

The ITA Major 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.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (30 Credits)

Course	Title	Credits
Required Courses:		
AC 120	Data Analytics using Financial Information	3
AC 201	Preparing and Interpreting Financial Statements	3
AC 215	Performance Measurement	3
AC 220	Cybersecurity for Business	3
AC 340	Accounting Information Systems	3
AC 440	Design and Control of Data and Systems	3
AC 470	Financial Statement Auditing <sup>1</sup>	3
or AC 472	Internal Auditing	
AC 475	Information Technology Auditing Principles and Practice	3
CS 330	Enterprise Systems Configuration for Business	3
Select one AC or CS courses not otherwise required.		3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> AC 470 requires AC 311 as a pre-requisite.

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
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Students must take six courses, one in each category of Context and Perspectives:

Culture, Change, and Behavior (p. 10)
Globalization (p. 11)
Institutions and Power (p. 12)
Race, Gender, and Inequality (p. 13)
Scientific Inquiry (p. 13)
Values, Ethics, and Society (p. 14)

<b>Total Credits</b>	<b>18</b>
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### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
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All courses are required:

AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (18 Credits)

Course	Title	Credits
Select six elective courses		18
<b>Total Credits</b>		<b>18</b>

**Total: 120 Credits**

## International Affairs Major (B.A.)

The 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, in-class simulations, and Service-Learning. All IA majors complete an approved international experience (semester or summer study abroad programs or faculty-led international courses).

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. Students interested in international business can also combine the International Affairs Major with a relevant business major and enroll in the International Business Program.

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

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Course	Title	Credits
Required Courses:		
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 116	International Relations	3
GLS 403	Model United Nations	3
One GLS course at the 300 level or higher		3
Three GLS 200-level or above courses <sup>1</sup>		9
A Global Experience <sup>2</sup>		
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> IB 200 also counts as a GLS 200-level elective.

<sup>2</sup> A Global Experience includes: study abroad for a semester or the equivalent in short-term programs, internships, or other experience approved by the department.

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select one from:		
EMS 101 or EMS 101L or EMS 102	Critical Reading and Writing Critical Reading and Writing with Lab Critical Reading and Writing for Multilingual Students	3

or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104 or EMS 105	Multimodal Communication Multimodal Communication for Multilingual Students	3
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select one from:		
MA 105 or MA 105L or MA 107 or MA 107L or MA 131 or MA 131L	Mathematical Foundations for Business Mathematical Foundations for Business with Lab Applied Calculus for Business Applied Calculus for Business with Lab Calculus I Calculus I with Lab	3
<b>Total Credits</b>		<b>15</b>

## Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Modern Language Requirement (6 Credits)

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

### Unrestricted Electives (39 Credits)

Course	Title	Credits
Select 13 elective courses		39
<b>Total Credits</b>		<b>39</b>

**Total: 120 Credits**

## Language, Culture, and Business Major: Chinese (B.A.)

The Language, Culture, and Business (LCB) Chinese 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 Chinese Major focuses on practical applications of the Chinese language and the study of world cultures—including the culture of business in other parts of the world. Our LCB Chinese Major provides an excellent opportunity to enhance 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, and language for business courses, as well as classes on film, literature, and other aspects related to language and culture. The major is designed for students of Chinese of all levels.

The LCB Chinese Major consists of eight courses (24 credits). An applied Learning Experience is required, which may be fulfilled by:

- Spending at least a full semester in a Chinese-speaking country.
- Completing an internship approved by the ML Department.
- Taking MLCH 205 or a faculty-led course to a country where Chinese is spoken.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

### Major Requirements

Course	Title	Credits
Required Courses:		
MLCH 204	Chinese for Business - Exploring Real Companies	3
MLCH 206	Chinese Conversation and Composition	3
MLCH 208	Chinese for Business II – Exploring Real Companies	3
Select four Language Courses from the list below (Note: MLCH 102, MLCH 201 and MLCH 202 must be completed in an order that requires an increasing level of proficiency):		12
MLCH 102	Discovering Chinese II or MLCH 105 Chinese Basic Course: A Practical Approach	12
MLCH 201	Continuing Chinese I	
MLCH 202	Continuing Chinese II	
MLCH 203	Chinese Writing System and Calligraphy	
MLCH 207	Learn Chinese through Learning Chinese Music	
MLCH 210	Cultural Roots: Chinese Language & Culture for Heritage Learners	
MLCH 304	Media Chinese	
MLCH 402	Seminar in Chinese	
MLCH 403	Chinese for Cinema	
One Elective from the list below.		3
An Applied Learning Experience <sup>1</sup>		
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> The Applied Learning Experience requirement can be fulfilled through an approved study abroad experience or an internship approved by the Modern Languages Department.

Course	Title	Credits
<b>Approved LCB Electives</b>		
AC 381	International Accounting	3
EC 311	International Economics	
EC 321	International Economic Growth and Development	
FI 351	International Finance	
FI 352	International Project Finance	
IB 200	Introduction to International Business	
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	3
XD 355	Global Public Relations	
XD 365	Crisis Communication and Management	

### General Degree Requirements

#### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
Communications and Writing		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	

<b>Total Credits</b>	<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		

Culture, Change, and Behavior (p. 10)	
Globalization (p. 11)	
Institutions and Power (p. 12)	
Race, Gender, and Inequality (p. 13)	
Scientific Inquiry (p. 13)	
Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>	<b>18</b>

## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Unrestricted Electives (45 Credits)

Course	Title	Credits
Select 15 elective courses		45
<b>Total Credits</b>		<b>45</b>

## Total: 120 Credits

## Language, Culture, and Business Major: French (B.A.)

The Language, Culture, and Business (LCB) French 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 French Major focuses on practical applications of the French language and the study of world cultures—including the culture of business in other parts of the world. Our LCB French Major provides an excellent opportunity to enhance 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, and language for business courses, as well as classes on film, literature, and other aspects related to language and culture. The major is designed for students of French of all levels.

The LCB French Major consists of eight courses (24 credits). An applied Learning Experience is required, which may be fulfilled by:

- Spending at least a full semester in a French-speaking country.
- Completing an internship approved by the ML Department.
- Taking MLFR 205 or a faculty-led course to a country where French is spoken.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

### Major Requirements

Course	Title	Credits
Required Course:		
MLFR 302	French for Business	3
Select five Language Courses from the list below (Note: MLFR 201 and MLFR 202 must be completed in an order that requires an increasing level of proficiency):		15
MLFR 201	Continuing French I	
MLFR 202	Continuing French II	
	or MLFR 205 French Language Immersion	
MLFR 203	French Writing in Context	
MLFR 206	Spoken Contemporary French	
MLFR 301	Contemporary Francophone Cultures	
MLFR 401	Directed Study in French	
MLFR 402	Seminar in French	
Two Electives from the list below.		6
An Applied Learning Experience <sup>1</sup>		
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> The Applied Learning Experience requirement can be fulfilled through an approved study abroad experience or an internship approved by the Modern Languages Department.

Course	Title	Credits
<b>Approved LCB Electives</b>		
AC 381	International Accounting	
EC 311	International Economics	
EC 321	International Economic Growth and Development	

FI 351	International Finance
FI 352	International Project Finance
IB 200	Introduction to International Business
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
XD 355	Global Public Relations
XD 365	Crisis Communication and Management

### General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		

	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	

<b>Total Credits</b>		<b>18</b>
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## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Unrestricted Electives (45 Credits)

Course	Title	Credits
Select 15 elective courses		45
<b>Total Credits</b>		<b>45</b>

**Total: 120 Credits**



## Language, Culture, and Business Major: Italian (B.A.)

The Language, Culture, and Business (LCB) Italian 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 Italian Major focuses on practical applications of the Italian language and the study of world cultures—including the culture of business in other parts of the world. Our LCB Italian Major provides an excellent opportunity to enhance 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, and language for business courses, as well as classes on film, literature, and other aspects related to language and culture. The major is designed for students of Italian of all levels.

The LCB Italian Major consists of eight courses (24 credits). An applied Learning Experience is required, which may be fulfilled by:

- Spending at least a full semester in Italy.
- Completing an internship approved by the ML Department.
- Taking MLIT 205 or a faculty-led course to a country in Italy.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

### Major Requirements

Course	Title	Credits
Required Course:		
MLIT 302	Italian for Business	3
Select five Language Courses from the list below (Note: MLIT102, MLIT 201, MLIT 202 must be completed in an order that requires an increasing level of proficiency):		15
MLIT 101	Discovering Italian I	
MLIT 102	Discovering Italian II	
MLIT 201	Continuing Italian I	
MLIT 202	Continuing Italian II	
MLIT 304	Italy through Films	
MLIT 305	Migration in Italian Literature	
MLIT 401	Directed Study in Italian	
MLIT 402	Seminar in Italian	
Two Electives from the list below.		6
An Applied Learning Experience <sup>1</sup>		
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> The Applied Learning Experience requirement can be fulfilled through an approved study abroad experience or an internship approved by the Modern Languages Department.

Course	Title	Credits
<b>Approved LCB Electives</b>		
AC 381	International Accounting	
EC 311	International Economics	
EC 321	International Economic Growth and Development	
FI 351	International Finance	

FI 352	International Project Finance
IB 200	Introduction to International Business
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
XD 355	Global Public Relations
XD 365	Crisis Communication and Management

### General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	

<b>Total Credits</b>	<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
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Students must take six courses, one in each category of Context and Perspectives:

Culture, Change, and Behavior (p. 10)
Globalization (p. 11)
Institutions and Power (p. 12)
Race, Gender, and Inequality (p. 13)
Scientific Inquiry (p. 13)
Values, Ethics, and Society (p. 14)

<b>Total Credits</b>	<b>18</b>
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## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Unrestricted Electives (45 Credits)

Course	Title	Credits
Select 15 elective courses		45
<b>Total Credits</b>		<b>45</b>

**Total: 120 Credits**

## Language, Culture, and Business Major: Spanish (B.A.)

The Language, Culture, and Business (LCB) Spanish 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 Spanish Major focuses on practical applications of the Spanish language and the study of world cultures—including the culture of business in other parts of the world. Our LCB Spanish Major provides an excellent opportunity to enhance 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, and language for business courses, as well as classes on film, literature, and other aspects related to language and culture. The major is designed for students of Spanish of all levels.

The LCB Spanish Major consists of eight courses (24 credits). An applied Learning Experience is required, which may be fulfilled by:

- Spending at least a full semester in a Spanish-speaking country.
- Completing an internship approved by the ML Department.
- Taking MLSP 205 or a faculty-led course to a country where Spanish is spoken.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

### Major Requirements

Course	Title	Credits
Required Courses:		
MLSP 302	Exploring Spanish for Business	3
MLSP 312	Spanish for Business in Action: A Practical Approach	3
Select four Language Courses from the list below (Note: MLSP 201 and MLSP 202 must be completed in an order that requires an increasing level of proficiency):		12
MLSP 201	Continuing Spanish I	
MLSP 202	Continuing Spanish II	
MLSP 203	Advanced Spanish Grammar and Composition	
MLSP 205	Intermediate Spanish Language Immersion	
MLSP 206	Advanced Spanish Conversation	
	or MLSP 305 Spanish Translation	
Any MLSP 300 or higher not otherwise required.		3
One Elective from the list below.		3
An Applied Learning Experience <sup>1</sup>		
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> The Applied Learning Experience requirement can be fulfilled through an approved study abroad experience or an internship approved by the Modern Languages Department.

Course	Title	Credits
<b>Approved LCB Electives</b>		
AC 381	International Accounting	
EC 311	International Economics	

EC 321	International Economic Growth and Development
FI 351	International Finance
FI 352	International Project Finance
IB 200	Introduction to International Business
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
XD 355	Global Public Relations
XD 365	Crisis Communication and Management

### General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	

<b>Total Credits</b>	<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
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Students must take six courses, one in each category of Context and Perspectives:

Culture, Change, and Behavior (p. 10)
Globalization (p. 11)
Institutions and Power (p. 12)
Race, Gender, and Inequality (p. 13)
Scientific Inquiry (p. 13)
Values, Ethics, and Society (p. 14)

<b>Total Credits</b>	<b>18</b>
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## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Unrestricted Electives (45 Credits)

Course	Title	Credits
Select 15 elective courses		45
<b>Total Credits</b>		<b>45</b>

**Total: 120 Credits**

## Management Major (B.S.)

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, 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. 69) major or choose a more specific concentration (p. 69).

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (24 Credits)

#### 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:		
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
Three 200-level or higher Management (MG) or Professional Sales (PRS) electives (excluding MG 313 and MG 300)		9
One Management-related elective (p. 69) <sup>1</sup>		3
<b>Total Credits</b>		<b>24</b>

#### Management with Concentration

Course	Title	Credits
Required Courses:		
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
Beyond these core courses, select one of five concentrations:		12
Entrepreneurship (p. 70)		
Global Management (p. 70)		
Human Resources Management (p. 70)		
Leadership (p. 71)		
Supply Chain and Operations Management (p. 71)		
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> Management-related electives can be fulfilled by any AC, AF, FI, MG (excluding MG 313 and MG 300), MK, PRS or XD 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 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 321, CS 341, CS 350, CS 360, CS 401, CS 402, CS 421, and CS 460. SO 263 may also be used as MG-related elective. The chair of the department may be petitioned to consider other courses as MG-related, depending on the focus within the major.

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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**

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
<b>Total Credits</b>		<b>18</b>

## Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

## Total: 120 Credits

## Concentration Requirements

### Entrepreneurship Concentration

The Entrepreneurship concentration within the Management Major is designed for students who aspire to lead, innovate, and build something of their own—whether that's a startup, a nonprofit organization, or a new venture within an existing company. This concentration equips future founders and leaders with the strategic, operational, and leadership skills necessary to turn ideas into sustainable enterprises.

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
Select one of the following:		3
MG 360	Negotiating	

MG 421	Internship in Management Practice	
PRS 339	Effective Selling	
<b>Total Credits</b>		<b>12</b>

### 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
Select 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	
PH 133	Business Ethics: International Business Ethics	
PSY 240	Cross-Cultural Psychology	
<b>Total Credits</b>		<b>12</b>

### Human Resources Management Concentration

The concentration in Human Resources Management complements a student's Management Major by providing a focused understanding of how organizations manage their most valuable asset – people. Emphasis is placed on fostering a culture of engagement and leading performance through effective people strategies. Students will gain practical insights into how leaders and HR professionals contribute to organizational success by ensuring alignment between workforce capabilities and strategic objectives.

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
Select one of the following:		3
LA 309	Management and Human Resources Law	
MG 352	Total Rewards	
MG 421	Internship in Management Practice	
<b>Total Credits</b>		<b>12</b>

## Leadership Concentration

The Leadership concentration is designed to support students in their personal growth and development while cultivating the essential skills needed to lead and collaborate effectively. Leadership is not limited to those with a title or position, it is also the way individuals carry out their roles and responsibilities with integrity, purpose, and influence. Students will learn the foundations of effective leadership and focus on self-awareness and development.

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
Select one of the following:		3
MG 225	Career Success and Self-discovery	
MG 341	Management Consulting	
MG 343	Project Management	
MG 421	Internship in Management Practice	
<b>Total Credits</b>		<b>12</b>

MG 360	Negotiating
NAS 345	Science of Sustainability
<b>Total Credits</b>	<b>12</b>

## Supply Chain and Operations Management Concentration

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, Supply Chain and Operations 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
Select one of the following:		3
CS 150	Introduction to Data and Information Management	
CS 160	Data-Driven Decision Making	
CS 240	Business Processing and Communications Infrastructure	
CS 321	Decision Support and Business Intelligence	
CS 330	Enterprise Systems Configuration for Business	
CS 341	Information Security and Computer Forensics	
CS 350	Database Management Systems	
MA 214	Intermediate Applied Statistics	
MA 223	Linear Models for Business Decision-Making	
MA 252	Regression Analysis	
MG 250	Human Resources Management	
MG 318	Continuous Process Improvement / Lean and Six Sigma	
MG 340	Selected Topics in Management	
MG 343	Project Management	



# Marketing Major (B.S.)

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. Students can choose a General Marketing Concentration (p. 73) consisting of four required courses that provide the vital grounding in marketing concepts necessary for all marketing fields, along with four elective courses of their choice, which allows students the opportunity to tailor the curriculum to match their career goals. For specific focus, marketing students can select a concentration in a focal domain, including the Digital Marketing Concentration (p. 73), Marketing Analytics Concentration (p. 73), or Business of Fashion Concentration (p. 73). Each Concentration consists of the same four required fundamental courses as above, plus four electives closely related to the domain of concentration.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (24 Credits)

Course	Title	Credits
Required Courses:		
MK 250	Marketing Essentials	3
MK 321	Consumer Behavior	3
MK 322	Marketing Research	3
MK 400	Strategic Marketing Management	3
Concentration Courses (Students must select a concentration from the list below):		12
General Marketing (p. 73)		
The Business of Fashion (p. 73)		
Digital Marketing (p. 73)		
Marketing Analytics (p. 73)		
Total Credits		24

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
Total Credits		6

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
Communications and Writing		

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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### Mathematical Sciences

Select 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 (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
Total Credits		18

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

## Total: 120 Credits

## Concentration Requirements

### General Marketing Concentration

Course	Title	Credits
Three Marketing Electives (Any MK or PRS course not otherwise required)		9
One Marketing-Related Elective <sup>1</sup>		3
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> The Marketing-Related Elective can be fulfilled with any Business Elective as defined in the Elective Guide (p. 15)

### The Business of Fashion Concentration

Course	Title	Credits
MK 339	Fashion Merchandising and Buying	3
MK 344	Retailing	3
MK 346	Luxury Marketing	3
Complete one of the following courses:		3
HI 315	Fashion Film and Food in South Asia	
MG 215	Supply Chain and Operations Fundamentals	
MG 315	Supply Chain Management	
MG 360	Negotiating	
MK 340	Customer Insights Using Analytics	
MK 361	Digital Marketing	
MK 392	Strategic Brand Management	

NAS 150	Environmental Science and Sustainability	
NAS 345	Science of Sustainability	
PRS 339	Effective Selling	
PRS 343	Sales Management	
PRS 373	Sales Strategy and Technology	
SO 289	Popular Culture in Consumer Societies	
<b>Total Credits</b>		<b>12</b>

### Digital Marketing Concentration

The Concentration consists of 12 credits. Nine of those 12 credits are in MK while the remaining 3 are in XD.

Course	Title	Credits
MK 361	Digital Marketing	3
MK 362	Digital Marketing Analytics	3
MK 363	AI and Marketing	3
Select one of the following:		3
XD 230	Content Strategy	
XD 240	Fundamentals of Design	
XD 370	Interface Design	
<b>Total Credits</b>		<b>12</b>

### Marketing Analytics Concentration

Course	Title	Credits
MK 340	Customer Insights Using Analytics	3
MK 362	Digital Marketing Analytics	3
MK 364	Innovative Marketing Analytics with AI	3
MA 250	Data Visualization	3
<b>Total Credits</b>		<b>12</b>

Mathematical Sciences Major (B.S.)

Mathematics is fundamental to concepts in a wide variety of fields, including data science, finance, economics, marketing, and operations management. Bentley Mathematical Sciences majors learn how to think critically, solve complex problems, apply mathematical models to real-world problems, and communicate results effectively. A Mathematical Sciences Major also prepares students for quantitatively-oriented graduate programs such as quantitative finance, economics, or data science by developing essential mathematics skills.

Fundamentals in calculus, linear algebra, probability, and statistics will be mastered in core courses. Students can then focus their interests by selecting elective courses from a variety of specialties such as mathematical modeling, quantitative finance, applied statistics, and actuarial science.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

Major Requirements

Course	Title	Credits
Required Courses:		
MA 139	Calculus II	3
or MA 139L	Calculus II with Lab	
MA 214	Intermediate Applied Statistics	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
Total Credits		27

General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
Communications and Writing		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
Information Technology		
CS 100	Solving Business Problems with Information Technology	3
Mathematical Sciences		

Select 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

Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
Total Credits		18

Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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

Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

Additional Requirements Unrestricted Electives (42 Credits)

Course	Title	Credits
Select 14 elective courses		42
Total Credits		42

Total: 120 Credits

## Philosophy Major (B.A.)

Philosophy asks big questions: What can we know? What exists? What is right? Students learn to approach these questions through careful instruction that emphasizes clarity of thought and expression, thorough reasoning, and the analysis of diverse viewpoints. These skills support intellectual and personal growth. They are, also, valuable assets in professions that demand complex thinking and prepare students ideally for graduate training in law, medicine, and other fields. The Philosophy Major perfectly complements a major in a business discipline. By combining skills in critical thinking with a business education, 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, healthcare ethics, business ethics, and the ethics of technology/artificial intelligence. 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.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Course	Title	Credits
Metaphysics and Epistemology – Select one:		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 – Select one:		3
PH 310	Ethical Theory	
PH 312	Liberty, Morality and Law	
PH 316	Feminist Theory	
PH 320	Human Rights and Global Governance	
Applied Ethics – Select one:		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	AI, 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
<b>Total Credits</b>		<b>24</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
Culture, Change, and Behavior (p. 10)		
Globalization (p. 11)		
Institutions and Power (p. 12)		
Race, Gender, and Inequality (p. 13)		
Scientific Inquiry (p. 13)		
Values, Ethics, and Society (p. 14)		
<b>Total Credits</b>		<b>18</b>

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Modern Language Requirement (6 Credits)

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

### Unrestricted Electives (39 Credits)

Course	Title	Credits
Select 13 elective courses		39
<b>Total Credits</b>		<b>39</b>

**Total: 120 Credits**

## Professional Sales Major (B.S.)

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.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (24 Credits)

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 <sup>1</sup>	3
Select one of the following:		3
EC 382	Time Series Analysis	
SO 265	Talk at Work	
XD 320	Managerial Communication	
<b>Total Credits</b>		<b>24</b>

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

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

### Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

**Total: 120 Credits**



## Psychology Major (B.S.)

Understanding how people think, perceive, and interact with others and with the world around them is a major component of the 21<sup>st</sup> century world. The discipline of psychology – the scientific study of human mind and behavior – provides a core understanding of these areas, as well as how behavior is influenced by factors at the level of individuals and groups, including developmental factors and identities such as gender, culture, and disability status. Whether in its increasingly crucial role in innovations in health, technology, and consumer decision-making, or in its ever-present relevance to mental health and lives lived amid rapid societal change, psychology provides students with an evergreen toolbox of skills for navigating the contemporary world as human beings and business leaders.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

### Major Requirements

Course	Title	Credits
Select one course from Knowledge Area 1 (Sociocultural):		3
PSY 230	Positive Psychology	
PSY 235	Social Psychology	
PSY 240	Cross-Cultural Psychology	
PSY 245	Gender Psychology	
Select one course from Knowledge Area 2 (Mind and Development):		3
PSY 200	Pioneers in Psychology	
PSY 205	Adult Development and Aging	
PSY 210	Dynamics of Personality	
PSY 215	Psychological Diagnoses and Mental Health	
Select one course from Knowledge Area 3 (Health and Wellbeing):		3
PSY 250	Health Psychology	
PSY 260	Understanding Learning Differences and Disabilities	
PSY 265	Psychology of Self	
Select a Research Capstone:		3
PSY 401	Directed Study in Psychology	
PSY 402	Seminar in Psychology	
PSY 421	Internship in Psychology	
Select two or three Psychology Electives (not already completed for the major):		6 to 9
PSY 200	Pioneers in Psychology	
PSY 205	Adult Development and Aging	
PSY 210	Dynamics of Personality	
PSY 215	Psychological Diagnoses and Mental Health	
PSY 230	Positive Psychology	
PSY 235	Social Psychology	
PSY 240	Cross-Cultural Psychology	
PSY 245	Gender Psychology	
PSY 250	Health Psychology	
PSY 260	Understanding Learning Differences and Disabilities	

PSY 265	Psychology of Self	
PSY 300	Child Psychology	
PSY 310	Minds, Machines, and the Future of Work	
PSY 315	Cyber Psychology	
PSY 330	Nonverbal Behavior and Judging Others	
PSY 350	Environmental Psychology	
PSY 355	Behavioral Health: Natural Disaster Zones	
PSY 360	Sports Psychology	
PSY 399	Experimental Course in Psychology	
PSY 401	Directed Study in Psychology	
PSY 402	Seminar in Psychology	
PSY 415	Special Topics in Psychology	
PSY 421	Internship in Psychology	
Select two or three Interdisciplinary Electives:		6 to 9
CS 180	Programming Fundamentals	
EC 370	Behavioral and Experimental Economics	
EMS 393	Intercultural Communication	
GLS 114	Cross-Cultural Understanding	
ID 211	Sex, Gender, and Power	
MA 214	Intermediate Applied Statistics	
MA 252	Regression Analysis	
MA 346	Data Science	
MG 228	Managing Diversity in the Workplace	
MG 240	Interpersonal Relations in Management	
MG 242	Emotional Intelligence at Work	
MK 321	Consumer Behavior	
NAS 314	Human Nutrition: From Science to Life	
NAS 316	Human Health and Disease in Today's World	
PH 270	Consciousness and Experience	
PH 271	Other Minds	
PH 272	Perception and Perspectives	
SO 271	Self, Diversity and Society	
XD 375	Prototyping & Concept Development	
XD 386	Investigations in Experience Design	
<b>Total Credits</b>		<b>27</b>

### General Degree Requirements Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		

CS 100	Solving Business Problems with Information Technology	3
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**Total: 120 Credits****Mathematical Sciences**

Select 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	

<b>Total Credits</b>	<b>15</b>
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**Context and Perspectives (18 Credits)**

Course	Title	Credits
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Students must take six courses, one in each category of Context and Perspectives:

Culture, Change, and Behavior (p. 10)
Globalization (p. 11)
Institutions and Power (p. 12)
Race, Gender, and Inequality (p. 13)
Scientific Inquiry (p. 13)
Values, Ethics, and Society (p. 14)

<b>Total Credits</b>	<b>18</b>
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**Business Dynamics/Business Administration Minor (18 Credits)**

Course	Title	Credits
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All courses are required:

AC 115	Introduction to 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

<b>Total Credits</b>	<b>18</b>
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**Communication Intensive**

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

**Additional Requirements****Unrestricted Electives (42 Credits)**

Course	Title	Credits
Select 14 elective courses		42
<b>Total Credits</b>		<b>42</b>

## Public Policy Major (B.A.)

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

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Course	Title	Credits
Required Courses:		
GLS 230	Politics and Public Policy	3
GLS 405	Seminar in Government	3
GLS 422	Internship in Government	3
One GLS course not otherwise required.		3
Select two to four courses numbered GLS 200 to 499.		6 to 12
Up to two courses from the following list can be substituted for a GLS elective:		0 to 6
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	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
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	
<b>Total Credits</b>		<b>24</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Modern Language Requirement (6 Credits)

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

### Unrestricted Electives (39 Credits)

Course	Title	Credits
Select 13 elective courses		39
<b>Total Credits</b>		<b>39</b>

**Total: 120 Credits**

## Public Relations Major (B.S.)

The Public Relations (PR) Major introduces students to strategic communication planning, content creation, problem solving, and relationship building between individuals, organizations, and companies and their various publics. Public relations professionals can move from writing a news release to planning a product launch to countering a negative story in the media—the Public Relations Major prepares the next generation of professionals to accomplish these tasks.

Public Relations majors learn to craft comprehensive campaigns grounded in innovative multi-platform content. Public Relations majors are positioned to conduct audience analysis, set campaign goals and objectives, plan for media strategies and tactics, and evaluate strategic communication outcomes. Coursework, internships, and study abroad opportunities will prepare Public Relations majors for public relations, marketing, or advertising careers in various industries including entertainment, technology, healthcare, sports, and beyond.

Public relations professionals often play important roles in an organization's reputation management, crisis management, digital technology engagement, and corporate social responsibility. As communication channels drastically change along with the emergence of social media, artificial intelligence, and the metaverse, public relations is evolving to embrace a broader range of innovative strategies for engaging diverse audiences. Public relations professionals must create tailored and shareable content for audiences with different needs and develop sustainable relationships.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (24 Credits)

Course	Title	Credits
Required Courses:		
XD 225	Designing Experiences	3
XD 240	Fundamentals of Design	3
XD 250	Introduction to Public Relations	3
XD 255	Public Relations Writing	3
XD 386	Investigations in Experience Design	3
Select three electives from the following list:		9
XD 230	Content Strategy	
XD 320	Managerial Communication	
XD 355	Global Public Relations	
XD 360	Digital Public Relations	
XD 361	Sports Public Relations	
XD 365	Crisis Communication and Management	
XD 422	Internship in Public Relations	
XD 444	Faculty-Led Study Abroad	
<b>Total Credits</b>		<b>24</b>

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	
And one from:		
EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	
<b>Information Technology</b>		
CS 100	Solving Business Problems with Information Technology	3
<b>Mathematical Sciences</b>		
Select 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	
<b>Total Credits</b>		<b>15</b>

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		<b>18</b>

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>

### Unrestricted Electives (24 Credits)

Course	Title	Credits
Select eight elective courses		24
<b>Total Credits</b>		<b>24</b>

**Total: 120 Credits**

## Quantitative Economics Major (B.S.)

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, and as such, it may be of particular interest to international students qualifying for extended work opportunities.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

### Major Courses (30 Credits)

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
<b>Total Credits</b>		<b>30</b>

### The Business Environment (6 Credits)

Course	Title	Credits
CS 305	Business Processes and Systems	3
MG 300	Strategic Management	3
<b>Total Credits</b>		<b>6</b>

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3

#### Communications and Writing

Select 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 Multilingual Students	
or EMS 102L	Critical Reading and Writing for Multilingual Students with Lab	

And one from:

EMS 104	Multimodal Communication	3
or EMS 105	Multimodal Communication for Multilingual Students	

#### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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#### Mathematical Sciences

Select 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	

<b>Total Credits</b>		<b>15</b>
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### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		

Culture, Change, and Behavior (p. 10)

Globalization (p. 11)

Institutions and Power (p. 12)

Race, Gender, and Inequality (p. 13)

Scientific Inquiry (p. 13)

Values, Ethics, and Society (p. 14)

<b>Total Credits</b>		<b>18</b>
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### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

### Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Arts and Sciences Electives (15 Credits)

Course	Title	Credits
Select five Arts & Sciences elective courses		15
<b>Total Credits</b>		<b>15</b>



Unrestricted Electives (18 Credits)

Course	Title	Credits
Select six elective courses		18
Total Credits		18

Total: 120 Credits

## Sustainability Science Major (B.A.)

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.

For further information about degree requirement policies and guidelines, see the Degree Requirements (p. 8) page.

## Major Requirements

Course	Title	Credits
Required Courses:		
NAS 140 or NAS 145 or NAS 160	Energy and The Environment Principles of Geology Environmental Chemistry	4
NAS 150	Environmental Science and Sustainability	4
NAS 345	Science of Sustainability	3
NAS 348	Global Climate Change	3
Select two or three of the following:		6 to 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 344	Energy Alternatives	
NAS 348	Global Climate Change	
NAS 350	Industrial Ecology	
No more than one of the three electives can come from the following list:		0 to 3
GLS 101	Globalization	
GLS 243	The Developing World	
LA 102	Environmental Law	
PH 138	Environmental Ethics	
PSY 350	Environmental Psychology	
Field Experience - Select one:		3
NAS 336	Water and the Environment	
Senior Capstone Experience		3
NAS 405	Research in Natural and Applied Sciences	

or NAS 420 Internship in Natural and Applied Sciences

**Total Credits** 29

## General Degree Requirements

### Foundations for Success (15 Credits)

Course	Title	Credits
FDS 100	Falcon Discovery Seminar	3
<b>Communications and Writing</b>		
Select one from:		
EMS 101 or EMS 101L or EMS 102 or EMS 102L	Critical Reading and Writing Critical Reading and Writing with Lab Critical Reading and Writing for Multilingual Students Critical Reading and Writing for Multilingual Students with Lab	3

And one from:

EMS 104 or EMS 105	Multimodal Communication Multimodal Communication for Multilingual Students	3
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### Information Technology

CS 100	Solving Business Problems with Information Technology	3
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### Mathematical Sciences

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

**Total Credits** 15

### Context and Perspectives (18 Credits)

Course	Title	Credits
Students must take six courses, one in each category of Context and Perspectives:		
	Culture, Change, and Behavior (p. 10)	
	Globalization (p. 11)	
	Institutions and Power (p. 12)	
	Race, Gender, and Inequality (p. 13)	
	Scientific Inquiry (p. 13)	
	Values, Ethics, and Society (p. 14)	
<b>Total Credits</b>		18

### Business Dynamics/Business Administration Minor (18 Credits)

Course	Title	Credits
All courses are required:		
AC 115	Introduction to 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
<b>Total Credits</b>		<b>18</b>

## Communication Intensive

All students are required to take a three-credit course designated as a Communication Intensive. This requirement can be met within a variety of course subjects in both Arts & Sciences and Business. Communication Intensive courses are designated with a "Communication Intensive" course tag in Workday. *Transfer students with a minimum of 30 credits will be waived from the Communication Intensive requirement.*

Please note that certain majors have an additional three-credit Communication Intensive built into their major requirements, separate from the general CI requirement.

## Additional Requirements

### Modern Language Requirement (6 Credits)

Course	Title	Credits
Two Modern Language courses (must be two semesters of the same language, regardless of proficiency level)		6
<b>Total Credits</b>		<b>6</b>

### Unrestricted Electives (36 Credits)

Course	Title	Credits
Select 12 elective courses		36
<b>Total Credits</b>		<b>36</b>

**Total: 122 Credits**

## Business Administration Major

The Business Administration Major is an optional second major that is open to all students, regardless of their primary major. Students **cannot** pursue the Business Administration Major on its own, as it must be an addition to a student's academic program. Students who opt for a Business Administration Major do not also take the Business Administration Minor, as the courses overlap.

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.

## Second Major Requirements

Course	Title	Credits
The following courses are required for the Business Administration major:		
AC 115	Introduction to Financial Reporting and Analysis	3
AC 215	Performance Measurement	3
CS 305	Business Processes and Systems	3
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
FI 118	Introduction to Finance	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 and Society	3
MK 250	Marketing Essentials	3
ST 113	Business Statistics	3
<b>Total Credits</b>		<b>39</b>

# Undergraduate Minors

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 credits.

Review the Minors Policy (p. 9) for more information about minor programs and the Course Sharing Policy (p. 9) for guidelines related to how a course may or may not apply to different requirements within the curriculum.

**The following is a list of available minors:**

- Accounting Minor (p. 92)
- Actuarial Science Minor (p. 93)
- Applied Statistics Minor (p. 94)
- Business Economics Minor (p. 95)
- Business Risk Assurance Minor (p. 96)
- Computer Information Systems Minor (p. 97)
- Cybersecurity Minor (p. 98)
- Data Technologies Minor (p. 99)
- Diversity, Equity and Inclusion Minor (p. 100)
- Earth, Environment, and Global Sustainability Minor (p. 101)
- English and Media Studies Minor (p. 102)
- Entrepreneurial Studies Minor (p. 103)
- Environmental, Social and Governance Minor (p. 104)
- Ethics and Compliance Minor (p. 105)
- Ethnic Studies Minor (p. 106)
- Experience Design Minor (p. 107)
- Finance Minor (p. 108)
- Gender and Sexuality Studies Minor (p. 109)
- Global Management Minor (p. 110)
- Health and Industry Minor (p. 111)
- History Minor (p. 112)
- Human and Artificial Thinking Minor (p. 113)
- Human Resources Management Minor (p. 114)
- International Affairs Minor (p. 115)
- International Economics Minor (p. 116)
- Law Minor (p. 117)
- Leadership Minor (p. 118)
- Management Minor (p. 119)
- Managing Digital Technologies Minor (p. 120)
- Marketing Minor (p. 121)
- Mathematical Perspectives Minor (p. 122)
- Mathematics Minor (p. 123)
- Media Management Minor (p. 124)
- Modern Languages: Chinese Minor (p. 125)
- Modern Languages: French Minor (p. 126)
- Modern Languages: Italian Minor (p. 127)
- Modern Languages: Spanish Minor (p. 128)
- Nonprofit Leadership Minor (p. 129)
- Operations and Supply Chain Management Minor (p. 130)
- Philosophy Minor (p. 131)
- Politics Minor (p. 132)
- Professional Sales Minor (p. 133)
- Psychology Minor (p. 134)
- Public Policy Minor (p. 135)

- Public Relations Minor (p. 136)
- Sociology Minor (p. 137)
- Spanish for Business Minor (p. 138)
- Sports Business Management Minor (p. 139)

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Students may speak to an Accounting faculty advisor if interested in choosing classes around a specific theme. Themes may include, but are not limited to: Financial Reporting, Information Systems Audit and Control, or Taxation.

Course	Title	Credits
Required Course:		
AC 201	Preparing and Interpreting Financial Statements	3
Three courses in Accounting (designated as AC) for which pre-requisites have been met:		9
AC 311	Financial Accounting and Reporting I	
AC 312	Financial Accounting and Reporting II	
AC 340	Accounting Information Systems	
AC 350	Federal Taxation	
AC 470	Financial Statement Auditing	
<b>Total Credits</b>		<b>12</b>



## Minor in Actuarial Science

The Minor in Actuarial Science is designed to provide students with an introduction to some of the fundamentals of actuarial science, as well as extensive preparation for the Society of Actuaries (<https://www.soa.org/>) credentialing exams in Financial Mathematics and/or Probability.

For further information about policies related to minors, see the Program Policies (p. 9) page.

### Prerequisite Courses

Course	Title	Credits
MA 131	Calculus I	3
or MA 131L	Calculus I with Lab	
MA 139	Calculus II	3
or MA 139L	Calculus II with Lab	

### Program Requirements

Course	Title	Credits
Required Course:		
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 347	Data Mining	
MA 352	Mathematical Statistics	
MA 357	Mathematical Theory of Interest	
MA 374	Fundamentals of Short-Term Actuarial Mathematics	
MA 375	Fundamentals of Long-Term Actuarial Mathematics	
MA 376	Advanced Long Term Actuarial Mathematics	
MA 380	Introduction to Generalized Linear Models and Survival Analysis in Business	
<b>Total Credits</b>		<b>12</b>

## Minor in Applied Statistics

In today's data-driven world, the ability to extract meaningful insights from complex datasets is paramount. Our Minor in Applied Statistics equips students with a robust toolkit of statistical methods, such as regression analysis, experimental design, and cluster analysis, which are essential for tackling the complexity of real-world data analysis. Whether you are majoring in economics, psychology, finance, or marketing, or simply fascinated by the power of data, this minor provides invaluable skills for navigating the contemporary business landscape. Students with a Minor in Applied Statistics will be prepared to dissect intricate problems and unveil actionable insights from data, positioning themselves as indispensable assets in any analytical endeavor.

For further information about policies related to minors, see the Program Policies (p. 9) page.

### Prerequisite Course

Course	Title	Credits
MA 131	Calculus I	3
or MA 131L	Calculus I with Lab	

### Program Requirements

Course	Title	Credits
Required Courses:		
MA 214	Intermediate Applied Statistics	3
MA 252	Regression Analysis	3
Select two from the following: <sup>1</sup>		6
EC 483	Applied Econometrics	
MA 250	Data Visualization	
MA 255	Design of Experiments	
MA 347	Data Mining	
MA 380	Introduction to Generalized Linear Models and Survival Analysis in Business	
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> Students who complete MA 214 and MA 252 for an Actuarial Science Major or Mathematical Sciences Major must select four courses (12 credits).

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Please note: some courses have pre-requisites that must be completed before beginning the minor.		
Required Courses:		
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
<b>Total Credits</b>		<b>15</b>

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
AC 340	Accounting Information Systems	3
AC 472	Internal Auditing	3
AC 475	Information Technology Auditing Principles and Practice	3
Select one from the following:		3
AC 332	Fraud Examination	
AC 440	Design and Control of Data and Systems	
AC 470	Financial Statement Auditing <sup>1</sup>	
CS 341	Information Security and Computer Forensics	
GLS 228	Science, Technology & Society	
PSY 315	Cyber Psychology	
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> AC 470 requires AC 311 as a pre-requisite.

## Minor in Computer Information Systems

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

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select one of the following:		3
CS 150	Introduction to Data and Information Management <sup>1</sup>	
CS 160	Data-Driven Decision Making <sup>1</sup>	
Select one of the following:		3
CS 180	Programming Fundamentals <sup>1</sup>	
CS 213	Web Development and Programming <sup>1</sup>	
CS 230	Introduction to Programming with Python <sup>1</sup>	
Minor Electives		6
Any CS course other than CS 150, CS 160 or CS 305		
FT 370	Investment Applications of Natural Language Processing	
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> Arts and Sciences courses

## Minor in Cybersecurity

The Cybersecurity Minor exposes students to current issues in information security, including relevant cybersecurity issues, technologies, and approaches found in the contemporary enterprise. This minor focuses on the technical, managerial, organizational, legal, and ethical aspects of information security. Students will learn to recognize and understand threats to privacy, confidentiality, integrity, and service availability, as well as best practices to defend both digital and physical assets against such threats. The students of this minor will gain a fundamental understanding of computer system hardware, operating system software, and network technology, which collectively form the system platform for assimilating and delivering information products and services to the organization and its external stakeholders.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Course:		
CS 240	Business Processing and Communications Infrastructure <sup>1</sup>	3
Select two courses from the list below:		6
AC 220	Cybersecurity for Business	
CS 341	Information Security and Computer Forensics	
CS 342	Cybersecurity	
Select one course from the list below:		3
HI 304	History of Espionage	
LA 318	White Collar Crime	
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> Students who complete CS 240 as part of the Computer Information Systems Major should select any CS course 200-level or higher.

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
CS 230	Introduction to Programming with Python	3
CS 350	Database Management Systems <sup>1</sup>	3
MA 214	Intermediate Applied Statistics <sup>2</sup>	3
MA 346	Data Science	3
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> CS 370 is an approved substitution for CS 350 for Computer Information Systems major only.

<sup>2</sup> MA 347 or MA 250 are approved substitutions for MA 214 for Actuarial Science and Mathematical Sciences majors only.



## Minor in Diversity, Equity, and Inclusion

The Diversity, Equity, and Inclusion Minor provides students with the foundational courses that are part of the DEI majors. Through the minor, students will understand key elements of DEI as concepts and theory, as well as how they are practiced in professional environments. The minor is an ideal addition to anyone who is interested in having DEI as a part of their career and professional path.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
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
Select one Law elective:		3
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
Select one Intercultural/Cross-cultural elective:		3
EMS 393	Intercultural Communication	
GLS 114	Cross-Cultural Understanding	
PSY 240	Cross-Cultural Psychology	
<b>Total Credits</b>		<b>15</b>

## Minor in Earth, Environment, and Global Sustainability

Earth's environmental challenges, including extraction and consumption of natural resources, waste management, energy and water use, and global climate change, 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select four of the following:		12 to 16
NAS 140	Energy and The Environment	
NAS 145	Principles of Geology	
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	
Only one of the following may be counted toward the minor:		
EC 346	Environmental Economics	
HI 355	American Environmental History	
LA 102	Environmental Law	
PSY 350	Environmental Psychology	
<b>Total Credits</b>		<b>12 to 16</b>

# 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 Critical Reading and Writing and Multimodal Communication courses. Students are encouraged to select courses around specific themes, such as literature and cinema studies, creative writing, communication, film and media studies, or cultural studies.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select four courses in English and Media Studies beyond the required General Education courses (EMS 101/EMS 101L or EMS 102/EMS 102L) and (EMS 104 or EMS 105) offered by the department.		12
NOTE: Students have the option to select courses that help them build skills in such areas as communication, creative writing, cinema, literature, media industries, and media production. Students should consult with the EMS Minor Coordinator about course choices that support their interests and needs.		
Total Credits		12

## Minor in Entrepreneurial Studies

The Minor in Entrepreneurial Studies empowers students from any major to cultivate an entrepreneurial mindset and develop the skills necessary to innovate, lead, and create value in a dynamic, global world. Students explore the fundamentals of launching and managing startups, building impactful organizations, and driving innovation within established companies as "intrapreneurs". The interdisciplinary approach equips students with practical tools in customer understanding, business planning, opportunity recognition, and strategic thinking—preparing them to turn ideas into action, whether as founders or forward-thinking leaders in any field.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
MG 335	Entrepreneurial Thinking	3
MG 336	New Venture Planning and Financing	3
Select one of the following:		3
MG 338	Launching Your Business	
MG 360	Negotiating	
MG 401	Directed Study in Management (must be with the minor coordinator)	
MG 421	Internship in Management Practice (must be with the minor coordinator)	
PRS 339	Effective Selling	
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 310	Ethical Theory	
<b>Total Credits</b>		<b>12</b>

## Minor in Environmental, Social and Governance

This minor is designed to introduce students to the global environment, social, and governance challenges encountered by businesses, not-for-profit organizations, and society. Students will gain a sound theoretical understanding of ESG from multiple perspectives and be equipped to apply this knowledge in complex situations.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
AC 225	Environmental, Social, and Governance Issues in Financial Reporting	3
NAS 345	Science of Sustainability	3
PH 130	Business Ethics: Corporate Social Responsibility	3
Select one elective:		3
EC 346	Environmental Economics	
EMS 343	American Landscapes	
FI 316	Sustainable, Responsible, and Impact (SRI) Investing	
GLS 228	Science, Technology & Society	
HI 355	American Environmental History	
MG 345	Organizations, Society and Responsible Management	
NAS 350	Industrial Ecology	
NAS 352	Science of Environmental Policy	
PH 138	Environmental Ethics	
<b>Total Credits</b>		<b>12</b>

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Course:		
PH 310	Ethical Theory	3
Select two of the following:		6
LA 102	Environmental Law	
LA 313	Securities Regulation	
LA 318	White Collar Crime	
Select 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	
<b>Total Credits</b>		<b>12</b>

## Minor in Ethnic Studies

The Minor in Ethnic Studies is designed to help students acquire a deeper understanding of race, ethnicity, and indigeneity by centering the cultural work, histories, and perspectives of people of color. This interdisciplinary minor will provide students an opportunity to study the structural inequities and injustices based on racial and ethnic differences while also stressing the epistemological contributions of people of color toward a more just society, both within and beyond the United States.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Cultural Histories, Methods and Theories (select one to three courses from the following):		3 to 9
EMS 350	Black Lives Matter: African American Literature and Culture	
EMS 351	Latina/o/x Literature and Culture	
EMS 352	Native American Literature and Culture	
EMS 381	Diasporic Literature and Culture	
EMS 382	Caribbean Literature	
GLS 251	Latin American Cinema	
HI 280	The Caribbean: Past, Present, Future	
MLSP 403	Latinos in the U.S.A.	
MLSP 404	Spanish Identities and Cultures in Modern Peninsular Literature	
SO 292	Sociology of Native American Peoples	
National, Transnational, and Global Topics (select one to three courses from the following):		3 to 9
EMS 272	The Roots of American Activism in American Literature	
EMS 353	Immigrant and Ethnic Literature	
EMS 359	Passing in American Literature	
GLS 114	Cross-Cultural Understanding	
GLS 238	Immigration	
GLS 243	The Developing World	
HI 317	South Asian Religions	
HI 359	Immigration in U.S. History	
LA 105	Race and the Law	
PH 318	Race and Rights	
SO 241	Race and Racism in the United States	
SO 320	Immigrant Entrepreneurship	
<b>Total Credits</b>		<b>12</b>



## Minor in Experience Design

The Experience Design (XD) Minor introduces students to a human-centered approach to problem-solving that prioritizes ethical and inclusive research and design considerations across industries and business settings.

Bentley's XD Minor offers a rare combination of ethical and inclusive research and design-thinking principles, hands-on practice, and awareness of a business's triple bottom line: planet, people, and profits. These core values, coupled with core business courses, prepare Bentley students to advocate for and manage human-centered processes that benefit businesses and their customers.

Whether you aspire to be a designer, researcher, or entrepreneur, the XD program equips you with the tools you need to meet your career goals, impact society's most consequential challenges, and be a force for positive change in the world.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
XD 225	Designing Experiences	3
XD 375	Prototyping & Concept Development	3
XD 386	Investigations in Experience Design	3
Select one elective:		3
XD 240	Fundamentals of Design	
XD 370	Interface Design	
XD 385	Human Factors in Experience Design	
<b>Total Credits</b>		<b>12</b>

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
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: <sup>1</sup>		3
CS 150	Introduction to Data and Information Management	
CS 160	Data-Driven Decision Making	
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	
<b>Total Credits</b>		<b>12</b>

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

## Minor in Gender and Sexuality Studies

The Gender and Sexuality Studies program provides students the opportunity to study how gender structures our lives, ideas, institutions, society, and cultural practices. As an interdisciplinary program, Gender and Sexuality 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select four of the following: <sup>1</sup>		12
EMS 340	American Icons	
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	LGBQ American Literature	
EMS 365	Transgender American Literature	
EMS 366	Queer and Trans Media Studies	
EMS 370	Cultural Studies and the Body	
EMS 400	The Television Industry	
GLS 243	The Developing World	
GLS 280	Gender & Politics Worldwide	
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	
LA 106	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
MG 228	Managing Diversity in the Workplace	
PH 316	Feminist Theory	
PSY 215	Psychological Diagnoses and Mental Health	
PSY 245	Gender Psychology	
PSY 330	Nonverbal Behavior and Judging Others	
SO 241	Race and Racism in the United States	
SO 271	Self, Diversity and Society	
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> Other courses offered in a particular semester may also count toward the Gender and Sexuality Studies Minor. Students can check with the Gender and Sexuality Studies minor coordinator for more information.

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
MG 228	Managing Diversity in the Workplace	3
MG 331	Management of International Operations	3
MG 334	International Management Behavior	3
Select one Arts and Sciences course from 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	
PH 133	Business Ethics: International Business Ethics	
PSY 240	Cross-Cultural Psychology	
<b>Total Credits</b>		<b>12</b>

## 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 personal health, the biological basis of health and disease, and the psychological contribution to physical well-being.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select one 4-credit Lab Science:		4
NAS 110	Human Biology	
NAS 120	Elements of Living Systems	
NAS 155	Chemistry of Sustainable Products	
Select at least one course in Psychology:		3 to 6
PSY 200	Pioneers in Psychology	
PSY 210	Dynamics of Personality	
PSY 215	Psychological Diagnoses and Mental Health	
PSY 230	Positive Psychology	
PSY 235	Social Psychology	
PSY 240	Cross-Cultural Psychology	
PSY 245	Gender Psychology	
PSY 250	Health Psychology	
PSY 265	Psychology of Self	
PSY 300	Child Psychology	
PSY 330	Nonverbal Behavior and Judging Others	
PSY 350	Environmental Psychology	
PSY 360	Sports Psychology	
Select at least one 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	
<b>Total Credits</b>		<b>13</b>

<sup>1</sup> If the topic is appropriate

# 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 these to any occupation that calls for independent judgment, clear reasoning, and an appreciation for the way the world works.

For further information about policies related to minors, see the Program Policies (p. 9) page.

## Program Requirements

Students are encouraged, but not required to explore a particular theme in History. Possible examples of themes are below. See the department chair for more details.

Course	Title	Credits
Select four courses in History		12
Total Credits		12

## Approved History Themes

Concentrations/themes within history must be approved by the History Chair. Possible options include, but are not limited to:

Course	Title	Credits
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	History of Capitalism in Modern America	
HI 355	American Environmental History	
HI 356	The United States: From Nation to Empire (1865-1920)	
HI 357	America and Its Arts	
HI 358	U.S. Women's History	
HI 359	Immigration in U.S. History	
HI 370	History of American Sports	
HI 371	Baseball as American History	
HI 372	History of Boston	
HI 381	The Civil War	
European History		
HI 236	History of Ireland: From St. Patrick to "The Troubles"	
HI 305	Arts and Society	
HI 323	The Medieval West	

HI 331	Modern British History
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

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

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

Additional thematic areas are available upon approval. Examples include: "The Formation of the Atlantic World," "Early Civilizations," and "The Medieval and Early Modern World."

## Minor in Human and Artificial Thinking

The multidisciplinary Minor in Human and Artificial Thinking exposes students to state-of-the-art knowledge about one of the most important and exciting technological developments of our time. It familiarizes students with AI-enabled technologies, their ethical and human impacts, and their use in business. Students acquire the capacity to understand how AI impacts society and workplace environments while also learning to navigate the ethical challenges posed by developments in AI and to think critically about their societal and cultural implications.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
CS 250	AI Foundations and Applications in Business	3
PH 160	AI, Technology, and Values	3
Select two of the following:		6
GLS 228	Science, Technology & Society	
MK 363	AI and Marketing	
PSY 310	Minds, Machines, and the Future of Work	
PSY 315	Cyber Psychology	
SO 264	Technology, AI, Society, and Work	
<b>Total Credits</b>		<b>12</b>

## Minor in Human Resources Management

The Minor in Human Resources Management complements a student's major by providing a focused understanding of how organizations manage their most valuable asset – people. Emphasis is placed on fostering a culture of engagement and leading performance through effective people strategies. Students will gain practical insights into how leaders and HR professionals contribute to organizational success by ensuring alignment between workforce capabilities and strategic objectives.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
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	
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
PH 130	Business Ethics: Corporate Social Responsibility	
PH 131	Business Ethics: Philosophy of Work	
PSY 235	Social Psychology	
SO 263	Sociology of Work and Organizations	
<b>Total Credits</b>		<b>12</b>



## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
One course selected from the following Global Studies (GLS) courses:		3
GLS 101	Globalization	
GLS 102	Politics and Power Worldwide: Intro to Comparative Political Analysis	
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:		6
<b>Option A: Internship/Short Term Study Abroad</b>		
One additional GLS Course		
One three-credit internationally oriented experience (could include short-term travel program)		
<b>Option B: Semester or Summer Study Abroad</b>		
Two internationally oriented courses taken for credit at a partner education institution abroad		
<b>Total Credits</b>		<b>12</b>

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Please note: some courses have pre-requisites that must be completed before beginning the minor.		
Required Courses:		
EC 112	Principles of Macroeconomics	3
EC 311	International Economics <sup>1</sup>	3
Select three of the following:		9
EC 321	International Economic Growth and Development <sup>2</sup>	
EC 331	Modern Economic Systems <sup>2</sup>	
EC 333	Economics of the European Union <sup>1</sup>	
FI 351	International Finance <sup>1</sup>	
<b>Total Credits</b>		<b>15</b>

<sup>1</sup> Business courses

<sup>2</sup> Arts and Sciences courses

## Minor in Law

The Law Minor complements an undergraduate education by providing an in-depth study of business laws that impact specific areas of a business enterprise. Students may choose from a variety of topical areas that will best align with their major and their business career plans. The minor also offers students the option of courses that examine the intersection of business laws with other laws, particularly those that attempt to address public policy and social justice issues. The minor is not intended to prepare students for law school, nor is it focused on or limited to students considering law school.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Four Law (LA) courses beyond LA 100		12
<b>Total Credits</b>		<b>12</b>

Notes:

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

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

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Course:		
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	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
PH 131	Business Ethics: Philosophy of Work	
PSY 235	Social Psychology	
SO 263	Sociology of Work and Organizations	
SO 265	Talk at Work	
<b>Total Credits</b>		<b>12</b>

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
MG 240	Interpersonal Relations in Management	3
MG 345	Organizations, Society and Responsible Management	3
One 200-level or higher Management (MG) or Professional Sales (PRS) elective (excluding MG 313 and MG 300)		3
Select one of the following Arts and Sciences courses, or an additional 200-level or higher MG or PRS elective (excluding MG 313 and MG 300): <sup>1</sup>		3
EC 321	International Economic Growth and Development	
EC 331	Modern Economic Systems	
EC 343	Health Economics	
EMS 222	Introduction to Communication Studies	
GLS 312	International Organizations	
MA 225	Probability Models for Business Decision-Making	
MA 263	Continuous Probability for Risk Management	
HI 314	History of the World Economy	
HI 347	Work and the American Worker	
HI 353	History of Capitalism in Modern America	
PH 131	Business Ethics: Philosophy of Work	
PSY 235	Social Psychology	
SO 263	Sociology of Work and Organizations	
SO 265	Talk at Work	
<b>Total Credits</b>		<b>12</b>

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

## Minor in Managing Digital Technologies

The Minor in Managing Digital Technologies aims to enhance students' proficiency with essential tools, methods, and technologies that bolster organizational operations. Central to firms' performance and competitive edge in the marketplace are business processes and information technology. This minor equips students with the necessary skills to collaborate effectively with professionals in organizational operations and technology management.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select one of the following:		3
CS 150	Introduction to Data and Information Management	
CS 160	Data-Driven Decision Making	
Select one or two of the following:		3 to 6
CS 250	AI Foundations and Applications in Business	
CS 330	Enterprise Systems Configuration for Business	
CS 341	Information Security and Computer Forensics	
Select one or two of the following:		3 to 6
CS 360	Business Systems Analysis and Modeling	
CS 460	Applied Software Project Management	
<b>Total Credits</b>		<b>12</b>

## 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 the selection of appropriate courses to strengthen their major area of study.

For further information about policies related to minors, see the Program Policies (p. 9) page.

### Required Prerequisite Course

Course	Title	Credits
MK 250	Marketing Essentials	3

### Program Requirements

Course	Title	Credits
Please note: Some courses have pre-requisites that must be completed before beginning the minor.		
Select one of the following Foundations of Marketing courses:		3
MK 321	Consumer Behavior	
MK 322	Marketing Research	
Select any additional three MK courses of the 300-level or 400-level.		9
<b>Total Credits</b>		<b>12</b>

## Minor in Mathematical Perspectives

A Minor in Mathematical Perspectives 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Any four Mathematical Sciences (MA) or Statistics (ST) courses numbered 200 or higher.		12
<b>Total Credits</b>		<b>12</b>



## Minor in Mathematics

This minor comprises a collection of courses typically required for more advanced study in mathematics. With course options such as linear algebra, differential equations, and dynamical systems, this minor will enhance a student's mathematical reasoning to analyze and solve complex problems. This minor is for students seeking a deeper mathematical foundation and is a good complement to a major in data analytics, finance, or economics. It also provides strong fundamentals to students considering a quantitatively-oriented graduate program such as quantitative finance, economics, or data science. This minor also allows students to add a credential to their diploma that indicates they have completed a higher level of mathematics training.

For further information about policies related to minors, see the Program Policies (p. 9) page.

### Prerequisite Courses

Course	Title	Credits
MA 131	Calculus I	3
or MA 131L	Calculus I with Lab	
MA 139	Calculus II	3
or MA 139L	Calculus II with Lab	

### Program Requirements

Course	Title	Credits
Select two or three of the following courses:		6 to 9
MA 233	Calculus III	
MA 235	Differential Equations	
MA 239	Linear Algebra	
Selected one or two additional course(s) from the following:		3 to 6
MA 205	Chaos, Fractals and Dynamics	
MA 263	Continuous Probability for Risk Management	
MA 335	Financial Calculus and Derivative Pricing	
MA 352	Mathematical Statistics	
<b>Total Credits</b>		<b>12</b>

## Minor in Media Management

The Media Management Minor is an interdisciplinary program that combines the strengths of the departments of English and Media Studies; Management; and Law, Tax, and Financial Planning. This minor prepares students to succeed in the various business aspects of the media industries. The program provides media industry knowledge and leadership skills required to analyze, assess, and engage with media trends and innovations. Media managers are pivotal decision-makers who oversee the strategic planning and business development operations involved in content creation, distribution, and exhibition / streaming platforms within the film, television, radio, music, publishing, and video game industries.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses		
EMS 402	The Business of Media <sup>1</sup>	3
MG 229	Leadership in the Arts	3
Select one elective in English and Media Studies:		3
EMS 220	Introduction to Cultural Studies	
EMS 390	Global Media	
EMS 400	The Television Industry	
EMS 401	Disney+: Content + Platform	
EMS 403	Hollywood Convergence	
EMS 406	Films, Franchises, and Fandom: Superheroes in Popular Culture	
EMS 422	Money, Power, Communication	
EMS 423	Video Game Studies	
EMS 424	Popular Music Studies	
EMS 434	Film Producing	
Select one elective in Management:		3
MG 225	Career Success and Self-discovery	
MG 228	Managing Diversity in the Workplace	
MG 241	Leadership: Concepts, Competencies and Character	
MG 331	Management of International Operations	
MG 335	Entrepreneurial Thinking	
MG 343	Project Management	
MG 350	Talent Management	
MG 360	Negotiating	
Select one elective in Law:		3
LA 302	Marketing Law	
LA 317	Media Law	
LA 320	Entertainment Law	
LA 321	Sports Law	
<b>Total Credits</b>		<b>15</b>

<sup>1</sup> EMS 390 or EMS 403 are approved substitutions for EMS 402 for Film and Media Studies majors with a concentration in Film Marketing only.

## Minor in Modern Languages: Chinese

For further information about policies related to minors, see the Program Policies (p. 9) page.

Please Note: Discovering Chinese (MLCH 101 and MLCH 102) and Continuing Chinese courses (MLCH 201 and MLCH 202) do not need to be taken sequentially, but students must complete these courses in an order that requires an increasing level of proficiency.

Course	Title	Credits
Select any four of the following courses:		12
MLCH 101	Discovering Chinese I	
MLCH 102	Discovering Chinese II	
MLCH 201	Continuing Chinese I	
MLCH 202	Continuing Chinese II	
MLCH 203	Chinese Writing System and Calligraphy	
MLCH 204	Chinese for Business - Exploring Real Companies	
MLCH 205	Chinese Language Immersion	
MLCH 206	Chinese Conversation and Composition	
MLCH 207	Learn Chinese through Learning Chinese Music	
MLCH 210	Cultural Roots: Chinese Language & Culture for Heritage Learners	
MLCH 303	Chinese Public Speaking	
MLCH 304	Media Chinese	
MLCH 398	Experimental Course in Chinese	
MLCH 401	Directed Study in Chinese	
MLCH 402	Seminar in Chinese	
MLCH 404	Chinese/English Interpretation	
ML 250	Intermediate Modern Language Abroad Class	
ML 421	Internship in Modern Language	
<b>Total Credits</b>		<b>12</b>

## Minor in Modern Languages: French

For further information about policies related to minors, see the Program Policies (p. 9) page.

Please Note: Discovering & Immersive Beginning French (MLFR 102 and MLFR 125) and Continuing French courses (MLFR 201 and MLFR 202) do not need to be taken sequentially, but students must complete these courses in an order that requires an increasing level of proficiency.

Course	Title	Credits
Select up to three of the following courses:		0 to 9
MLFR 102	Discovering French II	
MLFR 125	Immersive Beginning French	
MLFR 201	Continuing French I	
MLFR 202	Continuing French II	
MLFR 203	French Writing in Context	
MLFR 205	French Language Immersion	
MLFR 206	Spoken Contemporary French	
ML 250	Intermediate Modern Language Abroad Class	
Select at least one course at the 300 level or higher:		3 to 12
MLFR 301	Contemporary Francophone Cultures	
MLFR 302	French for Business	
MLFR 304	French Cinema	
MLFR 307	France Across the Ages: Studies in French Civilization	
MLFR 398	Experimental course in French	
MLFR 401	Directed Study in French	
MLFR 402	Seminar in French	
ML 421	Internship in Modern Language	
<b>Total Credits</b>		<b>12</b>

## Minor in Modern Languages: Italian

For further information about policies related to minors, see the Program Policies (p. 9) page.

Please Note: Students can take any four courses in Italian language and culture. Discovering Italian (MLIT 101 and MLIT 102) and Continuing Italian courses (MLIT 201 and MLIT 202) do not need to be taken sequentially, but students must complete these courses in an order that requires an increasing level of proficiency.

Course	Title	Credits
Select any four of the following courses:		12
MLIT 101	Discovering Italian I	
MLIT 102	Discovering Italian II	
MLIT 201	Continuing Italian I	
MLIT 202	Continuing Italian II	
MLIT 205	Italian Language Immersion	
MLIT 304	Italy through Films	
MLIT 305	Migration in Italian Literature	
MLIT 401	Directed Study in Italian	
MLIT 402	Seminar in Italian	
ML 250	Intermediate Modern Language Abroad Class	
ML 421	Internship in Modern Language	
<b>Total Credits</b>		<b>12</b>

## Minor in Modern Languages: Spanish

For further information about policies related to minors, see the Program Policies (p. 9) page.

Please Note: Discovering Spanish (MLSP 102) and Continuing Spanish courses (MLSP 201 and MLSP 202) do not need to be taken sequentially, but students must complete these courses in an order that requires an increasing level of proficiency.

Course	Title	Credits
Select up to three of the following courses:		0 to 9
MLSP 102	Discovering Spanish II	
MLSP 201	Continuing Spanish I	
MLSP 202	Continuing Spanish II	
MLSP 203	Advanced Spanish Grammar and Composition	
MLSP 205	Intermediate Spanish Language Immersion	
MLSP 206	Advanced Spanish Conversation	
ML 250	Intermediate Modern Language Abroad Class	
MLSP 298	Experimental course in Spanish	
Select at least one course at the 300 level or higher:		3 to 12
MLSP 301	Selected Topics in Spanish	
MLSP 302	Exploring Spanish for Business	
MLSP 305	Spanish Translation	
MLSP 306	Hispanic Cityscapes	
MLSP 307	Migrations and the Hispanic World	
MLSP 312	Spanish for Business in Action: A Practical Approach	
MLSP 401	Directed Study in Spanish	
MLSP 402	Seminar in Spanish	
MLSP 403	Latinos in the U.S.A.	
MLSP 404	Spanish Identities and Cultures in Modern Peninsular Literature	
MLSP 405	Latin American Boom	
MLSP 406	Multicultural Spain Through its Regions	
MLSP 407	Multicultural Spanish America	
ML 421	Internship in Modern Language	
<b>Total Credits</b>		<b>12</b>

## Minor in Nonprofit Leadership

The Minor in Nonprofit Leadership provides an overview of both the business skills needed to manage a nonprofit and the societal environments within which nonprofits operate. Students enrolled in the minor take courses that equip them to succeed as skilled, knowledgeable leaders who drive positive change.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Course:		
ID 150	Introduction to Nonprofit Organizations	3
Select one or two of the following "Skills for Nonprofit Work" courses: *		3 to 6
AC 331	Accounting for Public Good: Nonprofit Finance	
EMS 240	Introduction to Media Production	
ID 101	Diversity, Equity and Inclusion	
LA 104	Gender and the Law	
LA 105	Race and the Law	
LA 106	Laws that Oppress and Empower: Disability and LGBTQ+ Rights	
LA 107	Social Justice Law	
MG 215	Supply Chain and Operations Fundamentals	
MG 228	Managing Diversity in the Workplace	
MK 366	Marketing for Nonprofits and Social Enterprises	
SO 261	Consulting Sociology	
XD 225	Designing Experiences	
XD 255	Public Relations Writing	
Select one or two of the following "Social Issues for Nonprofit Work" courses: *		3 to 6
EMS 364	LGBQ American Literature	
EMS 365	Transgender American Literature	
GLS 116	International Relations	
GLS 205	Social Policy	
GLS 243	The Developing World	
GLS 403	Model United Nations	
ID 211	Sex, Gender, and Power	
NAS 140	Energy and The Environment	
NAS 318	Global Health Challenges	
SO 221	Homelessness and Society	
SO 241	Race and Racism in the United States	
SO 248	Human Trafficking and Global Slavery	
SO 345	Race and Racialization at the U.S.-Mexico Border	
SO 402	Seminar in Sociology	
Capstone Course:		3
SO 421	Internship in Sociology	
HNR 445	(H) Honors Pathway Community Based Research (with approval of the Director of the BSLCE)	

Other capstone experience as approved by the Director of the BSLCE

<b>Total Credits</b>	<b>15</b>
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\* Other courses may be eligible to fulfill the "Skills for Nonprofit Work" and "Social Issues for Nonprofit Work" requirements. If there is a course that you believe would apply, please bring the course syllabus to the Chair of the Minor for consideration.

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Please note: some courses have pre-requisites that must be completed before beginning the minor.		
Required Courses:		
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 321	Decision Support and Business Intelligence	
CS 330	Enterprise Systems Configuration for Business	
CS 341	Information Security and Computer Forensics	
CS 350	Database Management Systems	
MA 214	Intermediate Applied Statistics	
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	
<b>Total Credits</b>		<b>12</b>



## Minor in Philosophy

Philosophy asks big questions: What can we know? What exists? What is right? Students learn to approach these questions through careful instruction that emphasizes clarity of thought and expression, thorough reasoning, and the analysis of diverse viewpoints. These skills support intellectual and personal growth. They are, also, valuable assets in professions that demand complex thinking. The Philosophy Minor is flexible and allows students to expand their knowledge of applied ethics (including business ethics and ethics of artificial intelligence), ethical theory, political philosophy, metaphysics and epistemology, and more.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Any four courses in philosophy. The department offers courses in the following categories. Courses include:		12
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	
Value Theory		
PH 310	Ethical Theory	
PH 312	Liberty, Morality and Law	
PH 316	Feminist Theory	
PH 320	Human Rights and Global Governance	
<b>Total Credits</b>		<b>12</b>

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
0 to 2 courses from:		0 to 6
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	
Any GLS 200 - 499		6 to 12
<b>Total Credits</b>		<b>12</b>

## Minor in Professional Sales

The Professional Sales Minor at Bentley University equips students with the strategic, technological, and interpersonal tools necessary to excel in modern sales environments. Students will explore the complete sales process, from lead generation and nurturing to lead conversion and customer fulfillment, with a focus on strategic sales planning. This program emphasizes the development of sales strategy creation, the application of cutting-edge sales technologies, and leadership skills that empower students to guide sales teams and drive organizational success.

Through interactive courses, role-play exercises, and hands-on projects, students will master critical interpersonal communication techniques and gain practical experience in real-world sales scenarios. From understanding customer needs and creating value propositions to navigating complex sales cycles, students will graduate with the confidence and skills to thrive in consultative sales roles and leadership positions across industries.

For further information about policies related to minors, see the Program Policies (p. 9) page.

### Prerequisite Course

Course	Title	Credits
MK 250	Marketing Essentials	3

### Program Requirements

Course	Title	Credits
Required Courses:		
PRS 339	Effective Selling	3
PRS 343	Sales Management	3
PRS 373	Sales Strategy and Technology	3
MG 360	Negotiating	3
or PRS 421	Professional Sales Internship	
<b>Total Credits</b>		<b>12</b>

## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select four of the following:		12
NAS 322	Human Inheritance	
PSY 200	Pioneers in Psychology	
PSY 205	Adult Development and Aging	
PSY 210	Dynamics of Personality	
PSY 215	Psychological Diagnoses and Mental Health	
PSY 230	Positive Psychology	
PSY 235	Social Psychology	
PSY 240	Cross-Cultural Psychology	
PSY 245	Gender Psychology	
PSY 250	Health Psychology	
PSY 260	Understanding Learning Differences and Disabilities	
PSY 265	Psychology of Self	
PSY 300	Child Psychology	
PSY 315	Cyber Psychology	
PSY 330	Nonverbal Behavior and Judging Others	
PSY 350	Environmental Psychology	
PSY 355	Behavioral Health: Natural Disaster Zones	
PSY 360	Sports Psychology	
PSY 399	Experimental Course in Psychology	
<b>Total Credits</b>		<b>12</b>

## 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 healthcare, 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 nonprofit organization.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
GLS 230	Politics and Public Policy	3
Three GLS Electives (from GLS 200-499)		9
<b>Total Credits</b>		<b>12</b>

## Minor in Public Relations

The Public Relations (PR) Minor introduces students to strategic communication planning, content creation, problem solving, and relationship building between individuals, organizations, and companies and their various publics.

Students in the Public Relations Minor will learn to craft comprehensive campaigns grounded in innovative multi-platform content and apply the classroom materials in real-world settings. Coursework, internships, and study abroad opportunities will prepare Public Relations minors for careers in public relations, marketing, advertising, entertainment, technology, journalism, healthcare, advocacy, and beyond.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
XD 225	Designing Experiences	3
XD 250	Introduction to Public Relations	3
XD 255	Public Relations Writing	3
Select one:		3
XD 320	Managerial Communication	
XD 355	Global Public Relations	
XD 360	Digital Public Relations	
XD 361	Sports Public Relations	
XD 365	Crisis Communication and Management	
<b>Total Credits</b>		<b>12</b>

## Minor in Sociology

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

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Four courses in Sociology		12
Total Credits		12

## 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 opportunity to learn about Spanish-speaking 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).

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Required Courses:		
MLSP 203	Advanced Spanish Grammar and Composition	3
or MLSP 305	Spanish Translation	
MLSP 302	Exploring Spanish for Business	3
MLSP 312	Spanish for Business in Action: A Practical Approach	3
Select one elective from the following list:		3
Any MLSP course above MLSP 202, not already required		
MLSP 305	Spanish Translation (taken as an elective, this course is only an option for non-native Spanish speakers)	
AC 381	International Accounting <sup>1</sup>	
EC 311	International Economics <sup>1</sup>	
EC 321	International Economic Growth and Development	
EC 333	Economics of the European Union <sup>1</sup>	
FI 351	International Finance <sup>1</sup>	
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 <sup>1</sup>	
MG 331	Management of International Operations <sup>1</sup>	
MG 334	International Management Behavior <sup>1</sup>	
MK 367	International Marketing <sup>1</sup>	
NAS 308	Health of Nations: Anatomy and Function of Health Systems in the United States and Around the World	
PSY 240	Cross-Cultural Psychology	

SO 320 Immigrant Entrepreneurship

**Total Credits****12**<sup>1</sup> Business elective.



## 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.

For further information about policies related to minors, see the Program Policies (p. 9) page.

Course	Title	Credits
Select three of the following business courses:		9
EC 375	The Economics of Sports	
LA 317	Media Law	
LA 321	Sports Law	
MK 369	Sports Marketing	
XD 361	Sports Public Relations	
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	
PSY 360	Sports Psychology	
SO 285	Sociology of Sports	
<b>Total Credits</b>		<b>12</b>

# Multiple Programs

## Double Majors/Additional Majors

Students who initially enrolled at Bentley after Fall 2022 are eligible to pursue more than one major program of study. Students must select a primary degree program (designated by a B.A. or B.S. indicator in Workday). For their primary major, students must complete all requirements included on the Program of Study page (e.g., Major Requirements, General Degree Requirements, and Additional Requirements). For additional major programs, students only need to complete the course requirements in the Major Requirements section. Students whose primary and additional majors are business programs will only need to complete the Business Environment requirements once. Per the Course Sharing Policy (p. 9), students may share no more than three courses between two major programs.

Students who complete an additional major will only receive one bachelor's degree, which is determined by the student's primary major program of study (B.A. or B.S.). Additional major programs will not be included on the student's diploma, but will be listed on the student's academic transcript.

## Second Bachelor's Degree

Bentley students may not concurrently pursue two bachelor's degrees. However, 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

- Advanced Standing in Accounting (BS/MSA) (p. 141)
- Advanced Standing in Business (BA/BS-MBA) (p. 141)
- Advanced Standing in Business Analytics (BA/BS-MSBA) (p. 142)
- Advanced Standing in Finance (BS/MSF) (p. 142)
- Blended Term Option (p. 144)
- Honors Program (p. 144)
- International Business Program (p. 147)

## Advanced Standing in Accounting (BS/MSA)

The Advanced Standing in Accounting (BS/MSA) program is open to high-achieving Bentley students majoring in Accounting, Information Technology in Accounting, and Corporate Finance and Accounting. In this accelerated program, students develop depth and breadth in accounting and have an opportunity to graduate in as little as 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. All Bentley second-year undergraduate students who have a cumulative GPA of 3.3 or higher and have successfully completed AC 201 with a grade of B or higher are eligible to apply to the ASAC program. Students in the ASAC program should expect to complete their bachelor's degree one semester prior to completing their master's degree.

- The combined bachelor's and master's program is open annually by application only.
- All Bentley second-year undergraduate students who have a cumulative GPA of 3.3 or higher and have successfully completed AC 201 with a grade of B or higher are eligible to apply to the ASAC program.
- Students in the ASAC program should expect to complete their bachelor's degree one semester prior to completing their master's degree.
- Students are expected to work closely with an advisor to develop a plan to meet all program requirements.
- There is a four-semester program minimum.
- The program will allow up to four graduate classes to be counted toward the BSBA as well as MSA. Students are not allowed to take graduate-level courses before their sixth semester.
- The program should allow for study abroad semesters and accelerated learning, but this is not guaranteed.
- The program is open to BSBA majors of Accounting, Information Technology in Accounting, and Corporate Finance in Accounting.

The remaining requirements for the MSA taken as a full-time graduate student are listed on the Master of Science in Accounting ([catalog.bentley.edu/graduate/programs/mba-ms-programs/ms-accounting/](http://catalog.bentley.edu/graduate/programs/mba-ms-programs/ms-accounting/)) webpage.

Course List (choices should be based on undergraduate major and MSA concentration; students need to speak with the Accounting Department Faculty ASAC Advisor to choose the appropriate courses for your desired programs):

Course	Title	Credits
Select any four graduate courses from the following list:		12
AC 611	Financial Reporting and Analysis (Instead of AC 311)	
AC 612	Advanced Topics in Financial Reporting (Instead of AC 312)	
AC 621	Managerial Accounting (Instead of AC 310)	
AC 701	Internship in Accounting Practice (Instead of AC 421)	
AC 714	Advanced Accounting for Multinational Corporations	
AC 730	Business Processes and Controls Assessment (Instead of AC 340)	
AC 731	Financial Information Systems (Instead of AC 440)	
AC 741	Financial Statement Audit (Instead of AC 470)	
AC 742	Information Technology Auditing (Instead of AC 475)	
AC 744	Internal Audit (Instead of AC 472)	
AC 750	Federal Income Taxation	
AC 772	Principles of Fraud Investigation (Instead of AC 332)	
AC 773	Fraud and Forensic Accounting	
CS 602	Data-Driven Development with Python (Instead of CS 230)	
CS 605	Data Management and SQL for Analytics (Instead of CS 350)	
FI 625	Corporate Finance: Theory, Tools and Concepts (Instead of FI 305)	
FI 627	Corporate Finance: Applications and Advanced Topics (Instead of FI 307)	
TX 600	Professional Tax Practice	
TX 601	Federal Taxation of Income (Instead of AC 350)	
TX 603	Corporations and Shareholders	
TX 604	Multi-Jurisdictional Taxation	
<b>Total Credits</b>		<b>12</b>

Students cannot receive credit for the undergraduate equivalent of graduate courses. Speak to your advisor.

## Advanced Standing in Business (BA/BS-MBA)

The Advanced Standing in Business (ASB) program allows undergraduate students to begin taking courses toward a Bentley MBA program while completing their undergraduate degree. Through this program, high-achieving students in any major take graduate courses that can be applied toward both their bachelor's degree and the MBA. In addition, specific undergraduate courses are used to waive the MBA's Foundation Requirements.

Once students have received their undergraduate degree, they will complete their remaining MBA course requirements as graduate students registered in the MBA program. Ideally, MBA students will be working full time and taking courses part time. For more information, please see

the Bentley MBA Program Requirements ([catalog.bentley.edu/graduate/programs/mba-ms-programs/mba/](https://catalog.bentley.edu/graduate/programs/mba-ms-programs/mba/)).

## Program Requirements

Students in the combined BA/BS-MBA program must take seven undergraduate courses to waive the Foundation Requirements for the Bentley MBA, as well as four graduate courses (courses at the 600-level or higher) that will count toward both their undergraduate and graduate degrees. No more than four graduate courses may be completed while the student is enrolled as an undergraduate.

Course	Title	Credits
<b>Undergraduate Courses:</b>		
AC 115 & AC 215	Introduction to Financial Reporting and Analysis and Performance Measurement (to waive GR 524) *	6
EC 111 & EC 112	Principles of Microeconomics and Principles of Macroeconomics (to waive GR 522) *	6
FI 118	Introduction to Finance (to waive GR 525) *	3
MK 250	Marketing Essentials (to waive GR 523)	3
ST 113	Business Statistics (to waive GR 521) *	3
<b>Graduate Courses:</b>		
GR 602	Business Process Management (replaces CS 305) **	3
GR 604	Global Strategy (replaces MG 300) **	3
Two MBA Electives		6
<b>Total Credits</b>		<b>33</b>

\* ST 113, EC 111, AC 115, and FI 118 count toward the Business Dynamics requirements for all undergraduate students. For more information, please see the Undergraduate Degree Requirements (p. 8).

\*\*GR 602 and GR 604 can be used to fulfill the Business Environment courses (CS 305 and MG 300) required for certain undergraduate majors.

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

## Advanced Standing in Business Analytics (BA/BS-MSBA)

The Advanced Standing in Business Analytics (ASBA) program allows high-achieving undergraduate students to begin the Master of Science in Business Analytics (MSBA) while completing their undergraduate degree requirements.

Students enrolled in this program take four graduate classes during their undergraduate years that count toward both undergraduate and graduate degrees. Students complete the remaining six MSBA degree course requirements as graduate students registered in the MSBA program. No more than four graduate courses may be completed while the student is enrolled as an undergraduate.

## Program Requirements

Applications are submitted during sophomore year and overlap courses typically begin junior year. The program is available for any Bentley major. A minimum cumulative 3.3 GPA and completion of MA 214 with grade B or better are required for eligibility.

Course	Title	Credits
The following courses are required (12 credits). Each course makes progress toward the MSBA and also counts as an undergraduate elective if it does not replace a major requirement as indicated.		
CS 605	Data Management and SQL for Analytics (Instead of CS 350 )	3
MA 610	Optimization and Simulation for Business Decisions	3
MA 705	Data Science (Instead of MA 346)	3
ST 625	Quantitative Analysis for Business (Instead of MA 252)	3
<b>Total Credits</b>		<b>12</b>

## Advanced Standing in Finance Program (BS/MSF)

Bentley’s Advanced Standing in Finance (BS/MSF) program is available to outstanding sophomores majoring in Finance, Economics-Finance, Corporate Finance and Accounting, or Finance and Technology (FinTech). 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. Students in the ASF program should expect to complete their bachelor’s degree one semester prior to completing their master’s degree.

Admission is required to join this combined bachelor’s and master’s program. Only Bentley sophomores intending a finance-related major may apply.

## 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 347	Financial Modeling	3
FI 623	Investments (Instead of FI 306)	3
FI 627	Corporate Finance: Applications and Advanced Topics (Instead of FI 307)	3
FI 701	Internship in Finance (or other graduate FI elective)	3
FI 751	International Financial Management (Instead of FI 351)	3
FI or FT elective		3
FI or FT elective		3
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 one undergraduate EC elective		3
FI 305	Principles of Accounting and Finance	3
FI 623	Investments (Instead of FI 306)	3
FI 627	Corporate Finance: Applications and Advanced Topics (Instead of FI 307)	3
FI 701	Internship in Finance	3
or FI 631	Financial Modeling	
FI 751	International Financial Management (Instead of FI 351) <sup>1</sup>	3

Additional requirements for the Masters Degree (see below)

**ASF Corporate Finance and Accounting Major**

Course	Title	Credits
AC 120	Data Analytics using Financial Information	3
AC 201	Preparing and Interpreting Financial Statements	3
AC 215	Performance Measurement	3
AC 311	Financial Accounting and Reporting I	3
AC 455	Strategic Performance Management	3
EC 112	Principles of Macroeconomics	3
FI 305	Principles of Accounting and Finance	3
FI 623	Investments (Instead of FI 306)	3
FI 627	Corporate Finance: Applications and Advanced Topics (Instead of FI 307)	3
FI 701	Internship in Finance	3
or FI 631	Financial Modeling	
FI 751	International Financial Management (Instead of FI 351) <sup>1</sup>	3

Additional requirements for Masters Degree (see below)

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

**ASF Finance and Technology (FT) Major**

Course	Title	Credits
CS 150	Introduction to Data and Information Management	3
or CS 160	Data-Driven Decision Making	
CS 370	Introduction to Machine Learning	3
EC 112	Principles of Macroeconomics	3
FI 305	Principles of Accounting and Finance	3
FI 623	Investments (Instead of FI 306)	3
FI 723	Introduction to FinTech	3
FI 730	Management of Financial Institutions <sup>2</sup>	3
FT 324	Blockchain Applications and Decentralized Finance	3
FT 370	Investment Applications of Natural Language Processing	4

Select one grouping

Option A: 6

CS 230	Introduction to Programming with Python	
CS 605	Data Management and SQL for Analytics (Instead of CS 350) <sup>2</sup>	

Option B: 6

CS 350	Database Management Systems	
CS 602	Data-Driven Development with Python (Instead of CS 230) <sup>2</sup>	

<sup>2</sup> FI 730 and (CS605 or CS602) 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
Four FI electives numbered 600 or higher excluding FI 631		12
One 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
FI 631	Financial Modeling (or Graduate FI elective, if FI 631 taken as undergraduate)	3
ST 625	Quantitative Analysis for Business	3
Three FI electives numbered 600 or higher		9
One FI or non-FI elective numbered 600 or higher		3

**ASF Finance and Technology (FT) Major**

Course	Title	Credits
FI 627	Corporate Finance: Applications and Advanced Topics	3
FI 631	Financial Modeling	3
FI 751	International Financial Management	3
ST 625	Quantitative Analysis for Business	3
2 graduate FI electives from the MSF program		6

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

Course	Title	Credits
CS 605	Data Management and SQL for Analytics	3
CS 655	Managing with Analytics	3
FI 645	Derivatives	3
FI 774	Computational Finance	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.

## Blended Term Option

### Blended Term for Seniors

High-achieving Bentley undergraduates have the opportunity to complete a blended term that combines undergraduate and graduate courses during their last semester of senior year. Depending upon your personal and professional circumstances, you may be able to earn both a bachelor's and master's degree in as little as five years. Master's degree requirements may be completed with one year of additional full-time academic work.

Students can schedule an appointment with an advisor in Graduate Academic Advising and Engagement (<https://www.bentley.edu/offices/student-success/graduate-students/advising/>) to discuss the blended term process and academic options.

### Program Benefits

- Students who qualify for a blended term can get a head start on a Bentley Master's degree by taking up to six graduate credits in a blended term during the final term of their undergraduate degree.
- Blended term students apply to Bentley's graduate school on the alumni application, an abbreviated application with no application fee.
- Students who participate in a blended term may delay entry to a Bentley Master's program for up to five years after graduation while beginning their professional career.
- Interested students should contact the Office of Graduate Admission (<https://www.bentley.edu/graduate/>) for more information on applying to the Graduate School along with program-specific requirements and merit aid questions.

### Program Requirements

- Undergraduate students are eligible to participate in a blended term if they have a cumulative GPA of 3.2 or higher prior to the start of the term in which they plan to complete a blended term.
- The blended term is offered in the fall and spring semesters only and only one blended term is permitted.
- Graduate coursework may not be used toward undergraduate degree requirements.
- In the blended term, students can take up to two graduate courses, not to exceed a total of 16 credits in a semester.
- Students may not enroll in GBEs or graduate internships.
- Participants are not required to apply to graduate school and are not automatically enrolled in graduate school. Participants must apply to Bentley Graduate school.
- Students enrolled in the Advanced Standing Programs are not eligible to participate in a blended term.

## Undergraduate Financial Aid in a Blended Term

Recipients of need-based aid (i.e., grants, loans) and merit-based aid (i.e., scholarships) should adhere to the following guidelines to retain eligibility for undergraduate aid and scholarships during their blended term. For specific information, please contact Student Financial Assistance

(<https://www.bentley.edu/offices/student-financial-services/>) with any questions or concerns.

- Financial aid recipients (need- or merit-based) must take at least six undergraduate credits and be enrolled in a minimum of 12 credits to maintain eligibility for undergraduate aid.
- Students who are receiving Bentley aid (grants or scholarships) are permitted to take a maximum of two graduate courses during the blended term, depending on their situation.
- Students with undergraduate merit scholarships (awarded by Bentley University) will be allowed to receive their scholarship in the blended term, provided they still meet the GPA or other requirements.

## 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 four semesters of their undergraduate program remaining at Bentley (excluding study abroad) and have maintained at least a 3.5 GPA while at Bentley. If admitted, students must complete their Honors coursework, including any required honors courses in their major, and an Honors Pathway. 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 500-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.
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. As an honors student, we expect our students to embark on research projects either individually or in group. Write a 600 - 850 word original essay describing a research project that you have developed either individually or in group throughout your academic years. What was the outcome? What lessons did you learn? How did this research project impact your experience as a student? In addition to these questions, please share any research topics that are of great interest for you.
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. Be sure to include your name, email address, class standing, student ID number, and major.
5. Applications will be accepted between December 1 to December 15 for spring admission and between May 1 to May 15 for fall admission. Send to [GA\\_HonorsProgram@bentley.edu](mailto:GA_HonorsProgram@bentley.edu).

### Program Requirements

Students in the Honors Program must meet complete honors sections of the following:



Course	Title	Credits
<b>Honors Requirements</b>		
Three courses from Foundations for Success		9
FDS 100	Falcon Discovery Seminar <sup>1</sup>	
EMS 101	Critical Reading and Writing <sup>2</sup>	
EMS 104	Multimodal Communication <sup>3</sup>	
or HNR 201 Honors Seminar: Gateway Course		
Five additional honors courses (some majors have unique requirements - see details below)		15
One Service-Learning Experience:		1
SL 120	Service-Learning	
SL 121	Service-Learning-Business	
Or other service learning experience approved by Honors Director		
Capstone Experience		3
<b>Total Credits</b>		<b>28</b>

<sup>1</sup> Students who join the Honors Program with Falcon Discovery Seminar completed or who are waived from FDS 100 will have this honors requirement waived. Students who enrolled in a special cohort (i.e. First Gen Presidential Fellows) taking a non-honors section of FDS as a cohort, will need to take an additional honors course.

<sup>2</sup> Students who join the Honors Program with Critical Reading and Writing already completed will be required to complete an additional honors elective in lieu of EMS 101 honors.

<sup>3</sup> Students who enter the Honors Program without EMS 104 credit must take EMS 104 as an honors course. Bentley students who are in their second semester or beyond may enter the program as long as they have four semesters left for completion of the undergraduate degree and must take HNR 201, then choose a pathway. Transfer students are also eligible to enter the Honors Program as long as they have at least four semesters left for completion of the undergraduate degree and after the completion of HNR 201, they must choose a pathway.

## Major Requirements

The following majors have required honors courses:

Course	Title	Credits
Accounting or Information Technology in Accounting (ITA)		
AC 201	Preparing and Interpreting Financial Statements	3
or AC 215	Performance Measurement	
Business Economics, Economics-Finance, or Quantitative Economics		
EC 224	Intermediate Microeconomics	3
or EC 225	Intermediate Macroeconomics	
Finance, Finance and Technology, or Corporate Finance and Accounting		
FI 305	Principles of Accounting and Finance	3

## Honors Pathways (3 credits)

During the second year, the Honors Program Director will document each student's declared Honors Pathway. Students must select a pathway that will lead them to complete the Honors Pathway Experience from the list below:

- Business Immersion Pathway
- Creative Project Pathway
- Research Project Pathway
- Service-Learning Pathway
- The Economics Pathway
- The Analytics Pathway

Course	Title	Credits
<b>Pathway Requirements: Select one</b>		
HNR 440	(H) Honors Pathway Business Research	3
HNR 445	(H) Honors Pathway Community Based Research	3
HNR 450 & HNR 460	Creative/Research Pathway Proposal and Creative/Research Pathway Project	3
EC 431	Research in Business Economics	3
EC 483	Applied Econometrics	3

## Business Immersion Pathway

The Business 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 organizations, for and non-profit. Students will present their work to business leaders.

The Business Immersion Pathway will enable students to:

- Analyze quantitative and qualitative data and articulate results through oral presentations and written deliverables to real world organizations.
- Utilize quantitative and qualitative data, as well as creativity and critical thinking, to shape business 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).

## 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 take one course with a **Context and Perspectives** focus before completing the Capstone with HNR 450 (1 credit) and HNR 460 (2 credits). Please speak to advisor for a list of approved courses.

## 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 use 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 formulate solutions to the research questions their projects will address.

**Suggested Courses:** No set suggested courses.

## Service-Learning Pathway

The Service-Learning 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 Service-Learning Honors project, students will take a one-credit service-learning course approved by the Honors Director that will prepare them for the culminating phase.

The Service-Learning Pathway 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.

## Economics Pathway

Open only to Quantitative Economic (QE) and Business Economic (BE) majors, the Economics Pathway allows 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.

## Analytics Pathway

Open only to Data Analytics (DA), Actuarial Science (ASC), and Mathematical Sciences (MA) majors, the Analytics Pathway allows students to work on a scholarly project related to their major. These projects focus on students developing skills working with data and applying analytics techniques to solve scientific or business problems. Students complete MA380-H and their Pathway Project within this course. MA380-H is the honors version of MA380. MA380 is a required course for the Data Analytics major and is an option for the Actuarial Science and Mathematical Sciences majors.

The Analytics Pathway will enable the students to:

1. Enhance their critical reading abilities and develop the skills necessary to replicate and enhance prior research or applied work products/case studies in the Analytics literature.
1. Gather the appropriate data, pre-process it, and apply various analytics techniques to arrive at a recommendation.
2. Demonstrate the ability to work with data, apply analytics techniques, and clearly communicate the findings of an analysis to a non-technical audience.

**Course:** Pathway process requires enrollment in MA380-H and the prior fulfillment of the prerequisites for MA380

## 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.

## On Notice Period

If a student does not achieve the required GPA at the end of a semester (fall, spring, or summer), the student will be automatically placed On Notice 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 Notice must meet with a member of the Honors Program Leadership Team 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, the On Notice 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 on notice period, the student will be removed 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 removed from the Honors Program.

Students who have been removed from the Honors Program do have the option to submit an appeal. The Honors Leadership Team, 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 an additional On Notice 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.

## International Business Program

The International Business Program is a double major. It prepares students for leadership roles in global business by combining in-depth study in a business major with an internationally-focused major in the arts and sciences. Through coursework in two majors and a culminating capstone, students will develop the analytical, strategic, and communication skills necessary to navigate the complexities of international business. A required international experience will strengthen their cultural competencies and further prepare them for exciting roles in the global economy.

### Recommended Prerequisite Course

Students considering the International Business Program are encouraged to take FDS 100 Falcon Discovery Seminar with an international focus.

Course	Title	Credits
Recommended for all majors:		
FDS 100	Falcon Discovery Seminar (international focus)	3

### Primary Major

Students should select their primary major from the list below. If a specific course or concentration is indicated, the student must complete it as part of their primary major requirements.

Course	Title	Credits
Accounting:		
AC 381	International Accounting <sup>1</sup>	
Business Economics:		
	International Business Concentration	
Business Law:		
LA 308	International Business Law	
Corporate Finance in Accounting:		
FI 351	International Finance <sup>2</sup>	
Creative Industries:		
EMS 390	Global Media	
Economics-Finance:		
FI 351	International Finance <sup>2</sup>	
Finance:		
FI 351	International Finance <sup>2</sup>	
Management:		
	Global Management Concentration	
Marketing:		
MK 367	International Marketing	
Public Relations:		
XD 355	Global Public Relations	
Quantitative Economics:		
EC 311	International Economics <sup>1</sup>	

<sup>1</sup> This course must be taken as an elective.

<sup>2</sup> This is a required course within the major.

### Required Second Major

As their additional major, students must select either International Affairs or one of the Language, Culture, and Business Majors. They must then complete the following courses as part of their additional major requirements:

Course	Title	Credits
<b>International Affairs Major:</b>		
IB 200	Introduction to International Business <sup>1</sup>	
	International Experience (study abroad, short-term faculty-led program, or international internship) <sup>2</sup>	
<b>Language, Culture, and Business Majors:</b>		
IB 200	Introduction to International Business <sup>3</sup>	
	International Experience (study abroad, short-term faculty-led program, or international internship) <sup>4</sup>	

<sup>1</sup> This course must be taken in place of a GLS 200-level elective course.

<sup>2</sup> This will fulfill the major's Global Experience requirement.

<sup>3</sup> This course must be taken in place of the LCB Business Elective.

<sup>4</sup> This course must be taken as the major's Applied Learning Experience.

### Capstone Course

All students in the International Business Program must complete IB 400 Capstone Course during their senior year.

Course	Title	Credits
Required for all majors:		
IB 400	Capstone Course (must be taken during senior year)	3

## Additional Study Options

- Alternative Sources of Credit (p. 149)
- Bentley-Brandeis-Regis Exchange (p. 149)
- International Education (p. 149)

## 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 credits must be sent from the College Board directly 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 for academic credit. 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 an Application for Directed Study from the Registrar's Office form site (<https://www.bentley.edu/offices/registrar/forms/>). A written proposal, completed application, and transcript are submitted to the appropriate faculty member. Upon faculty approval, the materials 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. Typically, directed study courses are applied to a student's degree as elective credit; however, exceptions may be made for a directed study course to satisfy a major requirement with approval from the applicable department chair.

## 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 catalog 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 must submit an Application for Tutorial from the Registrar's Office forms site (<https://www.bentley.edu/offices/registrar/forms/>). 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. Students may only cross-register for courses that are not

offered at Bentley and must obtain prior approval from the applicable department chair and the Director of Undergraduate Advising. Students who cross-register through the Bentley/Brandeis/Regis consortium will be assessed tuition and receive financial aid (where applicable) from Bentley. Additionally, grades earned in cross registered courses, including F's, are part of the student's Bentley academic record, appear on the student's transcript, and are averaged into a student's overall Bentley grade point average. For academic advising assistance, please connect with your advisor or email [UndergraduateAdvising@bentley.edu](mailto:UndergraduateAdvising@bentley.edu).

Upon receiving approval from the Bentley department chair and the Director of Academic Advising, students seeking to enroll in a Brandeis or Regis course must then obtain permission from the Brandeis or Regis faculty member teaching the course, as well as the host institution's registrar. The Application for Cross Registration (<https://bentleydownloads.s3.amazonaws.com/registrar/Cross+Registration+Form+Bentley+2025.pdf>) outlines the approval process. Once the application has been completed, please submit to the Bentley University Registrar's Office.

## 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, students are able to experience the world as their 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.

**Long-Range Planning:** Students who wish to study abroad for a semester or academic year should consider how the experience will further their academic and professional goals and discuss these ideas with all relevant advisors on campus when selecting majors, minors, etc. It is much easier to build study abroad into a developing long-range plan rather than tack study abroad onto a pre-determined plan, especially if the plan includes a double major.

**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 a diploma. 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 early September. Study abroad students whose schedules allow attendance at Commencement must request permission to participate in Commencement from the Registrar's Office.

## Student Resources

- Academic Resources (p. 151)
- Bentley Library (p. 151)
- Career Services (p. 152)
- Center for International Students and Scholars (p. 153)
- Computing at Bentley (p. 153)
- English Language Learning Resources (p. 154)
- Health, Counseling, and Wellbeing (p. 154)
- Pre-Law Advising (p. 155)
- Registrar's Office (p. 155)
- Student Accessibility Services (p. 155)
- Student Affairs (p. 156)
- Undergraduate Academic Advising (p. 156)

## Academic Resources

### Academic Skills Assistance

Students often need help outside the classroom to succeed in their coursework. Below are options students have when seeking additional help to achieve academic success.

#### Drop-In and By-Appointment Tutoring

- The Writing Center (<https://www.bentley.edu/offices/student-success/writing-center/>): peer tutoring for help with writing assignments in any class.
- English to Speakers of Other Languages (ESOL) Center (<https://www.bentley.edu/offices/student-success/esol/>): professional tutoring for non-native English speakers seeking help with writing assignments in any class.
- Mathematics Learning Center (<https://www.bentley.edu/offices/student-success/mathematics-learning-center/>): peer tutoring for help in all undergraduate mathematics and some graduate mathematics courses.
- LEAF Lab (<https://www.bentley.edu/centers/leaf/>): peer tutoring for help in accounting, economics and finance courses.
- CIS Sandbox (<https://cissandbox.bentley.edu/sandbox/>): peer tutoring for help in computer information systems and information technology courses.

#### Sustained Individual and Small Group Peer Tutoring

Students seeking more in-depth help can apply for one-on-one or small group peer tutoring (<https://bentleyedu.sharepoint.com/:u:/r/sites/PeerTutoringProgram/SitePages/Peer-Tutoring.aspx?csf=1&web=1&e=8BoT1k>) through the Office of Student Success. This program allows students to work with the same tutor over the course of many weeks or even a whole semester on a particular class in which they need additional support.

#### Geek Squad

Run out of the Office of Student Success, the Geek Squad (<https://bentleyedu.sharepoint.com/sites/PeerTutoringProgram/SitePages/Geek-Squad.aspx>) is a team of peer tutors that create review materials in collaboration with academic departments and lead review sessions for common Bentley core curriculum courses, including AC 115, AC 201, FI 118, EC 111, and MA 105, among others.

## Academic Mentoring

Run out of the Office of Student Success, the Academic Mentoring (<https://bentleyedu.sharepoint.com/:u:/r/sites/PeerTutoringProgram/SitePages/Academic-Mentoring.aspx?csf=1&web=1&e=a7fz7d>) program offers a wide range of academic skill-building tools to help students stay organized, manage their time, study effectively, and realize personal goals. In addition to accessing online resources and attending events, students can also apply to work with an individual academic mentor over the course of many weeks or even a whole semester.

## Centers

Bentley's academic centers bring faculty, staff, and students together with external partners from the business world and community to collaborate and share ideas, from scientific breakthroughs and business ethics to digital design and workplace diversity. Students feature prominently in the success of the centers. Whether conducting their own research or assisting with faculty-led projects, they benefit from hands-on learning in real-world working environments. Learn more at Bentley Academic Centers (<https://www.bentley.edu/academics/centers/>).

## Experiential Communities

Bentley's experiential communities provide hands-on learning experiences that build upon the knowledge and skills students gain in the classroom. From service-learning projects and study abroad programs to multimedia creation and technological innovation, they offer immersive and integrated experiences that challenge students to think more creatively and critically. Learn more at Bentley Experiential Communities (<https://www.bentley.edu/academics/experiential-communities/>).

## Research

Bentley's internationally recognized faculty conduct high-level scholarship, present at national and international conferences, and publish with prominent journals and academic presses, bridging the gap between scholarly research and current practice to prepare confident graduates with the ability to change the world. Learn more about Bentley faculty research, as well as student research opportunities, at Bentley Research (<https://www.bentley.edu/academics/research/>).

## Bentley Library

Bentley Library (<https://www.bentley.edu/library/>) invites you into a hub of learning and discovery. The Library offers the perfect environment for all your academic pursuits—whether you're diving into research, seeking a quiet corner to focus, or collaborating with peers on your next big project.

Make yourself at home among our varied seating options, explore resources at one of our 73 computer workstations, or reserve one of our 21 technology-rich collaborative study rooms through a convenient online system. Our specialized research instruction classroom provides the ideal setting for developing your academic skills.

Beyond books and databases, Bentley Library houses several campus partners including the RSM Art Gallery, University Archives, Writing Center, ESOL Center, IT Client Services Help Desk, and the Deloitte Café — truly making it the centerpiece of academic life on campus.

As proud members of the Boston Library Consortium (BLC), we connect you to a network of 26 academic and special libraries throughout New England. This partnership enhances your research experience with



expanded interlibrary loan services, document delivery, and access to on-site resources at member institutions.

Don't miss our popular Museum Pass program, offering free or discounted admission to many of Boston's premier museums and attractions—just one more way Bentley Library enriches your educational journey beyond our walls.

## Staff

Our expert library team is passionate about helping you discover, navigate, and assess information that matters to you. Our professional librarians are always ready to guide you through our specialized databases and collections, making even complex research feel manageable.

Working closely with your professors, our librarians create customized learning experiences that build your research confidence and skills. Our research workshops cover everything from research fundamentals to using advanced information resources.

## Collections

The Library collection includes 159,000 volumes, a print periodical collection of 372 current subscriptions, a collection of 6,600 DVDs, and a popular reading collection. 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 575,000 e-books and digital audiobooks, 130,000 streaming films, and more than 160 online research databases that provide full-text access to journals, newspapers, reports, analysis, and 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. 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/databases/>) 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 the Bentley Library website (<https://www.bentley.edu/library/>). Email questions may be addressed to the Reference Desk at [refdesk@bentley.edu](mailto: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; conduct informational meetings; and learn how to find internships and prepare for interviews, 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. This course is a free, non-academic pass/fail course that is only offered in the spring of students' first year at Bentley.

**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, design your life theory, and major decision and customized career action planning. This course is a free, non-academic course with no assignments or final exams and is available to sophomores and juniors.

**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, and offer management, and help students develop their advanced career development toolkits, career management skills, and workplace readiness competencies as upperclassmen. This course is a free, non-academic course with no assignments or final exams and is available to sophomores, juniors, and seniors.

**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 Friday 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 Amazon, Blue Cross Blue Shield, Bose, Boston Scientific, Dell Technologies, Deloitte Consulting, DraftKings, Epsilon, Fidelity Investments, JPMorgan Chase & Co., John Hancock, Liberty Mutual, L'Oreal, Mediahub Worldwide, Oracle, Protiviti, Raytheon Technologies, State Street, The TJX Companies, Travelers, UBS, Wayfair, Wellington Management, 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 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 (p. 172), 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. 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, 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. 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)]. If a student is enrolled in multiple courses listed as "hybrid," they must attend all but one of their courses in person. 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 (<https://www.bentley.edu/offices/center-international-student-scholars/>).

## Computing at Bentley

While attending Bentley, it is essential that students have a laptop computer to complete academic work.

While we recognize that students prefer a certain type of laptop, Bentley recommends that students use a Windows laptop as that aligns best with the software requirements for the curriculum.

Bentley has partnered with Micros Northeast to offer business-class HP and Lenovo laptops that meet the demands of the Bentley curriculum at educational pricing. Recommended configurations include a 4-year hardware warranty including accidental damage protection and a 1-time battery replacement warranty subject to manufacturer approval, and access to a loaner laptop should your laptop need repair. Please visit the Bentley Computer Purchase Program (<https://www.bentley.edu/offices/it/bentleys-computer-purchase-program/>) site to view available laptop purchase options.

Please review Bentley's minimum computer configuration (<https://www.bentley.edu/offices/it/bentley-s-computer-configuration-for-students/>) which represents the power, speed and storage necessary to meet your academic needs. Macs, iPads, Chromebooks and Microsoft Surface Pro Tablets cannot accommodate all software and screen size requirements for your courses and are not recommended. Utilizing these products will put you at a disadvantage in completing your academic coursework.

Bentley advises against using Mac computers due to compatibility issues with Windows-only applications. Many courses, especially those in Accounting, Computer Information Systems, Finance, and general business core courses, require Windows software applications that the macOS does not support. Students with Macs will need to install

additional software to run these applications. Setting up virtualization software on a Mac is costly, time-consuming and requires advanced technical skills.

Bentley offers on-campus warranty, accidental damage protection and non-warranty (for an additional fee) laptop repair services at the IT Help Desk through our partnership with Micros Northeast.

Laptops purchased through Micros Northeast are subject to the terms and conditions of the manufacturer's warranty.

Repair services for Lenovo, Dell, HP and Apple business-class laptops not purchased through Micros Northeast may be covered under the manufacturer's warranty, subject to parts availability from the manufacturer.

Repair services for consumer-class laptops are generally not available through Micros Northeast.

Accidental damage coverage from many vendors, especially Apple, will have coverage limitations based on the type of laptop, damage caused, and number of previous damage incidents. Please review your laptop warranty coverage and the Apple Care+ policy for your specific warranty coverage information.

## IT Helpdesk

For help or questions, please visit the IT support site Bentley Support Central (<https://bentley.service-now.com/bsc/>) and log in with a Bentley email address and password, or email [helpdesk@bentley.edu](mailto:helpdesk@bentley.edu).

For information about various IT topics (including printing, connecting to the wi-fi, setting or resetting passwords, Microsoft 365, the use of AI tools, and more), please visit the IT Main Page (<https://www.bentley.edu/offices/it/>).

## 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 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 EMS courses for international and multilingual students are:

- EMS 102: Critical Reading and Writing for Multilingual Students
- EMS 102L: Critical Reading and Writing for Multilingual Students with Lab
- EMS 105: Multimodal Communication for Multilingual Students

## 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, PowerPoint slides, pronunciation, and conversation enrichment for building fluency.

#### ESOL Center Help Includes:

- Writing: Students can bring course papers at any stage of the writing process for feedback on clarity, organization, and development.
- Presentation Skills: Students can practice presentations with or without PowerPoint slides and receive feedback on their performances.
- Pronunciation: Students can work on their English speaking skills based on feedback and suggested strategies for increasing the clarity, stress, and intonation of their pronunciation.
- Speaking and Conversation Practice: Students can practice speaking about academic issues, current events, and other topics of interest.

*Appointments:* Weekday and evening appointments are available. Students can schedule appointments (<https://bentleyesol.mywconline.net/>) up to two weeks in advance. The ESOL Center offers three types of appointments:

- In-Person Appointments: Students meet with tutors at the ESOL Center (Bentley Library, Lower Level, Room 026).
- Online Appointments: Students meet with tutors through Zoom.
- E-Tutoring Appointments: Students submit their essays to the ESOL Center. A tutor reads the essay, writes feedback, and returns the essay to the student.

For further information about the ESOL Center, please email Kristin Raymond at [kraymond@bentley.edu](mailto:kraymond@bentley.edu).

*Location:* Bentley Library, Lower Level, Room 026

## Health, Counseling, and Wellbeing

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

## Health Center

Confidential healthcare 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 Community Wellbeing and Health Promotion (<https://www.bentley.edu/university-life/student-health/wellness-prevention/>) staff provides programs, confidential services, and skill-building on common health topics and experiences that can get in the way of student success.

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.

## Bentley Care Team

At Bentley, we recognize the diverse challenges our students may encounter during their academic journey. The goal of the Care Team (<https://www.bentley.edu/offices/student-affairs/bentley-cares/>) is to connect students with essential resources and services to effectively navigate personal difficulties. We are a small multidisciplinary group of professional staff members on campus who collaborates across the university to support students.

If you have a non-urgent concern for a Bentley student, we encourage a private, empathetic conversation as a first step. You can enhance this support by referring the student to campus resources or submitting a Care referral. Submissions are reviewed during university business hours typically within 1-2 business days. For emergencies, contact University Police at 781-891-3131 (on-campus) or dial 911 (off-campus). The Care Team plays a secondary role to all urgent circumstances and should be contacted only after initial emergency notifications are made.

If you are unsure whether to submit a Care referral, please review the rest of the information on this website. During business hours, you may also contact the Associate Director of Support Services at 781-216-7115 or the Office of Student Development, Conduct & Care at 781-891-2161.

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

## 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, and 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. Students should refer to the Academic Calendar to identify the specific deadlines for a given term.

## 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 a student chooses to drop a course due to a schedule change by the university, their entire tuition for that course will be refunded or credited, if applicable. If the dropped course was the student's only registered 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://www.parchment.com/u/registration/33514/institution/>) online. There is a \$5.00 fee for each transcript. Students have access to their unofficial transcripts through their Degree Works Audit.

## Student Accessibility Services

Bentley University is committed to offering an accessible, equitable, and inclusive learning environment for all students with disabilities. Housed in the Office of Student Success (<https://www.bentley.edu/offices/student-success/>), Student Accessibility 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 Disorder
- 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 Student Accessibility 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 Student Accessibility Services, students are encouraged to send a copy of their documentation via email to Stephanie Segalini ([ssegalini@bentley.edu](mailto:ssegalini@bentley.edu)) ([sbrodeur@bentley.edu](mailto:sbrodeur@bentley.edu)), Steph Bohler ([sbohler@bentley.edu](mailto:sbohler@bentley.edu)), and Katie Johnson ([katiejohnson@bentley.edu](mailto:katiejohnson@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/student-accessibility-services/documentation/>) as well as general information.

## 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/>) and nurtures such growth through a wide variety of programs and services, both in and out of the classroom.

## 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 (<https://www.bentley.edu/university-life/housing-dining/>).

## 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 program (<https://bentleyfalcons.com/>) is designed to meet the needs of virtually every student.

## Undergraduate Academic Advising

Undergraduate Academic Advising (<https://www.bentley.edu/offices/student-success/undergraduate-academic-advising/>) partners with students to develop their individual academic and personal goals as well as the skills and steps necessary to attain them. Supporting the

University's commitment to a transformative Bentley education and learning experience for all students, advisors offer individual and group advising meetings, programs, and appropriate referrals to assist students with the following:

- course selection and scheduling
- short- and long-term academic planning
- major and minor exploration and decision-making
- academic adjustment and acclimation assistance
- social, emotional, and well-being support

Students are assigned a professional advisor throughout their time as an undergraduate student. While encouraged to meet with their advisor, students are welcome to meet with any professional advisor. Students can identify their assigned advisor in Workday and can view the entire team here: Undergraduate Advising Team (<https://www.bentley.edu/offices/student-success/undergraduate-advising-team/>). Undergraduate Academic Advising also has drop-in hours which are hosted by peer academic advisors and are intended to be 10-15 minutes long to answer less complex, quick questions.

Connecting with Undergraduate Academic Advising:

- Schedule an appointment (30 minutes) with an academic advisor using the online appointment system found in Workday.
- Stop by Drop-in Hours in Jennison 336 (during scheduled times).
- Email your advisor or [UndergraduateAdvising@bentley.edu](mailto:UndergraduateAdvising@bentley.edu).
- Call us at 781-891-2803.

## Financial Information

- Tuition and Fees (p. 157)
- Financial Aid (p. 158)

## Tuition and Fees

### Tuition and Fees

Tuition and fees for the 2025-2026 year will be available on the Student Financial Services website (<https://www.bentley.edu/offices/student-accounts/billing-payment-info/>).

### Commitment Deposit (Nonrefundable)

#### New U.S. Students and International Students

Undergraduate Residents	\$1,000
Undergraduate Commuter	\$500

### Room and Board

Although payable by semester, room charges are for the entire academic year. If a student agrees to the Housing and Meal Plan Contract and moves into housing, the student is obligated to pay for the entire academic year of housing, as long as the student is 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 (<https://www.bentley.edu/university-life/housing-dining/>). 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 full academic year will not require the permission of the Director of the Residential Center or their designee to terminate their housing contract.

If a student submits a Contract Release Form after the release date outlined in the housing contract, the Director of the Residential Center or their designee will make a determination regarding the request after it is received. If the request is declined, then a student has 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 the student of the committee's decision via email to the student's Bentley University email account. If the request is approved, the housing assignment will be pro-rated and the student will pay a contract release fee. Questions regarding the process should be emailed to [housing@bentley.edu](mailto:housing@bentley.edu).

### Other Expenditures

On average, it is estimated that undergraduate students will spend \$1,200 on books and supplies during the academic year (see the Cost and Billing (<https://www.bentley.edu/offices/financial-assistance/cost-and-billing/>) page for more information). 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 first-years are not allowed to park their vehicles on campus without permission. Information about parking and permits can be found on the Parking and Driving (<https://www.bentley.edu/offices/university-police/parking-and-driving/>) page.

## Bentley University Payment Plan and Payment Options

Bentley University has developed a payment plan which allows students to split up their balance owed on their student account over a maximum of four payments for a nominal fee of \$35. More information can be found on the Payment Options (<https://www.bentley.edu/offices/student-accounts/payments/>) page.

## 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 at Workday Student Resources (<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 GradGuard Tuition Insurance (<https://gradguard.com/tuition/>) or call 877-794-6603.

## Student Financial Services Billing and Collection Policy

Student Financial Services is responsible for billing and collecting fees for tuition, housing, meal plans, health insurance, parking violation fines, and any other application charges.

Our goal is to work with students and parents to resolve outstanding balances. We understand that students and their families may experience financial difficulties and it is important for those types of issues to be communicated to our office at an early stage. Bentley University offers payment plans to assist with the budgeting of the cost of education. We urge students and/or parents to contact our office prior to the due date of the bill to discuss any financial concerns that they may have. The earlier the issue is discussed, the more tools we have to assist students in resolving the situation.

Bentley University recognizes that employers may pay some costs on behalf of students/employees. These agreements are made between the student and their employer and are not contractual agreements with the University. We do not bill companies/employers for student tuition.

Students are expected to pay the balance due at the time of registration or by the due date for the semester.

- Bentley University does not accept foreign checks under \$250.
- Bentley University does not accept foreign currency traveler's checks.
- It is the student's responsibility to update Bentley University of address changes.

Each semester, all students are required to agree to the "Terms and Conditions of Payment Obligation" form prior to the start of classes.

If the balance is not resolved by the due date, a financial hold will be placed on the account. This financial hold will prevent students from registering for classes, changing their course schedule, participating in senior week activities, the graduation ceremony and from obtaining diplomas. If applicable, the student may also be required to move out of housing.

Also, accounts with unresolved balances are subject to late payment fees of \$100.00 each. If a balance remains unpaid the account will be assigned to the Bentley University Collection Department. If an acceptable payment arrangement cannot be reached, the account will be assigned to a collection agency. There are several consequences that accompany that action:

- The account will be reported in a default/collection agency status to the credit bureaus. This may prevent the student from obtaining credit in the future.
- The student will be assessed collection fees between 25% and 50% and possible legal fees in addition to the outstanding balance owed to Bentley University.
- Any future classes that the student plans on taking at Bentley University must be prepaid (in full) via certified funds.

## Financial Aid

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.

## 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.

## Gift Aid

### 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 annually, as well as submit federal tax documents. The CSS PROFILE may be required in future years, only upon request by Student Financial Services. The FAFSA and CSS PROFILE are typically available 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 Student Financial Services 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 and Vermont. Each state has its own application procedure and deadline that needs to be followed for eligibility. Not all states have this type of program.

## Loans

### 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 (part of Student Financial Services) coordinates the university's student employment program and will assist you throughout the process. Students apply for open positions through an online system. On-campus wage rates start at \$15.00 per hour and students generally work 8 to 10 hours a week. Students may not exceed 20 hours per week during periods where classes are in session. Students receive a biweekly paycheck with an option for direct deposit into their bank account. Earnings are not credited to student accounts.

**Federal Work-Study (FWS)** is a need-based financial aid program that provides funds to allow students to work on campus to help defray college expenses. Students are not obligated to use their FWS eligibility and, because jobs on campus are limited, a job is not assigned or guaranteed.

**The Bentley Work Program** allows students who were not awarded FWS as part of their financial aid package the opportunity to search for on-campus employment once all FWS-eligible students have had adequate time to find employment. This typically happens after the mid-point of the fall term, but can vary from year to year.

## Applying for Financial Aid

At Bentley, parents and students are asked to complete both the Free Application for Federal Student Aid (<https://studentaid.gov/h/apply-for-aid/fafsa/>) (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. The Student Financial Services website (<https://www.bentley.edu/offices/student-financial-services/applying-aid-prospective-students/>) also 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 a student aid index from both the parents' and the student's income and assets. The difference between the estimated cost of

attendance (COA) and student aid index (SAI) 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 using 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. Academically-based scholarships also go toward meeting students' need-based eligibility.

**First-year and transfer students** should review the Bentley Application Instructions for Prospective Students (<https://www.bentley.edu/offices/student-financial-services/applying-aid-prospective-students/>).

**Continuing students** should review the Bentley Application Instructions for Current Students (<https://www.bentley.edu/offices/student-financial-services/current-students/>).

## Financial Aid Checklist

- Free Application for Federal Student Aid Form (<https://studentaid.gov/h/apply-for-aid/fafsa/>) (FAFSA) (complete online).
- CollegeBoard CSS Profile (<https://cssprofile.collegeboard.org/>) (first-year applicants, 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 on the Undergraduate Resources (<https://www.bentley.edu/offices/student-financial-services/current-students/>) page. 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. Please note, a FAFSA must be submitted to generate a checklist.

## Bentley University Codes

- CSS PROFILE: 3096
- FAFSA: 002124

## 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. Students are eligible for institutional aid for up to 8 terms or until they meet their degree requirements, whichever comes first.

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.

## 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. Loans cannot be disbursed until promissory notes are completed and loan counseling requirements are met. For more information, please visit Student Financial Services (<https://www.bentley.edu/offices/student-financial-services/>).

## 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 the student has completed 30 percent of the semester, the student 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, they are 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 they must return, the student (or the student's 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, they do not have to return the full amount. The law provides that they are 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 their financial aid and the removal of those funds from their account creates a balance due, the student will be billed for this balance.

## 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 Student Financial Services 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 Student Financial Services 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 Student Financial Services 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 institutional aid if they are eligible and 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 Assistant Dean of Academic Achievement & Access. 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.

## Outside Aid

The federal government requires students to inform Student Financial Services 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 Student Financial Services 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.

## 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 Student Financial Services with any questions.

## Veterans' Benefits

All U.S. veterans and individuals currently in military service should register with the veterans' coordinator in Student Financial Services 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

Student Financial Services, 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 Student Financial Services website (<https://www.bentley.edu/offices/student-financial-services/>). Email inquiries to [sfs@bentley.edu](mailto:sfs@bentley.edu).

## 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 (<https://www.bentley.edu/offices/registrar/student-catalogues/>) for additional information.

## Academic Engagement/Attendance Policy

There is a strong positive relationship between class attendance and participation and academic success. Students are expected to maintain academic engagement by attending and/or participating in all classes. Students are responsible for the work and deadlines associated with class assignments. There is no university-wide class attendance policy, but individual instructors are encouraged to set attendance requirements for their courses in the class syllabi.

### Verification of Participation

Students are expected to be on campus and participating in classes beginning on the first day of each term. In compliance with federal guidelines, students who do not attend or engage academically in any courses during the first week of class will be designated as a "no show" and will be dropped from all courses.

### Late Arrival/Enrollment

Students are expected to be enrolled and participating in courses by the end of the add/swap period. Students will not be added to any courses after the add/swap deadline, unless approved by the relevant department chair. Students may be administratively dropped from any in-person or hybrid course, including those courses for which they are already registered, if they have not started attending by the first class following the end of the add/swap period.

### Administrative Withdrawal

Students are expected to be engaged and active participants in class throughout the term. Faculty are expected to outline the attendance and participation expectations for students in the class syllabus. An enrolled student may be administratively withdrawn after a prolonged period of absence or nonparticipation. Examples of prolonged periods of nonparticipation are listed below, but faculty may define a prolonged period of nonparticipation differently in the syllabus.

- Two or more consecutive weeks of nonparticipation during a semester-long course; or
- Nonparticipation in two consecutive class meetings or assignments during an abbreviated session (e.g., more than one week but less than a traditional semester); or
- Nonparticipation in any single class meeting during a course that is one-week or shorter (e.g., executive format courses, courses in Winter session or May Intensive sessions).

If it is determined that an administrative withdrawal is in the best academic interest of the student, the student will be administratively withdrawn from their class(es) and a notification of this decision will be sent to the student's university email. Students may appeal the administrative withdrawal decision to the Committee on Academic Policy Exceptions Review within 3 business days. Students remain

liable for any tuition costs related to the administratively withdrawn course(s). An administrative withdrawal could impact the student's financial aid eligibility or account status at Bentley. Students who have extenuating circumstances may appeal using the Tuition Refund Application (<https://d2f5upgbvbx8pz.cloudfront.net/sites/default/files/inline-files/Fillable%20Tuition%20Refund%20Application%20Updated%20AY2022-2023%20updated%2010%2006%2022.pdf>).

## 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.

### 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.

### David A. Fedo Award for Exceptional Contributions to the Arts and Sciences

Established in 1991, this award was named in honor of David A. Fedo, the former Associate Dean of Liberal Arts (1980-1990), to recognize students who demonstrate outstanding leadership and dedication to the Bentley community. Recipients are selected through a nomination process.

### Robert J. Weafer Award for Undergraduate Academic Excellence

The Weafer Award is awarded to the undergraduate degree candidate(s) who earned the highest Bentley GPA of students graduating in that academic year (i.e., summer, fall, and spring). The student must earn at least 90 credits at Bentley and graduate with a degree in a business discipline. In the event that there are more than one students who have the highest GPA, both students will receive the award.

## Academic Integrity

Bentley students and faculty are held to the highest standards of ethical behavior and moral conduct. Faculty are expected to adhere to Bentley's Ethics policy and the ethics conventions of their disciplines. Each student is expected to abide by the Honor Code and to become familiar with the entire academic integrity system.

### The Bentley Honor Code

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.

## I. Academic Integrity System Structure

**Academic Integrity Council** consists of at least five faculty volunteers selected by the Director of Academic Integrity and approved by the Nominations Committee, as well as a graduate student and an undergraduate student designated by their respective student government associations. The Academic Integrity Council reviews the state of academic integrity in the Bentley community; advises the Director of Academic Integrity on the process and procedures of the Academic Integrity System; and recommends Faculty Manual revisions as appropriate. A faculty member of the council serves as chair when an Academic Integrity Hearing is required.

**Director of Academic Integrity** is appointed by the Provost; works with academic departments and the student organizations to implement proactive education and prevention related to issues of academic integrity; reports to the Provost; oversees the academic integrity process to ensure its adherence to the spirit and letter of Bentley's Academic Integrity System; and consults frequently with faculty, students, and the Academic Integrity Council. When necessary, the Director organizes hearings and stores Academic Integrity Incident Reports (the only official record). In the event of an integrity case filed by the Director, the provost appoints a temporary Director. The Director is also responsible for ensuring that new Bentley faculty members are familiar with the Honor Code and Academic Integrity System.

## II. Faculty and Student Responsibilities and Rights in the Academic Integrity System

### Faculty Responsibilities and Rights

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 coursework 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 report is finalized.

### 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 report should be submitted. 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. In the case of an alleged Level I or Level II violation, if the student(s) does not agree that a violation has taken place, the Director will schedule a hearing.
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), the faculty member implements the proposed sanction(s) only after the report has become an official record in

the office of the Director. Unless the student has a prior violation on record, no hearing is required. If, however, new information becomes available, the Director has the option of scheduling a hearing.

- b. For a Level II violation, if the student agrees to the proposed sanction(s) no hearing is required unless the student has a prior violation on record. The faculty member implements the proposed sanction only after the Academic Integrity Council reviews and approves the sanction. Proposed sanctions that are more severe than a majority of Academic Integrity Council members believe are appropriate will require a hearing.
  - c. For Level I and Level II violations, if the student does not agree to the sanction(s) and/or on the nature of the violation, the Director will schedule a hearing.
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 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, who is a member of the Academic Integrity Council, 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 Honors 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.
  - a. 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.
  - b. 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.
  - c. 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.

d. The Provost, or a designee, will inform the Director of the outcome of any student appeal.

e. The Director will notify other university officials as necessary.

## Academic Standing

Bentley assigns undergraduate students an academic standing at the end of each fall and spring term in which a student is enrolled in classes at Bentley.

### Academic Standing: External Reporting

Students having completed one semester at Bentley with a grade point average (GPA) of 1.80 or higher will be reported, upon a student's request or as required by law, to other institutions of higher education and other interested parties as being in **good academic standing**. Students with a cumulative GPA of 2.00 or higher who have completed two or more semesters at Bentley will be reported to external parties as being in **good academic standing**.

Students having completed their first semester at Bentley with a GPA below 1.80 and students having completed two or more semesters at Bentley with a cumulative GPA below 2.00 shall be reported externally as **not in good academic standing**.

### Academic Standing: Internal Definitions

Internally, Bentley University further differentiates Academic Standing to help identify students for the purposes of supporting student learning and as part of its requirement to maintain minimum academic standards.

Bentley recognizes four types of academic standing based on student performance:

1. **Good Academic Standing** – Students in Good Academic Standing have a cumulative GPA sufficient to graduate and show consistent success in the term under review. New students enter the university in Good Academic Standing.
2. **Academic Concern** – Students in Academic Concern remain in Good Academic Standing but have a cumulative GPA and/or inconsistent performance in the term under review that suggests that they may be at some risk of falling out of Good Academic Standing.
3. **Academic Recovery** – Students in Academic Recovery have a cumulative GPA and/or performance in the term under review that indicate they are experiencing academic difficulties. Students in Academic Recovery may benefit from a higher level of support to help them meet their academic goals.
4. **Academic Separation** – Students in Academic Separation have experienced academic difficulties over one or more terms and there is concern that the student is unable to achieve consistent academic success at this time. Students in Academic Separation are required to suspend their studies at Bentley for a minimum period of one year (including one fall semester and one spring semester). Bentley remains committed to supporting students in Academic Separation with their long-term goals of academic success and degree completion. Students in Academic Separation are strongly encouraged to work with their academic advisor or student success coach during their time away from Bentley to discuss appropriate introspection, self-reflection, personal development, and preparation activities during their time away from Bentley. Before being approved to resume their studies at Bentley, students in Academic Separation

must demonstrate their ability to achieve consistent academic success at Bentley if approved to resume their studies at Bentley.

Undergraduate students at Bentley shall be considered in Good Academic Standing if they meet **all** the following criteria:

- They have a cumulative GPA of 2.00 or higher (1.80 GPA or higher after their first semester at Bentley)
- They earn no failing (F) grades in credit-bearing courses in the term under review
- They earn not more than one grade in the D range (D+, D, or D-) in credit-bearing courses in the term under review

Students in Good Academic Standing in the term under review shall be placed on Academic Concern if they meet **any** of the following criteria:

- They have a cumulative GPA between 2.00 and 2.19 (between 1.80 and 2.19 GPA after first semester at Bentley)
- They have a semester GPA below 2.00 in the term under review
- They earn one failing (F) grade in a credit-bearing course in the term under review
- They earn two grades in the D range (D+, D, or D-) in credit-bearing courses in the term under review

Students in Good Academic Standing in the term under review shall qualify for review by the Committee on Academic Standing (CAS) to determine whether Academic Recovery or Academic Separation is warranted if they meet **any** of the following criteria:

- They have a cumulative GPA lower than 2.00 (lower than 1.80 after the first semester at Bentley)
- Two or more failing (F) grades in credit bearing courses in the term under review
- One failing (F) grade and one or more grades in the D range (D+, D, or D-) in a credit-bearing course in the term under review
- Three or more grades in the D range (D+, D, or D-) in credit-bearing courses in the term under review

Students (1) who began the term under review in Academic Concern or Academic Recovery, (2) who are unable to qualify for Good Academic Standing based on the criteria above, or (3) who are unable to meet the conditions of their academic standing, are subject to further review by CAS and may be candidates for Academic Recovery or Academic Separation.

## Committee on Academic Standing (CAS)

Potential outcomes from review by CAS include a change in academic standing to Academic Concern, Academic Recovery, or Academic Separation. As a result of a change in academic standing, CAS typically directs students to fulfill one or more of the following:

- Meet with an assigned academic advisor or student success professional
- Achieve passing grades in all credit-bearing courses in their next term
- Achieve a semester GPA of 2.00 or higher in their next term
- Maintain, achieve or demonstrate significant progress toward a cumulative GPA 2.00 or higher
- Enroll in and successfully complete specific courses
- Enroll in and successfully complete the Strategies for Academic Success (SAS) or similar student success course

- In the case of Academic Separation, suspend their studies at Bentley University for a period of at least one year (including one fall semester and one spring semester) and seek authorization to resume their studies (as described below)

## Notes on CAS Practices

Every effort is made to identify students who are subject to review by CAS in advance of CAS's convening to determine academic standing. Identified students are offered support in writing a statement that describes their experiences in the term under review and the challenges they faced, and that presents their plan for success in the term to come. Students are encouraged to provide relevant documentation that can support their letter to CAS where appropriate. CAS considers this information, along with other data, to determine the appropriate academic standing and associated conditions for students to meet in the future.

The first semester in which a student qualifies for review by CAS is likely to result in the student being placed in Academic Recovery. However, CAS is empowered and has discretion to determine whether Academic Separation is in the best interest of the student on a case-by-case basis, including during the first semester in which a student qualifies for review by CAS.

Students who qualify for review by CAS may choose to voluntarily suspend their studies by taking a voluntary academic leave of absence, if they believe that time away from Bentley is in their best interest. Students taking a voluntary academic leave of absence after qualifying for review by CAS are expected to suspend their studies at Bentley for a minimum of one year (including one fall semester and one spring semester) and must seek authorization to resume their studies utilizing the same process described below following Academic Separation.

CAS may, at its discretion, consider any Incomplete grade (I) as a failing grade (F) in determining a student's eligibility for review and in determining what standing and associated conditions are in the best interest of the student.

CAS meets after each fall semester and spring semester to assign student academic standings. CAS can delegate its authority to assign academic standings of Academic Concern or Academic Recovery, with associated performance requirements, to appropriate university officials when it is determined that a student qualifies for such standing after the full CAS has met following a given semester (e.g., as a result of late grades or grade changes).

## Academic Separation

Students on Academic Separation are required to suspend their studies at Bentley for a minimum period of one year (including one fall semester and one spring semester). The rationale is to provide students with sufficient opportunity for introspection, self-reflection, personal development, and preparation without risk of damage to their academic record. Bentley remains committed to supporting each student in Academic Separation with their long-term goals of academic success and degree completion. Students are encouraged to find productive ways to spend their time away, based on their individual needs. Students are also strongly encouraged to meet with their assigned academic advisor or student success coach throughout their time away from Bentley to discuss appropriate self-reflection, learning, personal development, and preparation activities during their time away from Bentley so that they can achieve consistent academic success at Bentley if approved to resume their studies at Bentley.

Academic Separation is intentionally designed as a temporary break from a formal educational experience. Students are expected to suspend their



studies to engage in introspection, self-reflection, personal development, and preparation to return to a formal educational experience. Students on Academic Separation, therefore, may not automatically earn transfer credit at Bentley for courses taken at other educational institutions while on Academic Separation.

Students on Academic Separation who believe that taking courses (usually at a part-time basis) at another educational institution may support their personal growth and preparation to return to Bentley may work with their assigned advisor to request that they be able to receive transfer credit for such coursework. If the student's plan for coursework is approved, the university will inform the student, in advance, whether specific courses are eligible for credit at Bentley upon their approved return to Bentley. No official notation or change of the student's academic transcript will be made until such time as the student is approved to return to Bentley. All requirements and expectations for transfer credit evaluation, as defined in the Course Away Policies and Guidelines (<https://www.bentley.edu/offices/registrar/course-away/>) and any other relevant policies or processes, apply. Courses that have not received pre-approval are ineligible for transfer credit.

The deadline for submitting a request to resume studies is March 15 for a fall term return and October 15 for a spring term return, though students are encouraged to communicate their goals for return to studies with their academic advisor or success coach well in advance of these dates. Requests to return received after these deadlines may not be considered for such term and may instead be considered for the next available fall or spring term.

To request authorization to resume studies, students will provide a statement and supporting documentation to CAS that describes their activities while away from Bentley, demonstrates how they have overcome obstacles they have faced in the past, explains what they have learned from their experiences, and presents a detailed plan for consistent success in their Bentley coursework moving forward. Students' academic advisor or success coach can provide students with support in drafting and submitting their request to resume studies.

## Appeals Process

Students may request an appeal of their change in standing within four (4) business days of their placement on Academic Separation. Appeals are reviewed by the Dean of Business and the Dean of Arts and Sciences or their designees. Please note that bases for appeal are strictly limited. Appeals must present either:

1. New information that was unavailable at the time CAS met that could substantially and materially affect the decision by CAS; or
2. Evidence of an error or misapplication of university policy (e.g., substantiated bias, material deviation from established policy or procedure).

Please note that a student's failure to provide relevant details, context, or information in a letter or statement to CAS prior to CAS's meeting will not be considered "new information" and is, thus, not grounds for an appeal.

## Additional Notes

Financial aid applicants must also be aware of satisfactory academic progress (SAP) standards set in accordance with federal regulation. More information on SAP policy can be found in the University Catalog (p. 158). Merit scholarship recipients should refer to their admission letters for their specific scholarship requirements. Undergraduate students who

have questions or concerns about meeting their enrollment or cumulative GPA requirements can contact Student Financial Services.

Members of varsity sport programs are required to meet progress toward degree credit requirements and maintain minimum overall GPA requirements set forth by the NCAA. Further clarification on these requirements can be found in the Student Athlete Handbook ([https://bentleyfalcons.com/documents/2024/6/11/2023-24\\_Student\\_Athlete\\_Handbook.pdf](https://bentleyfalcons.com/documents/2024/6/11/2023-24_Student_Athlete_Handbook.pdf)).

International students should be aware of the potential impact of academic status change on their immigration status. The Center for International Students and Scholars (<https://www.bentley.edu/offices/center-international-student-scholars/>) is available as a resource.

## Advanced Standing Program Policy

Students enrolled in an Advanced Standing program at Bentley University take up to four graduate courses that are shared between their undergraduate and graduate degrees.

If a student decides to discontinue an Advanced Standing Program, they should consider the following:

- Enrolled students can choose to discontinue their Advanced Standing Program at any point. Although students cannot typically re-enter the same Advanced Standing program, under special circumstances they may petition the program director to rejoin it.
- Students have the option to reapply to another Advanced Standing Program once they discontinue their original program. Acceptance to the new Advanced Standing Program is not guaranteed.
- Students switching from one Advanced Standing Program to another may not exceed a total of four graduate courses between programs.
- Discontinuing an Advanced Standing Program will terminate future program fees. However, students remain liable for previously assessed program fees.
- If a student discontinues an Advanced Standing Program during their undergraduate degree and has not yet completed four graduate courses, they may qualify to do a blended term during the last semester of senior year (fall or spring semesters only). Blended term courses may be eligible to be applied to a future graduate program, subject to the blended term rules (p. 144).
- If a student discontinues an Advanced Standing Program during their undergraduate degree program but is still interested in graduate study, the student may apply in their senior year to a graduate program through the Office of Graduate Admission (<https://www.bentley.edu/graduate/>).
- Graduate courses taken as an undergraduate student through an Advanced Standing Program will count toward the undergraduate degree but may not count in any graduate program other than the original Advanced Standing Program. This rule applies even if the student discontinued the Advanced Standing Program while an undergraduate. However, courses taken through an Advanced Standing Program may be used as pre-requisites or as a justification for substitutions in a new graduate program.

## 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.

- Courses must be approved in writing by the Registrar's Office in advance of the course being taken.
- Students take courses elsewhere at their own risk. Bentley University 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 (<https://www.bentley.edu/offices/registrar/>) for deadlines and special instructions.)
- The Registrar's Office 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 a Course Away request to the Cronin Office of International Education for review.
- Course and Major Focus Communication Intensives may not be transferred to satisfy this requirement.
- 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.
- 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: transfer credits completed through Course Away are designated with a grade of (TR). These credits may apply toward your degree per academic policy, but are not included in the calculation of the student's GPA.
- Course Away grades do not count towards the calculation of a student's GPA

- 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, 175 Forest Street, Waltham, MA 02452.

More information is available on Course Away Policies and Procedures (<https://www.bentley.edu/offices/registrar/course-away/>) through Undergraduate Academic Services.

## 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 coursework, 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.

### Winter Course Overload Policy

Undergraduate students may only register for, and take, one Bentley course during the winter session period in December/January. Due to the compressed workload inherent in these intensive courses, students are strongly discouraged from taking additional courses outside of Bentley during the winter break.

## 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.

## Credit Hour Policy

As an institution of higher education, Bentley University is responsible for determining and upholding standards related to the awarding of credit hours for student work consistent with national standards. We do this by ensuring:

- Bentley awards academic credit in the unit of credit hours. Each credit hour is measured by the amount of work represented in intended learning outcomes and verified by evidence of student achievement consistent with commonly accepted practice in postsecondary education. This reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week.
  - For example, three-credit, 14-week courses typically meet for 160 minutes of classroom or direct faculty instruction weekly, and 320 minutes out of class student work is assigned each week for fourteen weeks per semester.
- Winter and summer terms offer accelerated courses, and the schedule is adjusted to meet the above standards.
- Asynchronous courses require an equivalent amount of instruction and coursework, i.e., a total of 112 engagement hours per three-credit course. As asynchronous courses do not have the same distinction between in-class time and out-of-class time, instructors must ensure that overall course expectations, such as readings, lessons, activities, and assessments, fulfill this policy.
- These standards hold for other academic activities as established by the institution including laboratory work, internships, directed studies, tutorials, practica, service learning, and other work where academic credit is awarded. In particular,
  - For Undergraduate Students:
    - For one-credit internships, a minimum of 40 hours of professionally appropriate engagement over at least four weeks in the internship is expected, and a minimum of four hours providing course deliverables is expected.
    - For three-credit internships, a minimum of 120 hours of professionally appropriate engagement over the semester is expected, and a minimum of 12 hours providing course deliverables is expected.

- For Graduate Students:
  - All graduate internship policies at minimum meet the engagement hours defined in the undergraduate section above. For specifics of each graduate program, please review the internship requirements in the Graduate Catalog.

## Final Exam Policy

If a student has three final examinations scheduled on the same day, the student has the option to work with all three faculty members to find one to reschedule. If no faculty member agrees to an alternative agreeable to the student, then the middle exam must be rescheduled. Students must request rescheduling at least two weeks prior to the scheduled examination time.

## Grading Standards

### Grading System

#### Course Grades

Academic performance is officially recorded on an academic term basis in letter grades and quality points. Passing grades that range from D- (0.7) to A (4.0) earn quality points; failures are recorded as F and earn no quality points.

What follows is the grading rubric for undergraduate courses. The ranges in the "Numerical Equivalent" column apply to the letter grade unless specified otherwise in the course syllabus.

#### Standard Grading

Grade	Quality Points	Numerical Equivalent
A	4.0	95 to 100
A-	3.7	90 to less than 95
B+	3.3	87 to less than 90
B	3.0	83 to less than 87
B-	2.7	80 to less than 83
C+	2.3	77 to less than 80
C	2.0	73 to less than 77
C-	1.7	70 to less than 73
D+	1.3	67 to less than 70
D	1.0	63 to less than 67
D-	0.7	60 to less than 63
F	0	Less than 60

#### Pass/Fail/D Grading

Grade	Quality Points	Numerical Equivalent
P (Pass)	None*	70 or higher
D+	1.3	67 to less than 70
D	1.0	63 to less than 67
D-	0.7	60 to less than 63
F	0.0	Less than 60

\*Does not factor into GPA

#### 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. 168) in this catalog.

**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 October 1 and for fall semester courses by March 1.

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.

**TC/TR** – “Transfer Credit” indicates credit earned at another accredited institution, either prior to matriculation or through Course Away. Transfer courses must have a minimum grade of 2.0 (C) or equivalent to be accepted. Transfer credit earns no grade points in the computing of the grade point average.

**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.

### 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 coursework 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, the table below reflects Flex Falcon's semester grades:

Course Grade	Semester Hours	Quality Points
A- (3.7)	3	11.1
B (3.0)	3	9.0
C+ (2.3)	3	6.9
F (0.0)	3	0.0
I = Incomplete	Not Counted	N/A
P = Pass	3	N/A
Totals:	12	27

To calculate Flex's GPA, divide the total number of quality points by the total GPA credits for the term. Flex's semester GPA is 2.25. To calculate their cumulative GPA, students should take the the total GPA credit hours from undergraduate Bentley courses and dividing by the total quality points from all terms.

### 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://www.parchment.com/u/registration/33514/institution/>) 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+	Senior

### 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 in course listings.
- 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 either when required work, which can be made up, is not completed by the end of the semester, or when a student's course grade cannot be determined due to an outstanding academic integrity issue.

Faculty should not issue an incomplete grade without an agreement with the student as described below. In rare cases in which a student is unavailable to commit to the agreement due to extenuating circumstances, the Office of Student Success or the University Registrar can support faculty in determining if an incomplete grade is appropriate.

Before submitting an incomplete (I) grade in Workday, faculty members must register an incomplete grade agreement via the Registrar's electronic form. This agreement must include:

- the work due,
- due date(s) for the work, and
- method for submission of the work.

## Incomplete Grade Requirements

- It is the student's responsibility to ensure that they meet all elements of the incomplete agreement.
- Faculty may grant an incomplete grade when a student experiences unforeseen and extraordinary circumstances at the end of the semester.
- An incomplete grade is appropriate only if a student has consistently demonstrated course engagement and passing academic work prior to the request for an incomplete.
- Faculty must not issue an incomplete grade when the student needs to attend and repeat most of the course.
- Faculty must not issue an incomplete grade to allow a student the opportunity for grade improvement or extra credit not available to all students in the course.
- Faculty must issue an incomplete grade when an incident report of a potential academic integrity violation has been filed with the Office of Academic Integrity but a final resolution for the case cannot be achieved before the time that grades are due for the semester.

## Due Dates

Faculty members have the discretion to set a reasonable deadline by which outstanding coursework must be submitted, provided that the permanent course grade is submitted in accordance with the dates below.

Note: students typically benefit from completing their outstanding work as quickly as is reasonably possible, limiting its potential interference with other responsibilities, including academic work from the following semester. Therefore, faculty are encouraged to work with the student to determine the shortest appropriate time for completion of outstanding work.

- A permanent course grade from an incomplete grade submitted in the fall or winter term must be issued no later than March 1 of the subsequent spring semester.
- A permanent course grade from an incomplete grade submitted in the spring or summer term must be issued no later than October 1 of the subsequent fall semester.

***An incomplete grade, for which a permanent course grade is not issued within the required period will automatically convert to a failing grade.*** Individual faculty members do not have the authority to extend the completion deadline for an incomplete grade past the dates specified above.

## Additional Considerations

Additional information on incomplete grades is available on the University Registrar's website (<https://www.bentley.edu/offices/registrar/student-resources/>).

## Grade Changes

Once a final grade is submitted by a faculty member, the grade is considered part of the student's permanent academic record. Submission of coursework after the conclusion of the academic term is not permitted unless it is part of a pre-approved incomplete grade agreement made

between the student and instructor in accordance with university policy. Per the Final Grade Dispute Policy, students who wish to dispute a final grade must contact their instructor within 30 days.

## 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 Business Dynamics 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.

## 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**.

## Internships

**Tuition: All internships that are approved for credit will be assessed tuition.** Internship courses are subject to all tuition refund deadlines, as well as the deadline policies for add, swap, drop, and withdrawal.

### One-Credit Internship Opportunity

The **one-credit internship course** allows undergraduate students to earn one academic credit for internship work experience completed during the summer, fall, or spring. The student must complete a minimum of 45 hours of work at the internship over the span of at least four weeks in order 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 decide to take this class as a business (ID 209) or arts and sciences (ID 210) elective.

In order to be approved for this course, the student must fill out an online form (<https://forms.office.com/Pages/ResponsePage.aspx?id=rr4wkPw8iEep4hMCBP8fEDUM3wYKBN5Mvfo2IDMYt0ZURFZXMK8zWEo0VFBW>) through the undergraduate course catalog. Once submitted, the student's form will be reviewed by the Associate Dean of Business or the Associate Dean of Arts and Sciences, depending on how they want the credit to count in their degree audit. Students must apply no later than the add/drop period of the academic semester during which the internship takes place. Credit will not be granted retroactively. Upon approval, the Associate Dean will assign the student a professor who will oversee the academic work associated with the internship and assign the student a grade of Satisfactory or Unsatisfactory.

### Three-Credit Internship Opportunity

Student eligibility for three-credit internships:

- Third year or fourth year level standing—see department guidelines for specific course prerequisites
- Minimum GPA of 3.0 (Finance 2.7 and XD is 3.3)

- Approval of departmental internship coordinator prior to acceptance of internship

Course requirements vary by department, but usually include weekly journals, a term paper, and meetings with the internship coordinator. Minimum work hours are established by individual departments, ranging from a minimum of 12 hours per week for 12 weeks to 35 hours per week for fall, spring, or summer terms. Internships last for one semester only, or through the full summer term, and end at the close of the semester.

**Maximum credits:** Students may pursue a maximum of two 3-credit internships during the undergraduate program. Only one internship (3 credits) can be used in the major field of study.

**Registration:** Students must be registered for an internship by the Registrar's Office. Departmental documents approving a student for an internship for credit must be submitted no later than the last day of the third week of classes in the fall or spring semester. *A late add of an internship for credit is not permitted.*

Students who are pursuing a summer internship for credit must be registered for the course no later than the first day of the undergraduate summer term, not including the May intensive session. Departmental internship coordinators can be found here (<https://www.bentley.edu/offices/academic-services/advising-directory/>).

Not all internships are considered credit-worthy, and not all students qualify to pursue an internship for credit. It is important that you meet with the appropriate internship coordinator to determine what sort of internship opportunity is available to you. The Pulsifer Career Center (<https://www.bentley.edu/offices/career-development-support/student-internships/>) can also provide you with resources to help you find a suitable internship.

## Leave of Absence/Withdrawal 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/offices/registrar/student-catalogues/>). For any questions, please email [LOA@bentley.edu](mailto:LOA@bentley.edu).

## Online Course Policy

Online courses are defined as courses in which the primary delivery modality of content is outside of a physical classroom (asynchronous remote, synchronous remote, and hybrid/high-flex).

All undergraduate students are eligible to enroll in online courses in the summer (including May intensive) and Wintersession. In the fall and spring terms, undergraduate students, other than exchange students and those participating in study abroad programs, may enroll in online courses as long as they meet the following eligibility criteria:

- Students admitted to Bentley as first-time, first-year students must have attended Bentley for at least two semesters and have a class standing of second year or higher, as defined in Workday Student, in the fall or spring term in which they take an online course, or
- Transfer students who have a class standing of second year or higher, as defined in Workday Student.

Students can take **only one online course** per term in the fall, spring, May Intensive, and Wintersession periods.

## 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/undergraduate-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.

## 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 catalog 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 catalog 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. 174) 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.

## 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 15 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.

## Undergraduate Posthumous Degree Policy

An undergraduate degree may be awarded posthumously to a student in recognition of their academic achievement at the time of their death. The degree will be awarded based on the following considerations:

- The student was enrolled at the time of their passing.
- The student was in good standing.
- The student's earned credits constitute at least 75% of the total credits needed for graduation.

A student who is not eligible for a posthumous degree may instead be awarded a memorial certificate which recognizes the student's progress toward a degree and contributions to the Bentley community.

The Provost makes the final recommendation to the Board of Trustees. If approved by the Board of Trustees, the Registrar's Office will confirm the degree or memorial certificate.



# Undergraduate 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. 176)
- Artificial Intelligence (AI) (p. 179)

## C

- Career Development - Undergraduate (CDI) (p. 179)
- Chinese (MLCH) (p. 180)
- Computer Information Systems (CS) (p. 182)

## E

- Economics (EC) (p. 185)
- Economics-Finance (EF) (p. 190)
- English & Media Studies (EMS) (p. 190)
- Entrepreneurship (ENT) (p. 203)
- Experience Design (XD) (p. 203)

## F

- Falcon Discovery Seminar (FDS) (p. 207)
- Finance (FI) (p. 207)
- Finance and Technology (FT) (p. 210)
- French (MLFR) (p. 211)

## G

- Global Studies (GLS) (p. 212)

## H

- History (HI) (p. 218)
- Honors Capstone Project (HNR) (p. 226)

## I

- Interdisciplinary Studies (ID) (p. 226)
- International Business (IB) (p. 228)
- Italian (MLIT) (p. 229)

## L

- Law (LA) (p. 230)

## M

- Management (MG) (p. 234)
- Marketing (MK) (p. 239)
- Mathematical Sciences (MA) (p. 242)

## N

- Natural & Applied Science (NAS) (p. 247)

## P

- Philosophy (PH) (p. 254)
- Professional Sales (PRS) (p. 259)
- Psychology (PSY) (p. 259)

## S

- Service-Learning (SL) (p. 262)
- Sociology (SO) (p. 263)
- Spanish (MLSP) (p. 267)
- Statistics (ST) (p. 270)

## T

- Transfer Seminar (TS) (p. 270)

## Accounting (AC)

### AC 115 Introduction to 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.

*Typically Offered:* Fall and Spring

### AC 120 Data Analytics using Financial Information (3 credits)

*Pre-req: AC 115*

Unlock the power of financial data by utilizing advanced tools to become a savvy and valuable asset in the finance industry. This course aims to introduce students to the fundamental concepts of data analytics. Students will learn how to use current technology to analyze and visualize data, enhancing their ability to make data-driven decisions using financial information.

*Typically Offered:* Fall and Spring

### AC 201 Preparing and Interpreting Financial Statements (3 credits)

*Pre-Req: AC 115*

*Students who completed GB 112/212 are not eligible to take this course*

In this course, students will learn how to construct and interpret basic financial statements using a combination of cases and examples from the popular press. The material covered in this course will be essential for students who wish to pursue careers in accounting, financial analysis, investment banking, consulting, and general management as well as for students who want to manage their own businesses.

*Typically Offered:* Fall and Spring

**AC 215 Performance Measurement (3 credits)***Pre-Req: AC 115 and (Pre or Co-Req: EMS 104 or EMS 105)**Students who completed GB 112/212 are not eligible to take this course*

This course is designed to introduce students to the basics of measuring and reporting on the performance of business organizations. Incorporating current technology, it covers how to collect, analyze, and present performance data to achieve organizational objectives and support ethical and informed decision making. The course presents principles of managerial accounting and examines both financial and non-financial metrics.

*Typically Offered: Fall and Spring***AC 220 Cybersecurity for Business (3 credits)***(AC 115 and FI 118) or (GB 212) and 21 completed or in progress credits*

This course exposes students to Information Security topics as related to the accounting profession. We will highlight the NIST cybersecurity framework for understanding accounting's role in enhancing information security and responsibilities for reporting and responding to information security issues. Students will analyze cases, work with information security data, and discuss how information security is an integral part of all business functions. Additionally, we will investigate various contemporary information security issues facing business and society and the impacts on the accounting profession.

*Typically Offered: Once a year***AC 225 Environmental, Social, and Governance Issues in Financial Reporting (3 credits)***(AC 115, FI 118, and MG 116) or (GB 212 & GB 215) and at least 21 hours earned or in progress.*

This course introduces students to sustainability reporting and ESG issues related to financial reporting and introduces students to companies' financial, social and environmental performance measures. Students will be introduced to current sustainability frameworks, standards and commonly used metrics; compare and contrast firms' sustainability efforts; and discuss the challenges and opportunities in adopting rigorous, universal sustainability standards.

*Typically Offered: Once a year***AC 310 Cost Management (3 credits)***Pre-Req: (GB 212 or AC 215) and (GB 112 or AC 201)*

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 products as well as services. Further, the course covers operational budgeting, standard costing, activity-based costing, responsibility accounting, and strategic performance topics 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 current technological tools into the coursework.

*Typically Offered: Fall and Spring***AC 311 Financial Accounting and Reporting I (3 credits)***Pre-Req: GB 212 or AC 201*

The course examines accounting theory and concepts which form the background for 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, their relationship to income determination, and current liabilities and bonds. The course 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.

*Typically Offered: Fall and Spring***AC 312 Financial Accounting and Reporting II (3 credits)***Pre-Req: AC 311*

The course examines accounting theory and concepts which form the 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 liabilities and equity side of the balance sheet. Topics covered include, leases, stockholders' equity, earnings per share, accounting for income taxes, and accounting changes.

*Typically Offered: Fall and Spring***AC 331 Accounting for Public Good: Nonprofit Finance (3 credits)***Pre-Req: AC 115*

This course introduces the accounting principles, skills and knowledge to manage the financial aspects of nonprofit and governmental organizations. You will learn how to analyze and interpret financial statements as well as how to evaluate the performance and impact of these organizations. You will also explore the ethical and social issues that arise in the nonprofit and government sectors, and how to communicate effectively with stakeholders and regulators. By the end of this course, you will have the decision-making skills to make a difference in the world through accounting.

*Typically Offered: Once a year***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. The 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 are examined. Guest speakers, handouts, articles and videos will be used to enhance the real-world nature of the course.

*Typically Offered: Fall and Spring*

**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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: As needed***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.

*Typically Offered: Fall and Spring***AC 421 Internship in Accounting (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 intern 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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Spring***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.

*Typically Offered: Every two or more years***AC 455 Strategic Performance Management (3 credits)***Pre-Req: AC 310 and AC 311*

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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring*



**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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Spring*

## Artificial Intelligence (AI)

**AI 453 AI Culminating Seminar (3 credits)***Pre-Req: CS 230, CS 250, CS 370, MA 214, PH 160, or instructor permission*

This mandatory course serves as the capstone for AI Major students in their final year. It is designed to synthesize the knowledge, skills, and experiences in artificial intelligence (AI) the students have acquired from other courses in the AI for Innovation major program. The course takes a seminar format that couples exploration of the latest advancements in AI and their applications across business and related domains with discussion of the opportunities and risks afforded by AI that is informed by readings in the arts and sciences. Throughout the semester, students will work on a group project in which they integrate and apply their knowledge and skills to develop an AI-based solution to a real-world problem in the form of MVPs (Minimum Viable Products) or system prototypes.

*Typically Offered: Fall*

## Career Development - Undergraduate (CDI)

**CDI 101 Career Design Introduction Seminar (0 credits)**

*CDI 101 is a non-credit, transcript bearing course; offered to the first year students in the spring of their first year and to transfer students with less than 30 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, internship search strategies, and interviewing preparation). 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.

*Typically Offered: Spring***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.

*Typically Offered: Fall***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. Nine 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/ISAC/ITA/CFA-AC Focus, ACS/DA/MA, BA (BL/EMS/HS/HIS/IA/LCB/PHI/PP/PSY/SS), BE/EF/QE, CI/FMS/IDCC/MK/MC/PR/PS/XD, CIS/AI, Consulting (any student can take this in addition to their major 301 course, but can only take one 301 per semester), FI/FT/CFA-FI Focus, and MG/DEI. 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 upperclass students.

*Typically Offered: Fall and Spring*

## Chinese (MLCH)

### MLCH 101 Discovering 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.

*Typically Offered:* Fall

### MLCH 102 Discovering Chinese II (3 credits)

*Context and Perspective: Globalization*

This course is designed for students who have taken the Chinese Placement Test and were placed in 102. Students who have taken MLCH 101 in college are also allowed to take this course. Through a communicative-based approach, students will learn to understand and participate in conversations on familiar topics. There will be an emphasis on expanding vocabulary related to 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.

*Typically Offered:* Spring

### MLCH 105 Chinese Basic Course: A Practical Approach (3 credits)

*See Course Description*

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 MLCH102 or a higher-level Chinese class.

*Typically Offered:* Once a year

### MLCH 201 Continuing 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.

*Typically Offered:* Fall

### MLCH 202 Continuing 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.

*Typically Offered:* Spring

### MLCH 203 Chinese Writing System and Calligraphy (3 credits)

This course offers an in-depth exploration of the unique writing system used in the Chinese language, as well as the art of calligraphy. It provides students with a comprehensive understanding of the structure, history, and cultural significance of the Chinese writing system, while honing their calligraphy skills.

*Typically Offered:* Once a year

### MLCH 204 Chinese for Business - Exploring Real Companies (3 credits)

*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.

*Typically Offered:* Every two or more years

### 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.

*Typically Offered:* Every two or more years

**MLCH 206 Chinese Conversation and Composition (3 credits)***Context and Perspective: Values, Ethics, and Society*

Designed to enhance students' proficiency in both spoken and written Chinese, this interactive course focuses on engaging students in conversations in Chinese and developing their skills in composing written texts. Students will be guided through various aspects of Chinese language, including grammar usage, vocabulary expansion, sentence structure, and the development of coherence.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***MLCH 208 Chinese for Business II -- Exploring Real Companies (3 credits)***See Course Descriptions**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.

*Typically Offered: Once a year***MLCH 210 Cultural Roots: Chinese Language & Culture for Heritage Learners (3 credits)**

This course offers a comprehensive exploration of Chinese language and culture, with a particular focus on understanding the intersections of race, gender, and inequality within the Chinese-speaking communities.

*Typically Offered: Once a year***MLCH 303 Chinese Public Speaking (3 credits)***Context and Perspective: Culture, Change, and Behavior*

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.

*Typically Offered: Once a year***MLCH 304 Media Chinese (3 credits)**

This course provides a comprehensive exploration of the Chinese language within the context of media and communication. It is designed to develop students' language proficiency while enhancing their understanding of Chinese media landscapes, trends, and cultural implications.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***MLCH 403 Chinese for Cinema (3 credits)***Context and Perspectives: Institutions and Power*

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.

*Typically Offered: Every two or more years*

**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.

*Typically Offered: Every two or more years*

## Computer Information Systems (CS)

**CS 100 Solving Business Problems with Information Technology (3 credits)**

*Pre-req: Student has not earned credit for IT 101*

*4th Credit Service Learning*

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.

*Typically Offered: Fall and Spring*

**CS 150 Introduction to Data and Information Management (3 credits)**

*Pre-Req: IT 101 or CS 100*

*Programming Intensive*

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.

*Typically Offered: Fall and Spring*

**CS 160 Data-Driven Decision Making (3 credits)**

*Pre-Req: IT 101 or CS 100*

*Programming Intensive*

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

*Typically Offered: Fall and Spring*

**CS 180 Programming Fundamentals (3 credits)**

*Pre-Req: IT 101 or CS 100*

*Programming Intensive*

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.

*Typically Offered: Fall and Spring*

**CS 213 Web Development and Programming (3 credits)**

*Pre-Req: IT 101 or CS 100*

*Programming Intensive*

This comprehensive course is designed to provide students with a solid foundation in web programming using HTML, CSS, and JavaScript and covers the basic principles of designing and implementing websites, focusing on the client-side technologies of web page creation. Course topics include creating web pages, using graphics, internal and external linkages, styling web pages, layout of web pages, basic programming concepts using JavaScript, development of interactive web pages, and event handling. Students will use a professional integrated development environment to develop web pages using technologies such as HTML, Cascading Style Sheets, and JavaScript. Students will be introduced to cloud computing for the presentation of web pages.

*Typically Offered: Fall and Spring*



**CS 230 Introduction to Programming with Python (3 credits)***Pre-Req: IT 101 or CS 100**Programming Intensive*

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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***CS 250 AI Foundations and Applications in Business (3 credits)**

This course focuses on how organizations integrate artificial intelligence (AI) technologies into their business operations and functions to increase productivity and support strategic decision making. It introduces the fundamental concepts and mechanisms behind AI technologies and explores key techniques used in AI applications. This course also offers plenty of demonstrations of state-of-the-art AI technologies, allowing students to explore and gain experience with AI software and tools. Case studies and hands-on exercises are used to illustrate the use of AI in various business domains and motivate in-depth discussions about the limitations and ethical implications of AI and automation.

*Typically Offered: Fall and Spring***CS 280 Object-Oriented Application Development (3 credits)***Pre-Req: CS 180**Programming Intensive*

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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: As needed***CS 298 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.

*Typically Offered: As needed***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.

*Typically Offered: As needed***CS 305 Business Processes and Systems (3 credits)***Pre-Req: ST 113 and at least 51 completed or in progress credits*

*Students who have completed GB 310 or IPM 300 are not eligible to take this course*

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 toolsets on which businesses now rely to carry out these processes. This course will provide students with the technological literacy and a future-focused skillset 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.

*Typically Offered: Fall and Spring***CS 321 Decision Support and Business Intelligence (3 credits)***Pre-Req: GB 310 or IPM 300 or CS 305*

*Students who have completed IPM 320 not eligible for this course*

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.

*Typically Offered: Fall*

**CS 330 Enterprise Systems Configuration for Business (3 credits)**

*Pre-Req: (GB 310 or IPM 300/CS 305 or AC 340) and at least 81 completed or in progress credits*

*Students who have completed IPM 450 not eligible for this course*

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.

*Typically Offered: Fall*

**CS 341 Information Security and Computer Forensics (3 credits)**

*Pre-Req: IT 101 or CS 100*

*Students who completed IPM 210 are not eligible to take this course*

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.

*Typically Offered: Fall*

**CS 342 Cybersecurity (3 credits)**

*Pre-Req: CS 240*

This course provides a technical focus on critical aspects of cybersecurity, namely information, computer, and network security. It introduces what cybersecurity means, both in the abstract and in the context of business information systems. Students learn relevant cybersecurity issues, technologies, and approaches found in the contemporary enterprise. Students recognize and understand threats to privacy, confidentiality, integrity, and service availability as well as best practices to defend both digital and physical assets against such threats.

*Typically Offered: Fall and Spring*

**CS 350 Database Management Systems (3 credits)**

*Pre-Req: CS 150 or CS 160 or (any MA course 200-level or higher)*

*Programming Intensive*

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.

*Typically Offered: Fall and Spring*

**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).

*Typically Offered: Fall and Spring*

**CS 370 Introduction to Machine Learning (3 credits)**

*Pre-req: CS 230 or CS 180. CS 230 is recommended, CS 180 is sufficient.*

*Programming Intensive*

This course provides a hands-on introduction to the subject of Machine Learning (ML). Lectures on the fundamental concepts, algorithms, application, and ethical use of Machine Learning and data exploration techniques, are supplemented with practical content introducing relevant Python libraries, data repositories and ML platforms. Examples, labs, and homework assignments provide hands-on experience with data exploration and visualization, natural language processing, computer vision, and other tasks.

*Typically Offered: Fall*

**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.

*Typically Offered: Fall*

**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.

*Typically Offered: As needed*

**CS 401 Directed Study in Computer Systems (3 credits)**

Permits superior students to study special topics. Allows repetition for credit.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* As needed

**CS 421 Internship in Computer Systems (3 credits)**

*Pre-Req:* Computer science major, any 300 or 400 level CS course, 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.

*Typically Offered:* Fall and Spring

**CS 444 Faculty-led Study Abroad Course (3 credits)**

*Pass/Fail option not available for this course.*

Faculty-led international courses are 3-credit intensive study abroad experiences offered during semester breaks, usually 10 to 15 days in length during January break, Spring break (as part of a Spring semester course), or in May after exams. The professor leads his/her students on an immersive learning experience in a region of the world where the professor has expertise, offering students the opportunity to combine cultural activities with business, NGO, or other relevant site visits. Students benefit from personal interactions with companies and organizations they would not encounter as a tourist.

The intensive format allows students to study abroad without missing a semester at Bentley.

Please visit <https://www.bentley.edu/offices/international-education> to learn more.

*Typically Offered:* As needed

**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.

*Typically Offered:* Spring

**CS 480 Advanced Application Development Technology (3 credits)**

*Pre-Req:* CS 280

*Programming Intensive*

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.

*Typically Offered:* Spring

## 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..

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring



**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 or data 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.

*Typically Offered: Fall and Spring*

**EC 282 Introduction to Econometrics (3 credits)**

*Pre-Req: EC 111 & EC 112 & (GB 213 or ST 113).*

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 282 is required for Business Economics majors and Quantitative Economics majors.

*Typically Offered: Fall and Spring*

**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.

*Typically Offered: As needed*

**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.

*Typically Offered: As needed*

**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.

*Typically Offered: Once a year*

**EC 317 The Economics of Race and Gender (3 credits)**

*Pre-Req: GB213 or ST 113 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.

*Typically Offered: Spring*

**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.

*Typically Offered: Once a year*

**EC 329 Economic Modeling of Policy Evaluation (3 credits)**

*Pre-reqs: EC 111 and (GB 213 or ST 113)*

Policy and program evaluation is important for evidence-based decision-making. The focus of this class is on learning analytical and statistical tools for program evaluation using microeconomic data. This course will develop your analytical skills to be able to interpret the findings presented in evaluation studies and understand the intuition behind the most common quantitative program evaluation tools. We will learn about the possibilities and limitations of applying evaluation tools to a range of public policy areas, and we will study how these techniques have been applied in the study of various policies and programs around the world.

*Typically Offered: Once a year*

**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.

*Typically Offered: Once a year*

**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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***EC 373 Technology, Innovation and Economic Performance (3 credits)***Pre-Req: EC 111 and EC 112*

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.

*Typically Offered: Once a year***EC 374 Industrial Organization and Markets (3 credits)***Pre-Req: EC 111 & EC 112*

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.

*Typically Offered: Every two or more years*

**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.

*Typically Offered: Once a year***EC 376 Economics of Regulation and Antitrust (3 credits)***Pre-Req: EC 111 & EC 112*

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.

*Typically Offered: Every two or more years***EC 377 Economics of Information Technology (3 credits)***Pre-Req: EC 111 and EC 112*

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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***EC 382 Time Series Analysis (3 credits)***Pre-Req: EC 111 & EC 112 & (GB 213 or ST 113).*

Time-series are data following one unit of observation (a firm, a sector, a country) over a period of time. EC382 is a course in the use of time-series analysis in Economics, Finance and Business. Students will develop and apply a range of methods that can describe time-series patterns and generate useful forecasts, including, time series decomposition, autocorrelation and partial autocorrelation functions, moving average and smoothing of time series, linear regression, moving average and autoregressive models, vector auto-regression models, and vector error-correction models. Applications of these techniques will include managing business operations, financial analysis, and economic forecasting, earnings projections, recessions, and inflation.

*Typically Offered: Once a year***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.

*Typically Offered: As needed***EC 401 Directed Study in Economics (3 credits)**

Permits superior students to study special topics. (Allows repetition for credit.)

*Typically Offered: As needed***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.)

*Typically Offered: Once a year***EC 403 Special Topics in Economics (3 credits)***Pre-Req: EC 111 & EC 112*

Explores a specific topic or issue in Economics. May be repeated for credit with a different topic.

*Typically Offered: As needed***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.

*Typically Offered: Once a year***EC 421 Internship in Economics (3 credits)***Typically Offered: Once a year*

**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. Offering only in the Fall semester.

*Typically Offered: Fall***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***EC 444 Faculty-led Study Abroad Course (3 credits)***Pass/Fail option not available for this course.*

Faculty-led international courses are 3-credit intensive study abroad experiences offered during semester breaks, usually 10 to 15 days in length during January break, Spring break (as part of a Spring semester course), or in May after exams. The professor leads his/her students on an immersive learning experience in a region of the world where the professor has expertise, offering students the opportunity to combine cultural activities with business, NGO, or other relevant site visits. Students benefit from personal interactions with companies and organizations they would not encounter as a tourist. The intensive format allows students to study abroad without missing a semester at Bentley.

Please visit <https://www.bentley.edu/offices/international-education> to learn more.

*Typically Offered: As needed***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.

*Typically Offered: Fall***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. Offered only in the Spring semester.

*Typically Offered: Spring*



## 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.

*Typically Offered: As needed*

## 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.

*Typically Offered: Fall*

### 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.

*Typically Offered: Fall*

### EMS 102 Critical Reading and Writing for Multilingual Students (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.

*Typically Offered: Fall*

### EMS 102L Critical Reading and Writing for Multilingual Students 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.

*Typically Offered: Fall*

### EMS 104 Multimodal Communication (3 credits)

*Pre-Req: EMS 101 or EMS 101L (EXP 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.

*Typically Offered: Spring*

**EMS 105 Multimodal Communication for Multilingual Students (3 credits)***Pre-Req: EMS 102 or 102L*

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.

*Typically Offered: Spring***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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***EMS 203 Introduction to Acting (3 credits)***Context and Perspectives: Culture, Change, and Behavior**Formerly LIT 320*

Whenever we have to present our ideas in front of an audience, whether it is a low or high stakes situation or to a large or even small group, many of us "freeze." We lose our confidence, words, and even our breath. This course introduces students to skills and strategies for performing and presenting. Students will practice basic breathing and calming exercises, develop physical and vocal techniques, hone memory, concentration, and improvisation skills, and be encouraged to use their imagination. Students will approach this craft through exercises, reading and discussing dramatic texts, performance and role playing. This introduction to acting is designed to help students succeed whether they are planning a career in media production or management, or just wanting to learn how to stand in front of a room and present the best version of themselves.

*Typically Offered: Spring***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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years*

**EMS 222 Introduction to Communication Studies (3 credits)**

*Context and Perspective: Values, Ethics, and Society*  
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.

*Typically Offered:* Every two or more years

**EMS 223 Introduction 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.

*Typically Offered:* Every two or more years

**EMS 224 Lies, Promises, and Insults (3 credits)**

*Context and Perspectives: Values, Ethics and Society*  
Formerly LIT 226

Lies, promises, and insults are all instances where the meaning of words, and the sentences in which they appear, cannot be separated from the effects they produce. Intended meaning can 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, and other media. The course introduces students to philosophies of language that acknowledge the active force of words and their effects.

*Typically Offered:* Every two or more years

**EMS 225 The Wonder of Human Language: An Introduction to Linguistics (3 credits)**

*Content and Perspectives: Culture, Change and Behavior*  
Formerly COM 325

We live in a world of language and language is the source of human life and power. Different languages allow us to understand the world in different ways. This course provides students with an overview of the field of modern linguistics and foundational skills in linguistic analyses. Over the course of the semester, students will learn the major branches of the discipline which focus on the different aspects of human communication and language, including phonetics/phonology, morphology, semantics, and syntax with excursions into the applications of these aspects: sociolinguistics, language change, and language acquisition. Course readings and class discussions allow students to understand how language provides insights into the human mind, how languages are similar and different from each other, and how language is intertwined with race, sexuality, culture, and educational policy through dialects, accents, and styles.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**EMS 243 Introduction to Graphic Design (3 credits)**

*This course not eligible for students who completed EMS 499 - Intro to Graphic Design in Fall 2024 or Spring 2025.*

*Context and Perspective: Culture, Change, and Behavior*

This project-based course introduces students to the core principles of graphic design, focusing on typography, branding, motion graphics, and publication design. Through multiweek projects, students will develop visual and conceptual problem-solving skills while gaining hands-on experience with industry-standard tools like Adobe Creative Suite. Emphasizing design as both a creative and analytical discipline, the course explores the role of hierarchy, composition, and information design across print and digital media. Students interested in careers in graphic design, media production, marketing, and branding will build a portfolio of work that demonstrates their ability to craft compelling visual communication.

*Typically Offered:* Fall and Spring



**EMS 260 English Romanticism, 1790-1850 (3 credits)***Contexts & Perspectives: Change, Culture, & Behavior**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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."

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**EMS 301 The Short Story (3 credits)***Formerly LIT 216**Context and Perspectives: Culture, Change and Behavior*

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).

*Typically Offered:* Every two or more years

**EMS 304 Graphic Novel (3 credits)**

*Context and Perspectives: Culture, Change, and Behavior*  
Formerly LIT 340

The graphic novel, and its older cousin the comic, is a medium that joins text and image, has been historically dismissed as marginal to “serious literature,” and as such, less deserving of critical attention. It’s been deemed “kid’s stuff,” ephemera, stuff you read during childhood, that may or may not have pedagogical value, that you let go of as an adult. Yet, this form of expression hasn’t gone away. It has, instead, become part of our everyday popular culture and the basis of economic and cultural juggernauts DC and Marvel. The course explores the medium, its visual and textual grammar, and place in contemporary culture. This course is currently taught through five different themes: The Rise and Fall of the Superhero; All the Feels: The Autobiographical Graphic Novel; Heroes, Rebels, and Monsters; Nationalism, Trauma, and Violence; and Diaspora: Migrations, Old and New.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**EMS 311 Revisions and Retellings (3 credits)**

*Context & Perspectives: Culture, Change, and Behavior*

Our cultural landscape is littered with adaptations of previously told tales that we may not even recognize as tales reworked for our consumption. Analyzing retellings within contemporary popular culture, this course investigates reimagining of previously told tales and asks students to get beyond the question of whether or not there is an original text that should be preserved or that is better, but to critically engage with the creative, cultural, and political aspects of revision, translation, and adaptation. This course moves beyond traditional understandings of adaptation to encourage thinking about the more complicated ways that narratives migrate across platforms and creative networks. Students will read multiple genres: folk tales, poetry, novels, films, graphic novels, games, and social media.

*Typically Offered:* Every two or more years

**EMS 312 Horror/Sci-Fi in Film and Television (3 credits)**

*Context and Perspectives: Race, Gender, and Inequality*  
Formerly 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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**EMS 321 Shakespeare (3 credits)**

*Context and Perspectives: Culture, Change, and Behavior*  
Formerly 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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**EMS 331 Writing Poetry (3 credits)***Formerly LIT 310**Context and Perspective: Culture, Change, and Behavior*

Writing poetry is a process of creation where imaginative expression meets cultural form. In this course, students will study and create poetry to understand how it reflects cultural norms, values, and foundational mythologies. Students will learn to identify and define poetic forms and terms, recognize the historical context of poetic works, and illustrate how culture and context inform poetic works and their interpretations. Through collaborative workshops and peer critiques, students will experiment with various forms and poetic techniques that will help them develop their authorial voices.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years*

**EMS 345 American Cities in Film (3 credits)**

*Context and Perspectives: Institutions and Power*  
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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**EMS 351 Latina/o/x Literature and Culture (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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**EMS 353 Immigrant and Ethnic Literature (3 credits)**

*Context and Perspectives: Institutions and Power*  
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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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."

*Typically Offered:* Every two or more years

**EMS 364 LGBTQ American Literature (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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years



**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**EMS 372 Cultures of Contagion (3 credits)***Context and Perspective: Values, Ethics and Society*

This course explores the concept of contagion in U.S. literature and film, focusing on the ways that outbreak narratives shape human society as they point to the transmission of ideas as much as the transmission of microbes. The class focuses on aesthetic accounts of communicable disease to examine contagion as a foundational concept in the study of culture, religion, and society. In it, we analyze how contagion circulates not just across populations but also various scientific, journalistic, and creative sources, considering the many impacts of infectious disease on human interaction and imagination.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**EMS 382 Caribbean Literature (3 credits)***Context and Perspectives: Globalization**Formerly 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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years**EMS 390 Global Media (3 credits)***Context and Perspectives: Globalization**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.

*Typically Offered:* Every two or more years**EMS 391 International Cinema (3 credits)***Context and Perspectives: Globalization**Fulfills 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, Rossellini through Bertolucci and beyond; the French New Wave; Japanese Cinema; and Bollywood and the development of film in India.

*Typically Offered:* Every two or more years**EMS 392 Youth Cultures in International Cinema (3 credits)***Context and Perspectives: Globalization**Formerly 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.

*Typically Offered:* Every two or more years**EMS 393 Intercultural Communication (3 credits)***Context and Perspectives: Culture, Change, and Behavior**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**EMS 401 Disney+: Content + Platform (3 credits)***Context and Perspectives: Institutions and Power**Formerly 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.

*Typically Offered:* Every two or more years



**EMS 402 The Business of Media (3 credits)***Context and Perspectives: Institutions and Power**Formerly MC 341*

We immerse ourselves in media every day, but we rarely think about the people and institutions responsible for the content we consume and the platforms in which we engage. In addition to analyzing how film, television, music, gaming, and new media firms construct corporate cultures and hierarchies of creatives (e.g., directors, producers, writers, cinematographers, composers, web/game/graphic/production designers), this course considers how the media industries establish business models governing content production, distribution, and exhibition that contribute significantly to our culture. Emerging business developments, disruptive technologies, new revenue streams, global media market trends, and fan culture are analyzed through case studies, production and distribution agreements, business plans, press releases, and promotional campaigns (e.g., film trailers, print ads, press kits, online advertising), establishing how the media industries evolve, adapt, create, and innovate.

*Typically Offered:* Once a year**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***EMS 432 Animation Production (3 credits)***Formerly MC 323*

Animation and moving graphics operate as powerful forms of communication within various media. This course focuses on the study of the art of animation production, as well as motion design and visual effects, for time-based narratives. Aspects of moving design and its execution are examined in a range of media through theoretical readings, demonstrations, textual analyses of animation in its many forms, and various production projects. Elements of design, such as color, light, typography, 2D/3D space, time, motion, as well as specific animation techniques, are explored.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years*

**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.

*Typically Offered:* Every two or more years**EMS 435 Communication Design: Messages and Means (3 credits)***Context and Perspective: Culture, Change, and Behavior**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 visual media, students are encouraged, where applicable, to consider the interconnection of images, typography, language, time, form, and composition.

*Typically Offered:* Every two or more years**EMS 436 Podcasting (3 credits)***Contexts & Perspectives: Culture, Change, and Behavior*

The popularity of podcasts has skyrocketed over the last decade. Due to its low barriers of entry for creators, as well as easily accessible distribution channels, many creators and businesses have used podcasts to join current political and cultural conversations. The podcast holds a unique place in the media landscape for listeners as well, as it is time-based but more accessible and easier to integrate into daily life than other media vying for our attention, such as streaming video. Through this course students will learn to apply audio production techniques to issues and questions about life that intrigue or confound them. Students will learn to generate creative ideas, structure compelling stories, engage in the revision process, and see through a polished creative product to completion.

*Typically Offered:* Every two or more years**EMS 437 The Art of Film Editing (3 credits)**

This course examines the crucial role that editors play in shaping motion pictures, both individually and historically as an industry. Whether it is fiction filmmaking, documentary, or music videos, the editor is the guiding hand that maintains the director's vision while problem solving and providing creative insight. Students in this class learn about this critical collaborator through lectures, screenings and hands-on editing experiences that allow them to fully appreciate an editor's impact.

*Typically Offered:* Every two or more years**EMS 438 Fashion Photography (3 credits)***Not eligible for students who completed this course as EMS 499 - Fashion Photography in Spring 2024 or Spring 2025.*

Fashion is more than what we wear. For this course, students will explore fashion as an artform to learn how it shapes—and is shaped by— society, culture/identity, and the human experience. This course familiarizes students with the creative, technical, and mechanical skills used in advertising and editorial image making in-studio and on-location. Students will learn techniques for lighting, photographing, retouching, and cataloging engaging artistic, editorial, and commercial fashion images. Students will also learn to collaborate with models and incorporate peer feedback to deepen their creativity and solve problems.

*Typically Offered:* Once a year**EMS 439 Designing Brands for Change (3 credits)***This course not eligible for students who completed EMS 499 - Designing Brands for Change in Spring 2025**Context and Perspective: Culture, Change, and Behavior*

This course introduces students to methods and practices of and for designing brand identity for transformation and positive change. "Branding" and "designing brand identity" are in this case viewed as cultural and applied mechanisms for change (corporate, cultural, personal, societal, and community-based). Through explorations of case studies and project work, students explore "branding" and brand identity as catalysts for innovation, growth, and transition. Designing brand identity for change can signal corporate and cultural visions of a better future, but it can also mean that brands themselves can be designed to change over time (flexibility, adaptability, resilience, sustainability, etc.). Students will learn skills in visual branding and graphic design that give them expertise at the intersections of media, marketing, and cultural analysis.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Fall and Spring**EMS 492 Internship in English and Media Studies (3 credits)***Pre-Req: Internship coordinator permission*

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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Every two or more years

## Entrepreneurship (ENT)

**ENT 120 Fourth Credit Option (Entrepreneurship) Invention to Innovation (1 credit)**

The E-Hub Fourth Credit Option is a One-Credit class attached to any undergraduate three-credit course. This course is designed to provide students (enrolled in any Arts and Sciences course) the ability to explore and experience the entrepreneurship path without moving their field of study. The course also brings a new entrepreneurship path (commercializing a research invention) to Bentley students. Students enrolled in this Entrepreneurship Fourth Credit Option will choose a curated research-based invention with guidance from the Professor and the E-Hub, generate new use cases for new markets where this invention may be adapted, and develop new business models and a plan for commercialization by drawing on resources provided by the E-Hub plus connections with alumni. ENT 120 is aimed at arts & sciences students and courses. The sister course ENT 121 is aimed at business students and courses.

*Typically Offered:* Fall and Spring

**ENT 121 Fourth Credit Option (Entrepreneurship) Invention to Innovation - Business (1 credit)**

The E-Hub Fourth Credit Option is a One-Credit class attached to any undergraduate three-credit course. This course is designed to provide students (enrolled in any Business course) the ability to explore and experience the entrepreneurship path without moving their field of study. The course also brings a new entrepreneurship path (commercializing a research invention) to Bentley students. Students enrolled in this Entrepreneurship Fourth Credit Option will choose a curated research-based invention with guidance from the Professor and the E-Hub, generate new use cases for new markets where this invention may be adapted, and develop new business models and a plan for commercialization by drawing on resources provided by the E-Hub plus connections with alumni. ENT 121 is aimed at business students and courses. The sister course ENT 120 is aimed at arts & sciences students and courses.

*Typically Offered:* Fall and Spring

## Experience Design (XD)

**XD 225 Designing Experiences (3 credits)**

*Pre-Req:* EMS 101, EMS 101L, EMS 102, EMS 102L, EXP 101, EXP 101L, EXP 102, or EXP 102L

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.

*Typically Offered:* Fall and Spring

**XD 230 Content Strategy (3 credits)**

*Pre-Req:* EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.

If information is the commodity of the information age, effective content is the key to building value for organization. This course teaches the basics of content strategy about business and technical subjects. Students will embrace traditional, digital, social communication channels and content creation techniques for a variety of industries including fashion, health, and sports. In the process, students will be introduced to the profession and learn how to sharpen their writing, design, and communication skills.

*Typically Offered:* Once a year

**XD 240 Fundamentals of Design (3 credits)**

*Pre-Req:* EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.

This interdisciplinary course explores the foundations of visual communication through the lens of experience design, emphasizing how design informs branding, wayfinding, social media, mobile interfaces, and digital storytelling. Students will learn to create effective and engaging visual content by mastering typography, color, layout, and information design while integrating principles of experience design and content strategy. Using collaborative tools like Miro and Figma, students will develop multi-piece design systems that address real-world challenges in marketing, product design, and digital media. Designed for students interested in experience design, digital marketing, and communication, this course provides a strategic approach to solving design problems across multiple platforms.

*Typically Offered:* Fall and Spring

**XD 250 Introduction to Public Relations (3 credits)**

*Pre-Req:* EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.

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.

*Typically Offered:* Fall and Spring



**XD 255 Public Relations Writing (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

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.

*Typically Offered:* Fall and Spring

**XD 298 Experimental Course in XD (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

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.

*Typically Offered:* As needed

**XD 320 Managerial Communication (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

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.

*Typically Offered:* Fall and Spring

**XD 340 Advanced Visual Communication (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

*IDCC 240/XD 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/XD 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.

*Typically Offered:* Once a year

**XD 345 Environmental Graphic Design (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

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.

*Typically Offered:* Every two or more years

**XD 355 Global Public Relations (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

Digital Public relations introduces students to the tools, critical thinking, and skills needed to manage and exploit information technology in public relations. Whether promoting a product or controlling a rumor, digital media plays an important role in public relations strategy. Digital media provides an immediate means of dialogue, criticism, and persuasion among companies and their internal and external audiences. The explosion of digital media presents new opportunities for companies to deliver key messages about their products, services, activities, and reputation.

*Typically Offered:* Fall

**XD 360 Digital Public Relations (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

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.

*Typically Offered:* Spring

**XD 361 Sports Public Relations (3 credits)***Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

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.

*Typically Offered: Once a year***XD 365 Crisis Communication and Management (3 credits)***Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

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.

*Typically Offered: Fall and Spring***XD 370 Interface Design (3 credits)***Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

This course introduces best practices in user experience and user interface design through hands-on project work in responsive web design and mobile app design. Students will address business goals, audience needs, content strategy, navigation, usability, and accessibility in the design of digital experiences. Through group and individual assignments, students will sketch, wireframe, AI-generate designs, and gain experience with essential design software while learning the fundamentals of user experience design: creating experiences that are useful, usable, and desirable.

*Typically Offered: Fall and Spring***XD 375 Prototyping & Concept Development (3 credits)***Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

Everything we interact with has a user interface, from newspapers and grocery stores to cell phones and websites. Designing user interfaces 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 in business, entrepreneurship, and society. Students will practice sketching and paper prototyping, physical prototyping, and digital prototyping of services and customer experiences with an emphasis on wayfinding, accessibility, and iteratively approaching an ill-defined problem through testing and feedback.

*Typically Offered: Fall***XD 376 Concept Development (3 credits)***Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

XD 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.

*Typically Offered: Once a year***XD 380 Advanced Interaction Design (3 credits)***Pre-Req: Two or more courses from XD 225, XD 240, XD 370, XD 375, and XD 376, or instructor permission**Not eligible for students who have completed IDCC 380*

Through interdisciplinary projects spanning content strategy, product design, user testing, and interface design, students acquire advanced skills in empathy and interaction design. This course mixes hands-on practice and results-driven business goals to create sustainable, inclusive, and transformative experiences. Students will delve into real-world challenges and shape human-to-human, human-to-environment, and human-to-technology interactions. By prioritizing user needs, students will enhance usability, accessibility, and inclusivity across solutions, platforms, and technologies including mobile apps, kiosks, wearables, voice, multimodal interfaces, context-aware design, immersive interfaces, and whatever comes next.

*Typically Offered: Once a year*

**XD 385 Human Factors in Experience Design (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

Students will deeply explore the fundamentals of a user experience and evaluate and reflect on the world around them. The class includes a deep review of experience design research and evaluation methods, including usability testing, interviews, and observational research, and prepares students to choose the best approach given proposed scenarios and constraints. This course introduces human cognitive processes that apply to perception, memory, and decision-making, and it culminates with students presenting a project that showcases their ability to apply theoretical knowledge to a real-world experience.

*Typically Offered: Spring*

**XD 386 Investigations in Experience Design (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

The study of experience design requires a deep understanding of the people whose experience we aim to shape through design and communication. To understand those varied populations, research is needed to address an array of questions. This course introduces research methods, to evaluate designs and the impact of strategic communication by focusing on fundamental research concepts and methods, emphasizing experiential learning, the scientific process, and the role of research in designing appropriate experiences. This course provides students with an understanding of the range of research methods available and how to apply them to questions such as "are touchscreens safe in cars" or "does a specific message of an Equality, Diversity and Inclusion (EDI) campaign resonate with teenagers." Specific topics covered include basic research principles, experimental design, data collection from various sources, quantitative and qualitative methods, and ethical issues, including bias in data coll

*Typically Offered: Fall and Spring*

**XD 390 Selected Topics in Experience Design (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L.*

This course discusses current topics in experience design 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.)

*Typically Offered: As needed*

**XD 399 Experimental course in XD (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.

*Typically Offered: As needed*

**XD 401 Directed Study in Experience Design (3 credits)**

*Pre-Req: Instructor permission*

Permits superior students to study special topics in experience design. (Allows repetition for credit.)

*Typically Offered: As needed*

**XD 411 Research in Experience Design (3 credits)**

*Pre-Req: EMS 104, EMS 105, EXP 201, EXP 201L, EXP 202 or EXP 202L and instructor permission*

Requires students to select, in consultation with the departmental adviser, a topic related to experience design; to undertake both bibliographical and field research, as appropriate; and to prepare and submit for approval a substantial documented report.

*Typically Offered: As needed*

**XD 421 Internship in Experience Design (3 credits)**

*Pre-Req: Internship coordinator permission*

The course introduces students to the real world of design and research related to products, interfaces, and services in the industry or other professional organizations. The internship is both task- and research-oriented, emphasizing the practical aspects of user or customer research, prototyping, testing, and stakeholder communication. During the semester internship, the direct supervisor and the faculty coordinator monitor the intern's progress jointly.

*Typically Offered: Fall and Spring*

**XD 422 Internship in Public Relations (3 credits)**

The course introduces students to practical, hands-on field engagement in the experience design or public relations industry. The course emphasizes skill-building and technical expertise in an array of design, writing, and media-related activities. The internship is task-oriented, allowing students to increase their professional network and strengthen their resumes. During the semester internship, the direct supervisor and the faculty coordinator monitor the intern's progress jointly.

*Typically Offered: As needed*

**XD 444 Faculty-Led Study Abroad (3 credits)**

Faculty-led international courses are 3-credit intensive study abroad experiences offered during semester breaks, usually 10 to 15 days in length during January break, Spring break (as part of a Spring semester course), or in May after exams. The professor leads his/her students on an immersive learning experience in a region of the world where the professor has expertise, offering students the opportunity to combine cultural activities with business, NGO, or other relevant site visits. Students benefit from personal interactions with companies and organizations they would not encounter as a tourist.

The intensive format allows students to study abroad without missing a semester at Bentley.

Please visit <https://www.bentley.edu/offices/international-education> to learn more.

*Typically Offered: As needed*



## 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.

*Typically Offered:* Fall and Spring

## Finance (FI)

### 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered: Once a year***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***FI 324 History of Money (3 credits)***Pre-Req: FI 305*

This course presents the history of the global financial system from the 16th century to present day through the lens of currencies. The role of currency, conflict and slavery in shaping the modern financial establishment are reviewed so as to give students a deeper understanding of present-day market forces. Much of US economic and currency history has its roots in Massachusetts. We will cover hard-to-fiat currency regime change, North American conflicts, New World resource extraction & economic development, long-run inflation behavior, the formation of the modern financial system and the historical-social implications of Modern Monetary Theory. We will also discuss practitioner interpretation of relevant contemporary global macro indicators using Trading Room tools and evaluate current events affecting the world economy and articles in financial newspapers in the context of historical development.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring*

**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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Fall and Spring***FI 352 International Project Finance (3 credits)***Pre-Req: FI 306 or 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 & 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.

*Typically Offered: Once a year***FI 360 Introduction to Personal Financial Planning (3 credits)***Pre-Req: FI305**Students who have completed FI 760 not eligible for this course*

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.

*Typically Offered: Fall and Spring***FI 361 Comprehensive Financial Plan Development (3 credits)***Pre-Req: FI 360 and Pre-Req or Co-req FI 362*

This course builds on the knowledge and techniques taught in FI 360 (Introduction to Personal Financial Planning) and FI 362 (Insurance & Risk Management, Retirement Planning & Estate 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.

*Typically Offered: Fall and Spring*

**FI 362 Insurance and Risk Management, Retirement Planning and Estate Planning (3 credits)***Pre- or Co-Req: FI 360*

This course builds on the concepts and techniques taught in FI360 (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 FI360. The third module will cover the further aspects of estate planning, not covered in FI360 that a professional financial planner would need to know.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* As needed**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.

*Typically Offered:* As needed**FI 401 Directed Study in Finance (1 credit)**

Permits selected superior students to study special topics. (Allows repetition for credit.)

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Once a year

## Finance and Technology (FT)

**FT 323 Introduction to FinTech (3 credits)***Pre-Req: FI 305**Formerly FI 323*

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.

*Typically Offered:* Fall and Spring**FT 324 Blockchain Applications and Decentralized Finance (3 credits)***Pre-Req: FI 305*

This course aims to provide students with an introduction and broad overview of the DeFi (Decentralized Finance) universe, including Digital Assets, payments, currencies and e-Money/CBDC. The course specifically covers the role of Blockchain / Web3 and Metaverse related innovations pertaining to the financial services industry, in addition to how these can disrupt the traditional world of FinTech and Financial Services. It also covers areas such as AltCoins, NFTs, trading and regulations.

*Typically Offered:* Fall and Spring**FT 370 Investment Applications of Natural Language Processing (4 credits)***Pre req: CS 230 and FI 306**Programming Intensive*

This hands-on, advanced, multi-disciplinary course will teach students to extract investment signals contained within financial text using computational tools. It combines capital market theory, human behavioral characteristics, with technology to create systematic advantages for investors. Students will learn Natural Language Processing (NLP) techniques to systematically extract meaning and behavioral cues from financial text and implement them using Python programming language and its specialized libraries. Students will create trading signals based on features found within texts and will establish the strength of those signals through back testing.



## French (MLFR)

### MLFR 101 Discovering French I (3 credits)

*The following course is closed to all students who have taken more than one year of French in high school or college. If you are not sure or have any questions, you can take the placement exam here: <https://www.bentley.edu/academics/modern-language-placement-guidelines>*

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.

*Typically Offered:* Fall

### MLFR 102 Discovering French II (3 credits)

*Context and Perspective: Globalization*

This course is designed for students who have taken the French Placement Test and were placed in 102. Students who have taken MLFR 101 in college are also allowed to take this course. Through a communicative-based approach, students will learn to understand and participate in conversations on familiar topics. There will be an emphasis on expanding vocabulary related 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.

*Typically Offered:* Spring

### MLFR 125 Immersive Beginning French (3 credits)

*Cannot be taken if student has taken MLFR 101*

This course is specifically designed for students with very little to no previous training in French, or for students who have taken some French a few years prior. This intensive Beginning French course provides an accelerated introduction to Beginning French with intensive work on interpersonal communication and interpreting and producing language in written and oral forms. Students learn to speak and write in the past, present, and near future. They also learn to make short descriptions of their surroundings, family, and friends, understand and ask questions, make comparisons, and accept and refuse invitations. They learn how to interact with others to meet basic needs related to routine everyday activities, using simple sentences and questions. This course meets the same requirements as the MLFR101/MLFR102 sequence.

*Typically Offered:* Every two or more years

### MLFR 201 Continuing 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.

*Typically Offered:* Fall

### MLFR 202 Continuing 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.

*Typically Offered:* Spring

### 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.

*Typically Offered:* Once a year

### MLFR 205 French Language Immersion (3 credits)

*Context and Perspective: Globalization*

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.

*Typically Offered:* Every two or more years

**MLFR 206 Spoken Contemporary French (3 credits)***Context and Perspectives: Culture, Change, and Behavior*

Spoken Contemporary French offers intensive practice in oral expression and conversation while reinforcing and developing students' grammar. Students refine their listening and speaking skills; expand their vocabulary; develop their ability to use critical thinking skills in French; develop advanced proficiency in reading and writing the language; and discuss literature, film, and contemporary issues (from climate change to French society) in French. MLFR 206 is designed for students who are interested in improving their spoken French as well as their listening and reading comprehension. This course counts toward the French minor and the Language, Culture, and Business major. It also fulfills the Context & Perspectives (Culture, Change, Behavior) focal area in the core curriculum.

*Typically Offered:* Once a year**MLFR 301 Contemporary Francophone Cultures (3 credits)***Context and Perspective: Culture Change and Behavior*

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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years

## 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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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 courses 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?

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year*



**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Once a year

**GLS 236 Campaigns and Elections (3 credits)**

*Context and Perspective: Institutions and Power*

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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**GLS 238 Immigration (3 credits)**

*Context & Perspectives: Race, Gender, & Inequality*

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.

*Typically Offered:* Once a year

**GLS 239 Race and Ethnic Politics (3 credits)**

*Context and Perspectives: Race, Gender, and Inequality*

This course will introduce students to politics and policy of race and social inequality in the United States. It disentangles the creation of race and ethnicity and how it is used for political and policy outcomes. It covers a range of topics, including disparities in health, education, income, wealth and political engagement. The goals of the course are to gain an understanding of race as both a theoretical construct and a lived reality, the history of racial inequality, the policies that created those inequalities, including its changes over time, and the efficacy of contemporary solutions to address ongoing racial disparities.

*Typically Offered:* Once a year

**GLS 240 Special Topics: Global Studies (3 credits)**

Permits students to study selected topics in Global Studies. (Allows repetition for credit).

*Typically Offered:* As needed

**GLS 243 The Developing World (3 credits)***Context and Perspectives: Globalization*

This course centers the histories, voices and experiences of peoples, societies and states of 'the developing world'. How did communities, regions and peoples of the world come to be unequal? What does development mean in the shadow of colonial and decolonial experiences and traumas? What processes, actors, institutions, and forces have contributed to mal- and underdevelopment? How might they be challenged, reformed, or mitigated? Through critical analysis of texts, film and other media, this course explores the cosmologies, ideologies, policies, practices and events that shape the diverse trajectories of peoples and communities around the world. This course will explore the visions, tropes and paradigms that have shaped the fates and lives of 'Global South' citizens while also exploring the spaces and strategies of subversion that might yield emancipatory outcomes. The course focuses on colonial, anti-colonial, post-colonial, and de-colonial history and thought.

*Typically Offered:* Fall and Spring**GLS 245 Power, Politics & Policy in International Development (3 credits)***Context and Perspectives: Institutions and Power*

How do global governance institutions and international actors shape and implement policy in international development? How should we think about the UN & Bretton Woods (World Bank/IMF) institutions in light of new emerging actors and institutions such as the Asian Infrastructure Investment Bank (AIIB) and the BRICS New Development Bank? What are different approaches and conceptions of development; whose interests do they serve? This course examines the history, politics & processes of policymaking in international development. Taking a global public policy approach, we examine historical and contemporary debates in development theory and practice and explore various thematic policy areas such as: fiscal & monetary; social enterprise & industrial policy; health & environment; trade, aid, infrastructure and agriculture.

**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**GLS 280 Gender & Politics Worldwide (3 credits)***Context & Perspectives: Institutions and Power*

Around the globe, gender shapes who is represented in politics, who wields political power and to what ends. Gender also intersects with other forms of identity—including national, racial, ethnic, religious, and sexual identities—to stitch patterns of political inequality. This course investigates how gender and politics interact in different national and international contexts. In particular, it asks why men hold more political power than women do and what harms and helps women's access to power. It also examines why some countries have achieved greater gender equality in politics than others, and when and how gender (in)equality matters for political and policy outcomes. It draws on research, trends and examples from a variety of countries and world regions. Students learn how research is conducted in the field of gender and politics, and develop analytical and critical-thinking skills needed to evaluate existing research.

*Typically Offered:* Once a year**GLS 298 Experimental Course in Global 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.

*Typically Offered:* As needed**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.

*Typically Offered:* As needed**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**GLS 314 Politics of Pandemics and Global Outbreak Response (3 credits)**

In this class, students will develop an understanding of the actors, institutions, and processes underpinning the global governance of outbreak preparedness and response, as well as an analytical tool kit for understanding their effectiveness and limitations. We will ask what factors impede global cooperation in pandemic response—and whether these are insurmountable. What characterizes the relationships between country governments and other actors such as corporations, private philanthropy, and public-private partnerships in these endeavors? How do these policies and processes impact diverse groups and constituencies globally? And finally, what does the future hold for global governance of outbreak response?

*Typically Offered:* As needed

**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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***GLS 328 Research Design in Policy and International Affairs (3 credits)***Contexts & Perspectives: Scientific Inquiry*

This course provides an introduction to the conduct of empirical, scientific research in the social sciences, geared toward the study of public policy and international affairs. Students will learn how to pose focused research questions, develop answers utilizing theoretical frameworks, formulate and refine concepts, construct valid and reliable measures, gather empirical data following the scientific method, and, finally, analyze these data using appropriate analytical techniques. Over the course of the semester, students will create their own research design proposal, which can serve as a foundation for future research projects—be it through a capstone, directed study, or some other type of undergraduate research experience. This course will function more as a workshop than a traditional course, with students expected to participate and ask questions of one another as well as the instructor.

*Typically Offered: Once a year***GLS 330 Politics of Risk (3 credits)***Context and Perspectives: Institutions and Power*

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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: As needed***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.

*Typically Offered: As needed*



**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.

*Typically Offered:* As needed

**GLS 402 Directed Study in Government (3 credits)**

Permits advanced students to study special topics. May be repeated for credit.

*Typically Offered:* As needed

**GLS 403 Model United Nations (3 credits)**

*Context and Perspectives: Institutions and Power*

*Pre-Req: One GLS course or instructor permission*

How do international organizations like the United Nations, countries, multinational corporations, and other actors engage in global policy processes today? What does this mean for peace, development, health, human rights, and other critical global issues? Students in this seminar will complete a culminating research project examining an issue in global public policy. Concurrently, they will engage in policy simulations requiring them to role play key policy actors – including state ambassadors to international organizations and representatives of private and non-profit sector actors. Readings, discussion, research, and experiential learning activities are designed to provide upper-level students with the opportunity to synthesize prior knowledge and build new understanding of the changing nature of global society in the face of modern challenges.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* As needed

**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.

*Typically Offered:* As needed

**GLS 444 Faculty-led Study Abroad Course (3 credits)**

*Pass/Fail option not available for this course.*

Faculty-led international courses are 3-credit intensive study abroad experiences offered during semester breaks, usually 10 to 15 days in length during January break, Spring break (as part of a Spring semester course), or in May after exams. The professor leads his/her students on an immersive learning experience in a region of the world where the professor has expertise, offering students the opportunity to combine cultural activities with business, NGO, or other relevant site visits. Students benefit from personal interactions with companies and organizations they would not encounter as a tourist.

The intensive format allows students to study abroad without missing a semester at Bentley.

Please visit <https://www.bentley.edu/offices/international-education> to learn more.

*Typically Offered:* As needed

## 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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**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.)

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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."

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year



**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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years*

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**HI 334 The Soviet Union and After (3 credits)***Context and Perspectives: Culture, Change, and Behavior*

This course introduces the main currents of Soviet and Russian history, from the fall of the Russian Empire and 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 Russia, Ukraine, and other successor states.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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. As we move through the past century, we will address some of the most dramatic developments in American history: massive internal migrations; the Great Depression; World War II; the Cold War and McCarthyism; a range of movements for civil, environmental, labor, and social rights; the Vietnam War and several other global military interventions; deindustrialization; revolutions in sex, identity, and gender; the rise of conservatism; surging economic and social inequality; the War on Terror; and the uneven emergence of postindustrial society. Individually, these are fascinating stories. Taken together, they help us make sense of how the U.S. transformed itself into the nation we know today.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Once a year

**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 fiats that have impacted the American experiences of these minority groups. The diverse nature of contemporary American society will be examined and discussed.

*Typically Offered:* Spring

**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.

*Typically Offered:* Once a year

**HI 353 History of Capitalism in Modern America (3 credits)***Context and Perspectives: Race, Gender, and Inequality*

This course examines the history of capitalism in the United States since the 1890s. It considers the emergence of mass production and consumption, changes in the organization of business, evolutions in the role of government, the impact of depression and war on the economy, globalization and international trade, and gender, class, and race as they relate to the wider economy. This class will get you thinking about work, leisure, consumption, politics, finance, advertising, money, and popular culture. Capitalism in the United States, we'll discover, has shaped and was in turn shaped by all these other domains of American life.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Once a year

**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 an 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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years**HI 360 American Urban History (3 credits)***Context and Perspective: Institution and Power*

By 1920, the number of Americans living in metropolitan areas surpassed the number in rural areas for the first time. In the century that followed, the metropolitan experience influenced every facet of life in the U.S. And each transformation in politics, culture, labor, and economy in turn remade America's cities and suburbs. This class will follow the movement of people, capital, and ideas across the metropolitan landscape during the twentieth century: from the influx of immigrants and African-Americans to northern cities, to the flight of predominantly-white residents to the suburbs, to the exodus to the Sunbelt, to the return of middle-class knowledge workers and immigrants to downtowns over the past four decades. And we will learn how various actors and institutions—from the federal government, real estate developers, to individual homeowners—shaped the fate of the places we live.

*Typically Offered:* Fall**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year



**HI 377 Citizenship: An American Drama (3 credits)**

Legally speaking, citizenship refers to a set of rights and privileges that come along with membership in a political community. However, cultural & social attitudes about citizenship and equality can reflect but also contradict the legal realities of inclusion—and the history of the United States has been shaped by these reinforcing and at times contradictory impulses for inclusion and exclusion. In this course, we will investigate the broad history of citizenship, focusing on the complex relationship between different views of the concept and bring to light the fundamental questions at the heart of these debates: who counts as American? What exactly are the rights of the American? We will focus on citizenship across U.S. history, from the era of the early republic to the late 20th century Civil Rights movement. We will place particular emphasis on the relationship between citizenship and sovereignty—or, better put, ideas of national right and rule—as well as on what citizenship means

*Typically Offered:* As needed

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Once a year

**HI 387 Origins of American Internationalism (3 credits)**

*Context and Perspectives: Globalization*

This course 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.

*Typically Offered:* Once a year

**HI 388 Europe Reborn: From Cold War to the War in Ukraine (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.

*Typically Offered:* Every two or more years

**HI 391 Selected Topics in American History (3 credits)**

Explores a specific topic, location, period or theme in American history, such as cultural/social, political, economic and intellectual history.

*Typically Offered:* Every two or more years

**HI 392 Selected Topics in European History (3 credits)**

Explores a specific topic, location, period or theme in European History, such as cultural/social, political, economic and intellectual history.

*Typically Offered:* Every two or more years

**HI 393 Selected Topics in Asian History (3 credits)**

Explores a specific topic, location, period or theme in Asian history, such as cultural/social, political, economic and intellectual history.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**HI 395 Selected Topics in World History (3 credits)**

This course explores a specific topic, location, period or theme in world history.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**HI 401 Directed Study in History (3 credits)**

This course presents opportunity for superior students to engage in specialized study. (Allows repetition for credit.)

*Typically Offered:* Every two or more years

**HI 402 Seminar in History (3 credits)**

This course gives opportunity to small groups for study of selected topics. (Allows repetition for credit.)

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

## Honors Capstone Project (HNR)

**HNR 201 Honors Seminar: Gateway Course (3 credits)**

*Pre-Req:* EMS 104

Honors Seminars are gateway courses to the Honors pathways that enable Honors students to explore diverse contemporary issues or themes through an interdisciplinary lens.

*Typically Offered:* Fall and Spring

**HNR 440 (H) Honors Pathway Business Research (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.

*Typically Offered:* Fall

**HNR 445 (H) Honors Pathway Community Based Research (3 credits)**

Unlike traditional individual projects, which pair a single student with a single faculty member and ask them to complete a scholarly research project, this semester long course will bring together a team of honors students and ask them to complete a research project on behalf of public, private, or non-profit organization over the course of a single semester.

*Typically Offered:* Fall and Spring

**HNR 450 Creative/Research Pathway Proposal (1 credit)**

*Pre-Req:* EMS 104 or EMS 105

The proposal is the first part of the individual project of an honors undergraduate education. During this phase, the students explore and expand 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 creative/research project.

*Typically Offered:* Fall and Spring

**HNR 460 Creative/Research Pathway Project (2 credits)**

*Pre-Req:* HNR 450

The project is the second part of the individual project of an honors undergraduate education. During this second half, students will execute their proposed plan (HNR450) under the supervision of their faculty advisor. The intent of the project is to encourage research and discovery of a specific topic or area of interest.

*Typically Offered:* Fall and Spring

## 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.

*Typically Offered:* Once a year

**ID 150 Introduction to Nonprofit Organizations (3 credits)***Context and Perspectives: Institutions and Power*

The nonprofit sector is a key component of the social, economic, and political fabric in the United States. Often referred to as the “third sector,” organizations play a vital role in our society. Economically, nonprofits employ millions of workers and have an economic impact of over 1 trillion dollars. As with any business, there are many challenges and complexities in starting up, managing, and moving forward the work of a nonprofit organization all of which occur inside the political economy. This course aims to help students to gain an understanding of the structures of nonprofit organizations, an overview of the nonprofit sector in aggregate, introduction to nonprofit organizations from a variety of social issue and organizational backgrounds, and some insight as to how to become involved in the nonprofit sector.

**ID 209 Interdisciplinary Internship (1 credit)**

*Students must have completed at least 21 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 semesters. 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).

*Typically Offered:* Fall and Spring

**ID 210 Interdisciplinary Internship (1 credit)**

*Students must have completed at least 21 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 semesters. 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).

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Once a year

**ID 320 Business of Health (3 credits)***Pre-Req: at least 12 completed or in progress credits*

This course introduces and describes components and complexities of the health industry. Each session of the course presents a major component of the health industry landscape, followed by an in-depth examination of a timely application of that issue. Interdisciplinary topics include: patient experience, clinical care delivery, policy and the regulatory environment, innovation in the life sciences, health economics, insurance, and health information technology. Sessions are co-taught by faculty from across Bentley paired with invited experts from industry, government, nonprofit and other applied perspectives. Students who complete the course will gain a deeper understanding of the organization, functions, innovations and intricacies of the health industry from business, patient and system perspectives.

*Typically Offered:* Fall

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring



**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 420, which may be applied to the major with authorization from the major department.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**ID 422 Global Impact Internship (3 credits)**

*Pre-Req; minimum 30 credits, 3.0 GPA and approval from the Associate Dean of Business*

The Global Impact Internship is an intensive 8-week travel program that aims to develop the next generation of socially responsible leaders. Students will have the opportunity to consult directly for a global social enterprise or NGO while receiving leadership and professional development training. Students from various geographic locations will work together in teams and develop skills related to managing high level, strategic projects. This course is offered in various locations such as South Africa, Peru and Spain.

The Global Impact Internship program is run by our partner organization EmzingoU. Once accepted into the ID 422/3 course, students will be assigned an EmzingoU Project Leader who will facilitate program completion. Students may earn three credits, and can take this class as a business elective (ID 422) or arts and science elective (ID 423), which may be applied to the major/minor with authorization from the major/minor dept. Both satisfy a global experience rqmt.

*Typically Offered:* As needed

**ID 423 Global Impact Internship (3 credits)**

*Pre-req: Minimum 30 credits, 3.0 GPA and approval from Associate Dean of Arts and Science*

The Global Impact Internship is an intensive 8-week travel program that aims to develop the next generation of socially responsible leaders. Students will have the opportunity to consult directly for a global social enterprise or NGO while receiving leadership and professional development training. Students from various geographic locations will work together in teams and develop skills related to managing high level, strategic projects. This course is offered in various locations such as South Africa, Peru and Spain.

The Global Impact Internship program is run by our partner organization EmzingoU. Once accepted into the ID 422/3 course, students will be assigned an EmzingoU Project Leader who will facilitate program completion. Students may earn three credits, and can take this class as a business elective (ID 422) or arts and science elective (ID 423), which may be applied to the major/minor with authorization from the major/minor dept. Both satisfy a global experience rqmt.

*Typically Offered:* As needed

## International Business (IB)

**IB 200 Introduction to International Business (3 credits)**

This course will introduce students to key concepts in the realm of international business. We will consider different cultural, economic, and political systems and how those influence the behavior of firms and shape trading relationships. We will consider the continuing impact of globalization, both positive and negative. We will examine established theories of trade and consider how well they explain the current operation of global markets. We will analyze the goals and impacts of national trade policy in the U.S. and other regions. We will examine major organizations which influence international trade including the WTO and the IMF in order to understand their role in the global economy. Finally, we will consider current events related to international business and how course concepts can help us make sense of the challenges and decisions facing industries and countries.

*Typically Offered:* Once a year

**IB 400 International Business Program Capstone (3 credits)**

*Pre-req: IB 200*

The International Business (IB) Program Capstone course is designed to integrate and apply the knowledge and skills acquired throughout the International Business program. This course typically involves a comprehensive project where students analyze real-world international business scenarios, develop strategic solutions, and present their findings. The course aims to prepare students for leadership roles in global business by honing their analytical, strategic, and communication skills.

*Typically Offered:* Fall and Spring

## Italian (MLIT)

### MLIT 101 Discovering 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 is designed for students with no prior experience studying Italian 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 Italian 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.

*Typically Offered:* Fall

### MLIT 102 Discovering Italian II (3 credits)

*Context and Perspective: Globalization*

This course is designed for students who have taken the Italian Placement Test and were placed in 102. Students that who have taken MLIT 101 in college are also allowed to take this course. Through a communicative-based approach, students will learn to understand and participate in conversations on familiar topics. There will be an emphasis on expanding vocabulary related to 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 Italian culture.

*Typically Offered:* Spring

### MLIT 201 Continuing 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.

*Typically Offered:* Fall

### MLIT 202 Continuing 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.

*Typically Offered:* Spring

### 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 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.

*Typically Offered:* Every two or more years

### 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.

*Typically Offered:* Every two or more years

### 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.

*Typically Offered:* Every two or more years

**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 Italoophone authors. The course readings are in both Italian and English.

*Typically Offered:* Once a year**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years

## Law (LA)

**LA 100 Business Law (3 credits)***Exclude students who earned credit for GB 110*

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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**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 Laws that Oppress and Empower: Disability and LGBTQ+ Rights (3 credits)***Pre-Req: GB 110 or LA 100*

This course examines law as both an instrument of institutionalized oppression and a tool for empowerment of minority groups by focusing on laws impacting two minority groups: those experiencing disabilities and members of the LGBTQ+ community. The course addresses the law's past, current, and potential future role both in maintaining the second-class citizenship of these groups and in dismantling discrimination against them. The course also considers the ongoing need to improve relevant laws as well as the limitations of any law for ensuring fair and equal treatment. Throughout, the course considers issues of intersectionality between the two groups and with other minority identities, including religion and age.

*Typically Offered: Once a year***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.

*Typically Offered: Spring***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.

*Typically Offered: Spring***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.

*Typically Offered: Every two or more years***LA 145 English Origins of the Law (3 credits)***Pre-Req: Instructor permission. Travel course to England during spring break.**This course can not be taken pass/fail*

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. Includes travel to England during Spring break.

*Typically Offered: Spring***LA 198 Art/Science Exper Course in Law (3 credits)***Typically Offered: As needed***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.

*Typically Offered: As needed*

**LA 203 Consumer Law (3 credits)***Pre - Req: GB 110 or LA 100**Previously LA 103*

Acquaints the student with current federal and state consumer protection statutes. Deals with individual consumer grievances by discussing false and misleading advertising and the legal effect of written and implied warranties. Addresses the unfair treatment of minors and incompetent consumers. Examines the legal impact of insurance practices as it pertains to healthcare and property protection of consumers. Focuses on the law pertaining to current consumer credit problems such as credit card liability, unfair credit billing practices as well as illegal debt collection methods used by creditors. Highlights bankruptcy laws, particularly consumer debt adjustment programs. Covers legal remedies available to consumers through case and class discussion.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Once a year***LA 220 Health Law (3 credits)***Pre-Req: GB 110 or LA 100*

The course examines the U.S. healthcare system with an emphasis on its legal, regulatory, and policy environment. Students will: study major statutes, such as the 2010 Patient Protection and Affordable Care Act (Obamacare); health insurance's risk-spreading role; private physician regulation through "privileging" and "credentialing;" public physician regulation through "licensing;" accreditation of healthcare institutions; the ethical requirement of informed consent; privacy under the Health Insurance Portability and Accountability Act (HIPAA), federal regulation of private health insurance benefit programs through the Employee Retirement Income Security Act (ERISA); the growth of managed care organizations; the high cost of U.S. healthcare; federal Medicare and Medicaid programs, the tax-exempt and charitable status of some healthcare institutions; the anti-kickback statute and related fraud-on-the-government issues; and antitrust implications of healthcare consolidation and mergers.

**LA 225 Constitutional Protections and the Criminal Justice System: Business Implications (3 credits)***Pre-Req: LA 100*

*Students who took this course as LA 299 in Fall 2023 or Spring 2024 are not eligible to take this course*

The course will look in depth at the constitutional rights embodied in the Bill of Rights and then explore how these rights do or do not protect businesses. Using caselaw and current events, and how companies should respond to subpoenas for business records, the course examines how such constitutional rights as free speech, the right against self-incrimination the right to counsel impact business operations. Course discussions will include whether corporations have the same constitutional rights as individuals and how businesses can protect themselves against fraud and other crimes.

*Typically Offered: Fall and Spring***LA 230 Internet Law and Policy (3 credits)***Pre-req: LA 100*

The ubiquity of the Internet has created a kind of "stress test" in various areas of law including intellectual property, privacy, and constitutional law (especially with regard to the protections of the first and fourth amendments). This course will address the ways in which legislatures and courts have addressed the stress in the system. Topics covered will include the use and enforceability of online contracts, constitutional questions regarding freedom of expression and privacy, the statutory structure allowing platforms like Twitter and Facebook to operate with little or no liability for either the content on the platforms or their choices of moderation, and the ability to protect copyrighted works in a world where perfect copies can (almost costlessly) be created and widely distributed.

*Typically Offered: Fall***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.

*Typically Offered: As needed***LA 299 Experimental Course in Law (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.

*Typically Offered: As needed*



**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 personal 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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Once a year***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.

*Typically Offered: Spring***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.

*Typically Offered: Spring*

**LA 317 Media Law (3 credits)***Pre-Req: At least 12 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.

*Typically Offered: Fall and Spring***LA 318 White Collar Crime (3 credits)***Pre-Req: At least 12 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.

*Typically Offered: Fall and Spring***LA 320 Entertainment Law (3 credits)***Pre-Req: At least 12 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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: As needed***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.)

*Typically Offered: Fall***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.

*Typically Offered: As needed*

## 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.

*Typically Offered: Fall and Spring*



**MG 215 Supply Chain and Operations Fundamentals (3 credits)**

*Pre-req - CS 100 and MA 105, MA 105L, MA 107, MA107L, MA 131 or MA 131L*  
*Not eligible for students who have completed GB 214*

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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**MG 228 Managing Diversity in the Workplace (3 credits)**

*Pre-Req: GB 215 or MG 116*

The increasing diversity of the modern workforce presents valuable opportunities and challenges to organizations. This course highlights the knowledge, skills, and attitudes (KSAs) needed by managers, leaders, and employees to optimize diversity and engage constructively across differences. As an experiential, discussion-driven course, students will: (a) increase awareness about how social identity shapes perceptions, attitudes, and behaviors; (b) improve recognition of the opportunities and costs associated with diversity, equity, and inclusion; and (c) develop the competencies needed to lead inclusively across interpersonal, team, and organizational dynamics.

*Typically Offered:* Fall and Spring

**MG 229 Leadership in the Arts (3 credits)**

*Pre-Req: MG 116 and 21 earned credits*

In this course, students will explore leadership issues that surround the arts industry. Arts leaders are responsible for all activities associated with the creation, running, and ultimately closing of an artistic production. This includes engaging in entrepreneurial activities to create and fund a production; networking across various stakeholders; marketing, sales, and financial management to run the production, and working with various unions. Students will gain an understanding of the overarching business models and operations within the arts. In this survey course, students will explore these issues across diverse arts industries including: Theater, Film, Music, Dance, Events, Visual Art, and Opera. Culminating with an experiential project that allows students to use what they learned through the duration of the course. This course is ideal for students interested in a career in arts leadership and who love the arts and want to understand the administrative side of this industry.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered: Fall***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Every two or more years***MG 300 Strategic Management (3 credits)***Pre-Req: LA 100, AC 115, ST 113, MG 116, Pre or Co-Req: at least 51 completed or in progress credits. Students who have completed GB 410 not eligible to take MG 300**MG 300 can not count as an elective in any Major or Minor*

Strategic Management 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. Strategic Management 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.

*Typically Offered: Fall and Spring***MG 313 Business and Society (3 credits)***Pre-Req: LA 100, MG 116, Pre or Co-Req: at least 51 completed or in progress credits**For students entering Bentley Fall 2024 or after, MG 313 can not count as an elective in the Management Major or Management Minor*

Businesses operate in complex environments. They interact with customers, employees, suppliers, shareholders. They also encounter non-market actors like government agencies, activists, local communities, and the media. Managed well, this web of stakeholder relationships yields synergies, opportunities, and mutual benefit; managed poorly, tradeoffs or conflict. Drawing on case studies and discussions of a range of social issues, this course explores the business and society interface in all its legal, ethical, cultural, technological, and political complexity. This course introduces the tools effective managers need to reconcile stakeholder demands, anticipate the issue life cycle, pursue socially responsible initiatives, weigh the ethical and financial implications of their decisions, and engage in the public policy process. Special focus is on how the world is changing and the potential for business and society to work together to address its grand challenges.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Spring***MG 316 Service Operations Management (3 credits)***Pre-Req: GB 214 or MG 215*

Service operations are a significant part of economy. Manufacturing companies leverage services for market differentiation, revenue stability, and improved customer satisfaction. Service firms, in turn, apply manufacturing insights on process efficiency and quality. Understanding service operations, however, is challenging. Services are intangible, highly variable, not storable or transportable and often involve distributed operations with a significant amount of customer contact. This course provides a managerial perspective on strategic analysis and operational decision-making in services, including service design, revenue management and quality management. A key aspect is a team project where students study and improve a local service firm's operations quantitatively and qualitatively.

*Typically Offered: Fall*

**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.

*Typically Offered: Spring***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall***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.

*Typically Offered: Fall and Spring***MG 336 New Venture Planning and Financing (3 credits)***Pre-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.

*Typically Offered: Fall and Spring***MG 338 Launching Your Business (3 credits)***Pre-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.

*Typically Offered: Fall and Spring***MG 340 Selected Topics in Management (3 credits)***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Fall*

**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.

*Typically Offered: Once a year***MG 345 Organizations, Society and Responsible Management (3 credits)***Pre-Req: GB 215 or MG 116*

This course addresses the changing contexts that organizations operate in with an emphasis on responsible management and the implications for a variety of stakeholders. Specifically, it focuses on the overarching environmental, social and governance (ESG) issues facing various types of organizations (e.g. corporate, non-profit and non-government). Every manager, or aspiring manager, must consider this interrelated set of issues and how they impact an organization's financial and environmental sustainability, its role in corporate social responsibility & global social movements, the treatment and diversity of its human capital, and the strength of its corporate governance, risk oversight and disclosure efforts. Overall emphasis is on understanding and managing a company's actions so as to serve as a responsible steward in the ESG nexus.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Spring***MG 351 Developing Workforce Capabilities (3 credits)***Pre-Req: (GB 215 or MG 116) and 21 in-progress or completed credits.*

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.

*Typically Offered: Fall***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.

*Typically Offered: Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring*

**MG 444 Faculty-led Study Abroad Course (3 credits)**

*Pass/Fail option not available for this course.*

Faculty-led international courses are 3-credit intensive study abroad experiences offered during semester breaks, usually 10 to 15 days in length during January break, Spring break (as part of a Spring semester course), or in May after exams. The professor leads his/her students on an immersive learning experience in a region of the world where the professor has expertise, offering students the opportunity to combine cultural activities with business, NGO, or other relevant site visits. Students benefit from personal interactions with companies and organizations they would not encounter as a tourist. The intensive format allows students to study abroad without missing a semester at Bentley.

Please visit <https://www.bentley.edu/offices/international-education> to learn more.

*Typically Offered:* Every two or more years

## Marketing (MK)

**MK 250 Marketing Essentials (3 credits)**

*Not eligible for students who have completed GB 214*

Marketing is at the heart of a firm's success as it involves researching, creating, delivering and communicating value to customers. It encompasses what services, goods, and/or experiences to sell, how much to sell them for, where to sell them, how to communicate them, and how to ensure differentiation from competitors. If done well, sustainable profits and a positive impact on society can be achieved. If done in an inadequate and unethical way, significant losses and social backlash can result. Success thus requires that understanding customers and how they make their decisions, which ones to build relationships with, how to develop a product that customers will value and choose, and how to navigate the ethical dilemmas that may arise. This course will provide students with foundational knowledge about these marketing elements, exposure to ethical dilemmas, and opportunities to apply these insights so that they can grasp the nature of marketing decisions and their impact on success.

*Typically Offered:* Fall and Spring

**MK 321 Consumer Behavior (3 credits)**

*Pre-Req: GB 214 or MK 250*

This course provides students with an understanding of consumers as human beings, how they form perceptions, how they learn, and how they make decisions. Topics covered also include the individual and group-level influences on consumer behavior, such as motivation, self-identity, social class, cultures, and social media. 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. Another focus of the class is on the pragmatic implications of such consumer understanding for marketing practice.

*Typically Offered:* Fall and Spring

**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)]*

Students will examine the fundamental concepts and techniques used in marketing research as decision-making tools. Problem formulation, research design, primary data collection, types of information and measurement scales, and evaluation and utilization of secondary data will be discussed. Through hands-on analyses using modern data analysis tools, students will learn how to formulate marketing problems as testable hypotheses, systematically gather data, and apply statistical tools to yield actionable marketing insights.

*Typically Offered:* Fall and Spring

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Once a year

**MK 339 Fashion Merchandising and Buying (3 credits)**

*Pre-req: MK 250/GB214*

The aim of this course is to offer a comprehensive understanding of the fashion industry, focusing on aspects of merchandising, buying and assortment planning. Students will study market sources, fashion buying techniques, assortment planning and allocation and quantitative calculations needed in the fashion industry. By doing so, undergraduate students will be equipped for various roles within merchandising, buying/planning, retail consulting. Throughout this course, students will delve into the mechanics of the merchandising process, how to create excitement through merchandise, the responsibilities of merchants, essential retail metrics, in-store test-and-learn methodologies, and the utilization of retail data and trend analysis to forecast future sales and industry trends.

*Typically Offered:* Once a year



**MK 340 Customer Insights Using 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.

*Typically Offered: Fall and Spring***MK 342 Advertising (3 credits)***Pre-Req: GB 214 or MK 250*

This course provides students with the opportunity to “think outside the box” while learning about the current world of advertising. In this course, students will be exposed to, learn about and gain hands on experience with secondary market research, brand and creative strategy, advertising agencies, creative process, digital advertising, media planning, creative media case studies, customer journey, multicultural marketing, social influencers, and creating an original ad campaign plan. Students will learn about the new tools that are available through Gen AI and how they apply through each stage of the advertising development process with some live demos and examples. The course includes featured speakers who work at notable companies and award-winning ad agencies.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: Fall and Spring***MK 362 Digital Marketing Analytics (3 credits)***Pre-Req: MK 250 or GB 214*

This course will provide students with basic knowledge of digital analytics concepts and practices. The course consists of three main parts: (1) digital analytics for website optimization, (2) measuring marketing campaigns online, and (3) consumer privacy and ethics. Topics covered include understanding the importance of digital analytics in marketing, identifying KPIs and key metrics used in digital analytics, implementing website optimization techniques, assessing digital campaigns including email and online advertising, and comprehending regulations regarding consumer privacy and data usage as well as reflecting on related ethical issues. Applying a hands-on approach, the course will allow students to explore various tools and software used in digital analytics, such as Google Analytics and SEMrush. Students will have the opportunity to receive a certificate from the Digital Analytics Association.

*Typically Offered: Once a year***MK 363 AI and Marketing (3 credits)***Pre-req: MK 250 or GB 214*

If AI is shaping our world, then what is AI? In this course, students will be presented with a framework for AI divided into 4 categories based on two dimensions: (1) level of intelligence, and (2) integration with an organization's technology. Students will explore key marketing concepts within this framework, and examine two types of intelligence, task automation and machine learning. They will study AI applications that are standalone or integrated into a larger system. Students will examine AI within the functions of marketing, how it is used and how it is transforming the following functions: Advertising, Analytics, Communications, Content Marketing, Customer Service, Ecommerce Email Marketing, SEO, and Social Media Marketing.



**MK 364 Innovative Marketing Analytics with AI (3 credits)***Pre-req: ST 113 and second year standing or higher*

This course is an introduction to the analysis of marketing data, using tools from statistics and conceptual foundations from marketing. Marketing analytics are best viewed as a set of tools (conceptual models, statistical techniques and optimization software) designed to translate data into marketing strategy. Emphasis will be placed on the appropriate usage of techniques – not upon the mathematical theory underlying the techniques. The goal of the course is to develop skills in creating mathematical models that are useful in tactical and strategic marketing decisions. Furthermore, in today's rapidly evolving landscape, businesses are utilizing the power of machine learning (or artificial intelligence) to analyze large and complex datasets with increased efficiency. In the latter part of this course, we will explore how machine learning techniques can be effectively applied to enhance marketing analytics and discuss the significant advantages over traditional statistical models.

*Typically Offered: Fall***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.

*Typically Offered: Every two or more years***MK 367 International Marketing (3 credits)***Pre-Req: GB 214 or MK 250*

This course explores the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution, and production activities. Students examine the international similarities and differences in marketing functions as related to the cultural, economic, political, social, and physical dimensions of the environment. Students also consider the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Every two or more years***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

*Typically Offered: Once a year***MK 372 Pricing Strategies (3 credits)***Pre-Req: GB 214 or MK 250*

The objective of this course is to provide a conceptual framework as well as analytical techniques that can be applied to understanding and managing prices from a marketing perspective. Students will learn how to set a price for a new product, how to make price adjustments to existing products, and how to set prices to serve different customer segments. Moreover, issues of pricing of digital products and managing prices in the digital world will be discussed. This course goes beyond the numbers as we delve into the psychological and emotional facets of pricing. Students will gain insights into how consumers cognitively and emotionally respond to prices and price changes, enabling them to craft pricing strategies that resonate with their target audience. Additionally, we will foster a holistic understanding of pricing, emphasizing its multifaceted nature by incorporating considerations related to customer preferences, competitive landscapes, legal constraints, and ethical aspects.

*Typically Offered: Once a year***MK 392 Strategic Brand Management (3 credits)**

Apple is one of the most valuable brands in the world, but how did it achieve its iconic status? In this course, students will learn how to build, grow, and protect strong brands. Using a combination of lectures, case analyses, current events, discussions, and a class project, students will learn 1) a foundational understanding of brand strategy, 2) how different approaches to brand strategy affect company performance, 3) the power of consumers in brand development and growth, 4) the role of brands in the broader culture, and 5) how to identify, measure, and protect brand equity over time.

*Typically Offered: Fall and Spring***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

*Typically Offered: As needed*

**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.

*Typically Offered: Every two or more years***MK 400 Strategic Marketing Management (3 credits)***Pre-Req: (GB 214 or MK 250), two other Marketing courses, and at least 81 completed or 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.

*Typically Offered: Fall and Spring***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.)

*Typically Offered: Every two or more years***MK 402 Seminar in Marketing (3 credits)***Pre-Req: (GB 214 or MK 250), 3.0 GPA, and at least 81 completed or 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.

*Typically Offered: As needed***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).

*Typically Offered: Every two or more years***MK 411 Corporate Immersion Marketing Strategy Project (3 credits)***Pre-Req: [(GB 214 or MK 250) and two other marketing courses] or instructor permission*

This course focuses on experiential learning. We fuel intellectual curiosity, leverage data analytics, and unlock creativity to shape corporate strategy in partnership with large scale organizations. Past partners have included New Balance, Bauer, Vida Shoes International, Mass Audubon, Dunkin Donuts, Mazda, GM, Microsoft, Fidelity, Sperry Topsider. Heavy emphasis is placed on the top skills employers are seeking in today's marketplace: oral and written communication, teamwork, project management, analytics, problem-solving, research, and adaptability.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***MK 444 Faculty-Led Study Abroad (3 credits)**

Faculty-led international courses are 3-credit intensive study abroad experiences offered during semester breaks, usually 10 to 15 days in length during January break, Spring break (as part of a Spring semester course), or in May after exams. The professor leads his/her students on an immersive learning experience in a region of the world where the professor has expertise, offering students the opportunity to combine cultural activities with business, NGO, or other relevant site visits. Students benefit from personal interactions with companies and organizations they would not encounter as a tourist. The intensive format allows students to study abroad without missing a semester at Bentley.

Please visit <https://www.bentley.edu/offices/international-education> to learn more.

*Typically Offered: As needed*

## Mathematical Sciences (MA)

**MA 105 Mathematical Foundations for Business (3 credits)***Pre-Req: Students starting Fall 2025 or later must demonstrate competency through the ALEKS PPL Placement Assessment. <https://www.bentley.edu/offices/student-success/mathplacement>*

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.

*Typically Offered: Fall and Spring***MA 105L Mathematical Foundations for Business with Lab (3 credits)***Pre-Req: Students starting Fall 2025 or later must demonstrate competency through the ALEKS PPL Placement Assessment. <https://www.bentley.edu/offices/student-success/mathplacement>*

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.

*Typically Offered: Fall and Spring*

**MA 107 Applied Calculus for Business (3 credits)**

*Pre-Req: Students starting Fall 2025 or later must demonstrate competency through the ALEKS PPL Placement Assessment. <https://www.bentley.edu/offices/student-success/mathplacement>*

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.

*Typically Offered: Fall and Spring*

**MA 107L Applied Calculus for Business with Lab (3 credits)**

*Pre-Req: Students starting Fall 2025 or later must demonstrate competency through the ALEKS PPL Placement Assessment. <https://www.bentley.edu/offices/student-success/mathplacement>*

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.

*Typically Offered: Fall and Spring*

**MA 131 Calculus I (3 credits)**

*Pre-Req: Students starting Fall 2025 or later must demonstrate competency through the ALEKS PPL Placement Assessment. <https://www.bentley.edu/offices/student-success/mathplacement>*

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.

*Typically Offered: Fall and Spring*

**MA 131L Calculus I with Lab (3 credits)**

*Pre-Req: Students starting Fall 2025 or later must demonstrate competency through the ALEKS PPL Placement Assessment. <https://www.bentley.edu/offices/student-success/mathplacement>*

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.

*Typically Offered: Fall and Spring*

**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.

*Typically Offered: Fall and Spring*

**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.

*Typically Offered: Fall*

**MA 205 Chaos, Fractals and Dynamics (3 credits)**

*Pre-Req: MA 107, MA 107L, MA 123, MA 123L, MA 131, or MA 131L*

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.

*Typically Offered: Once a year*

**MA 214 Intermediate Applied Statistics (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.

*Typically Offered: Fall and Spring*

**MA 215 Mathematics of Sports (3 credits)**

*Pre-Req: 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.

*Typically Offered: Other*

**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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Once a year***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.

*Typically Offered: Fall***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.

*Typically Offered: Fall and Spring***MA 250 Data Visualization (3 credits)***Pre-Req: MA 214 or MK 340 or EC 483*

This course covers the principles and practices of data visualization and storytelling with statistical graphics. Building on foundational statistics knowledge, students will learn how to construct clear and effective visualizations that highlight key insights from techniques like hypothesis testing, linear modeling, and multivariate analysis. A significant focus is placed on detecting misleading or confusing displays, improving integrity of visuals, communicating compelling narratives, and the ethical representation of data.

*Typically Offered: Once a year***MA 252 Regression Analysis (3 credits)***Pre-Req: (MA 131 or MA131L) and MA 214.*

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.

*Typically Offered: Fall and Spring***MA 255 Design of Experiments (3 credits)***Pre-Req: 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.

*Typically Offered: Fall and Spring*



**MA 263 Continuous Probability for Risk Management (3 credits)***Pre-Req: (GB 213 or ST 113) and MA 139*

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.

*Typically Offered: Fall***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.

*Typically Offered: Every two or more years***MA 280 Selected Topics in the Mathematical Sciences (3 credits)**

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.

*Typically Offered: As needed***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.

*Typically Offered: As needed***MA 299 Experimental Courses in Math (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.

*Typically Offered: As needed***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.

*Typically Offered: Other***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.

*Typically Offered: Spring***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.

*Typically Offered: Once a year***MA 335 Financial Calculus and Derivative Pricing (3 credits)***Pre-Req: MA 139 and ST 113/GB 213*

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.

*Typically Offered: Spring*

**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.

*Typically Offered: Fall***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***MA 352 Mathematical Statistics (3 credits)***Pre-Req: MA 233 and 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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Spring***MA 374 Fundamentals of Short-Term Actuarial Mathematics (3 credits)***Pre-Req: MA 310*

This course introduces fundamental topics of actuarial mathematics for short-term coverages that are applicable for health, life, and property/casualty insurance. We will focus on modeling techniques, such as frequency, severity, coverage modifications, and aggregate models, as well as the principles of ratemaking and reserving. This course will cover most of the short-term modeling topics on the Society of Actuaries Exam FAM and the Casualty Actuarial Society Exam MAS-I.

*Typically Offered: Every two or more years***MA 375 Fundamentals of Long-Term Actuarial Mathematics (3 credits)***Pre-Req: MA 310 and MA 357*

This course introduces fundamental topics of actuarial mathematics for long-term coverages. We will examine survival models, contingent payment models (present value random variables, premium, and policy valuation) and their applications to insurance and other financial risks. This course will cover most of the long-term modeling topics on the Society of Actuaries Exam FAM.

*Typically Offered: Every two or more years***MA 376 Advanced Long Term Actuarial Mathematics (3 credits)***Pre-req: MA 375*

This course further develops knowledge and mastery of fundamental actuarial mathematics, focused on long-term insurance, health, and annuity contracts. We begin with survival models for multiple state contingent cash flows and use them to calculate premiums and policy values for long-term coverages. Then we consider joint life insurance and annuity contracts and their profit metrics. Finally, we explore how retirement benefits are accrued, valued, and funded. This course is designed to help a motivated student prepare for the Society of Actuaries (SOA) ALTAM examination.

*Typically Offered: Every two or more years*



**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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Once a year***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.

*Typically Offered: As needed***MA 401 Directed Study in Mathematical Sciences (3 credits)**

This course permits superior students to study special topics. (May be repeated for credit.)

*Typically Offered: As needed***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.)

*Typically Offered: As needed***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.

*Typically Offered: As needed*

## 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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring*

**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 millennia, 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.

*Typically Offered: Spring***NAS 135 Astronomy: Stars and Universe (4 credits)***Formerly NASC 101**Context & Perspectives: Scientific Inquiry*

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.

*Typically Offered: Fall***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: As needed***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Every two or more years***NAS 306 Health Communication Campaigns (3 credits)***Context and Perspective: Scientific Inquiry*

Campaign messages including, "Just Say No", "Race for the Cure", and "Only you can prevent forest fires" promote behaviors to improve health or prevent disease. This course will provide students with an in-depth examination of strategies to persuade and influence behavior. The question of how people exercise influence using communication has challenged those working in the field for decades. We will discuss when messages work, at what time, and with what audience. The goal of this course is to familiarize students with the process of persuasion and social influence in the context of health. Students will gain a firm understanding of how people can influence the beliefs, attitudes, and behaviors of others. We will explore the current media environment, in which health communication campaigns can utilize a variety of channels including social media and video games. Students will gain practical skills and expertise in persuasive message design.

*Typically Offered: Fall***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring*

**NAS 316 Human Health and Disease in Today's World (3 credits)***Context and Perspectives: Scientific Inquiry**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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring***NAS 319 Health Risk and Prevention (3 credits)***Context and Perspectives: Scientific Inquiry*

The purpose and structure of the American public health system and urgent contemporary issues in public health will be explored in this course. We will ask: what makes health public? How ought we respond to new threats of communicable and non-communicable diseases? What are the larger social and environmental issues that shape the health of the public and how does this happen? What are the most effective strategies to improve the health of populations? Many people equate epidemiology and public health with the COVID-19 pandemic. However, these fields are more than what we see in the news. This course offers an introduction to the principles, concepts, and methods of population-based epidemiologic research and explores how public health intersects with every facet of our lives: our healthcare systems, our policies and government, our business industries, our communities and our relationships.

**NAS 320 Bugs in the System (3 credits)***Context and Perspectives: Scientific Inquiry**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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***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 Claritin for allergies, yet we rarely think about how these drugs work or how they arrived on the market. This course will analyze how drugs have systemic, whole-body effects, while (hopefully) targeting a specific disease or condition. We will look at what drugs actually are as molecules, and how their chemical structure impacts their ability cause a biological effect. Next, we will investigate how we ensure that drugs are safe and effective. We will look at the clinical information used to drive approval decisions and at how drugs are priced and marketed to the public. The ultimate goal of the course is to introduce you to fundamental mechanisms of biology, structure, and drug design in a way that will enhance your understanding of your own drug response and health, public discourse surrounding drugs, advantages and limitations of the current pharmaceutical market, and avenues for improvement.

*Typically Offered: Once a year*

**NAS 333 Life in the Universe (3 credits)***Context and Perspectives: Scientific Inquiry**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.

*Typically Offered: Spring***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.

*Typically Offered: Fall***NAS 335 Energy Analytics (3 credits)***Context and Perspective: Scientific Inquiry**Not eligible for students who have completed NAS 140/NASC 140*

Energy is part of everything we do every day. Energy consumption is also the biggest contributor to air pollution and global warming. All individuals and companies consume energy, some companies produce energy or related products and services. Energy efficiency and renewable energy are key elements of any organization's sustainability efforts. This course will explore how energy is used and possibilities for on-site renewable energy generation using the Bentley campus as a living laboratory. Throughout the course, students will learn how to apply a multi-criteria approach to energy decision making in personal and organizational contexts. Using data and evidence, students will evaluate different technologies and options for improving the sustainability of energy in operations and investments. Course units focus on different aspects of energy efficiency and renewable energy on the Bentley campus and beyond.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall***NAS 338 Water Quality (3 credits)***Context and Perspective: Scientific Inquiry**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.

*Typically Offered: Spring***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.

*Typically Offered: Fall*



**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.

*Typically Offered:* Every two or more years**NAS 344 Energy Alternatives (3 credits)***Context and Perspectives: Scientific Inquiry**Formerly NASE 344*

This course will introduce students to carbon accounting and science-based strategies for reducing emissions. Students will apply their learning by consulting with an external partner such as city, town or company by evaluating the sources of their emissions. In addition to a historical accounting of energy and emissions, the course will also look forward to identify potential pathways to net zero emissions and their financial, environmental, and social implications.

*Typically Offered:* Once a year**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Once a year**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

*Typically Offered:* Fall and Spring**NAS 349 Plastics - Pollution and Possibilities (3 credits)***Context and Perspective: Scientific Inquiry*

Plastics are one of the most controversial materials in society. They enable a wide variety of applications that enable products to be stronger, lighter, and more flexible. However, they carry significant drawbacks due to their contributions to climate change, toxic chemical pollution, and waste disposal problems. In this course, we will explore all these aspects and examine how the next generation of materials may offer solutions to many of the challenges observed today. We will examine several case studies on single-use plastics, plastics in the fashion industry and circular economy, and microplastics in the environment. The course also contains a hands-on experimental laboratory component where students create plastics and test their properties.

*Typically Offered:* Once a year**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.

*Typically Offered:* Every two or more years



**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.

*Typically Offered:* Once a year**NAS 354 Sustainable Food Systems (3 credits)***Context and Perspective: Scientific Inquiry*

Food production consumes abundant land, water, and energy resources. This course investigates agricultural systems and the impacts on air, water, and soil. Foundational concepts in ecology, water resources, and soil science are introduced. Sustainable methods to reduce pollution, greenhouse gases, and food waste throughout the supply chain are explored. Food systems are studied and evaluated at the global and local scale, integrating environmental, social, and economic domains.

*Typically Offered:* Once a year**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.

*Typically Offered:* As needed**NAS 398 Experimental Course in Natural Sciences (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.

*Typically Offered:* As needed**NAS 399 Experimental Course in NAS (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.

*Typically Offered:* As needed**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Fall and Spring**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.)

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Fall and Spring**NAS 444 Faculty-led Study Abroad Course (3 credits)***Pass/Fail option not available for this course*

Faculty-led international courses are 3-credit intensive study abroad experiences offered during semester breaks, usually 10 to 15 days in length during January break, Spring break (as part of a Spring semester course), or in May after exams. The professor leads his/her students on an immersive learning experience in a region of the world where the professor has expertise, offering students the opportunity to combine cultural activities with business, NGO, or other relevant site visits. Students benefit from personal interactions with companies and organizations they would not encounter as a tourist.

The intensive format allows students to study abroad without missing a semester at Bentley.

Please visit <https://www.bentley.edu/offices/international-education> to learn more.

*Typically Offered:* As needed

# 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*

*Students who have taken PH 101 not eligible for this course*

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.

*Typically Offered: Fall and Spring*

## PH 103 Ultimate Questions (3 credits)

*Context and Perspectives: Culture, Change, and Behavior*

*Students who have taken PH 101 not eligible for this course*

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.

*Typically Offered: Fall and Spring*

## PH 104 Critical Thinking (3 credits)

*Context and Perspectives: Culture Change and Behavior*

*Students who have taken PH 101 not eligible for this course*

This course aims to boost your critical thinking skills. You will learn how to use some basic tools of logic and philosophy to assess and improve your own reasoning and to evaluate the reasoning of others. Topics covered include: how to identify, interpret, and evaluate arguments; how to formulate good arguments; how to identify and avoid common mistakes in reasoning; how to evaluate information and evidence; and how to avoid being duped by misinformation.

*Typically Offered: Once a year*

## PH 110 Debating Ethical Problems (3 credits)

*Context and Perspectives: Values, Ethics, and Society*

This philosophy course is, unusually, centered not around a topic but a skill – the skill to debate controversial topics effectively, reflectively, and respectfully. It is modeled on the National Ethics Bowl Competition, in which university students compete by discussing an ethically sensitive topic of everyday interest. The course is centered around the topics that the American Society for Applied Ethics provides annually in preparation for the competition. Students in this course are also eligible to participate in the APPE Northeast Regional Ethics Bowl Competition, which will take place in late November. Our official teams will be determined based on student interest and availability as well as by mock-round competition. The case studies covered in this class will include important ethical topics and the primary goal will be learning how to develop and defend a point of view related to hot-button ethical issues, while also being also being receptive to the viewpoints of others.

*Typically Offered: Fall*

## 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.

*Typically Offered: Once a year*

## 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.

*Typically Offered: Once a year*

## 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.

*Typically Offered: Once a year*

**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.

*Typically Offered: Once a year***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***PH 160 AI, Technology, and Values (3 credits)***Context & Perspectives: Values, Ethics, and Society*

Artificial intelligence and other advanced technologies are integrated with virtually every aspect of human life. This course will examine various current and emerging technologies through a philosophical and ethical lens. Much of the focus will be on artificial intelligence, which is radically transforming work, education, business, entertainment, medicine and science, politics, and the media. We will explore the nature and ethics of technology and how AI and other technologies are impacting and shaping society and culture. We will also critically evaluate the significance, benefits, and costs of a range of emerging technologies.

*Typically Offered: Once a year***PH 162 Love, Sex, and Robots (3 credits)***Context and Perspectives: Values, Ethics, and Society*

This is an applied ethics course on the topic of sex and love in relation to new and emerging technologies. The course starts with a brief overview of the philosophical literature on the ethics of sex and love. Topics covered include friendship, romantic love, consent, sexual autonomy, hookup culture, sex work. Following, a significant portion of the class will be dedicated to exploring a range of moral issues that arise when navigating interactions between humans and artificial intelligence, including friendships, romances, and sexual encounters involving members of different genders and sexual identities. The course will also consider the ethical dynamics of using of artificial intelligence and deep learning technology in the pornography industry.

*Typically Offered: Once a year***PH 170 Life and Death (3 credits)***Context & Perspectives: Values, Ethics, and Society*

The most urgent and challenging ethical questions that we face, both as individuals and collectively, are matters of life and death. When does a human life begin? Is it ever wrong to create a new life? What is death, and is it bad to die? When is it ethically permissible to end a life? In this course, we will examine and reflect upon a range of philosophical views about life, death, procreation, and killing. Topics may include the nature and value of life and death, the ethics of having children, cloning, genetic engineering, suicide and euthanasia, killing in war, capital punishment, killing animals, and abortion.

*Typically Offered: Once a year*

**PH 180 Happiness and the Meaning of Life (3 credits)**

Each of us comes into existence, lives for a time, and eventually dies. How do we make the most of our lives? We all want to lead a happy and meaningful life, but what exactly is happiness? And what makes life meaningful? Indeed, given our modest place in this vast universe, is it even possible for us to live meaningful lives? Through the examination and discussion of philosophical writings and empirical studies, we will explore theoretical and practical questions about living a good life. Topics may include philosophical and psychological theories of well-being, analyses of absurdity and meaningfulness, and conceptions of the good life in various philosophical and religious traditions, such as Stoicism, Buddhism, and Daoism.

*Typically Offered:* Once a year

**PH 190 Friendship & Trust (3 credits)**

*Context and Perspectives: Values, Ethics, and Society*

Friendship is a topic of perennial philosophical interest. It's also the subject of films, novels, songs, and other works of art. Many philosophers have argued that friendships are essential to our moral development. Others focus instead on how friendships form our identity. Most agree that good friendships require trust, but it can be difficult to determine when trust is genuine. Moreover, questions about how to repair and cultivate trust require a deep understanding of particular relationships. In this course, we'll explore these and similar questions about friendship and trust through historical and contemporary philosophical perspectives as well as through films and novels.

*Typically Offered:* Once a year

**PH 216 Modern Philosophy: Knowledge and Values (3 credits)**

*Context and Perspectives: Culture, Change, and Behavior*

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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Every two or more years

**PH 255 Inquiry and Injustice (3 credits)**

*Context and Perspectives: Culture, Change, and Behavior*

We are curious creatures in search of answers. Where are my keys? Is this feeling really love or just lust? Should I join the revolution? From the mundane to the extraordinary, and everything in between, inquiry is a crucial part of our every-day life in a social world. However, inquiring environments—the spaces where we put forth questions, seek out answers, and look to others for advice, guidance, and support—can also be sites of hostility, distrust, and injustice. This is a course in applied epistemology: it uses philosophical insights concerning the rationality of belief and knowledge and applies them to real-world issues of practical importance.

**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?

*Typically Offered:* Once a year



**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.

*Typically Offered:* Once a year**PH 272 Perception and Perspectives (3 credits)***Context & Perspectives: Culture, Change, & Behavior*

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.

*Typically Offered:* Every two or more years**PH 274 The Computational Mind (3 credits)**

What does it mean to think? How are computers different from people? How are they the same? This is a class about asking deep questions about intelligence and exploring their far-reaching consequences. Students will survey the history of approaches in artificial intelligence as well as related disciplines like neuroscience, philosophy of mind, and psychology. We will cover concepts such as alignment, connectionism, consciousness, causation, generalizability, information, learning, and symbolism.

*Typically Offered:* As needed**PH 275 Loneliness and the Self (3 credits)***Context and Perspectives: Culture, Change, and Behavior*

Loneliness is a pervasive experience of our time. Ever more people report feeling lonely, to the extent that experts talk of a "loneliness epidemic". Yet it is not obvious what it is that the lonely person experiences: it can't just be the absence of others or even particular others. Not all hermits feel lonely but some socialites do; you can feel lonely in a crowd but not at all lonely in splendid isolation. In some sense, loneliness is a self-directed emotion. It is an awareness of yourself as being insufficiently connected with other people. This course explores the connection between the self as a social agent and other people. On this basis it then investigates loneliness from a philosophical and psychological perspective. It ends by considering the nexus between loneliness and the political and digital domains.

**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.

*Typically Offered:* Every two or more years**PH 308 Capitalism and its Critics (3 credits)***Context and Perspectives: Institutions and Power*

Our economic system is mostly a capitalist one. Is that a good thing? Or a bad thing? What is capitalism anyway? What are the alternatives to it, and what's good and bad about them? This is a course about the moral foundations of capitalism. You will learn what capitalism is, what can be said for it, and what can be said against it. You will emerge a more thoughtful defender, or critic, of capitalism. Reading from classic and contemporary sources, we will discuss such topics as the nature and value of property rights, the justification of the welfare state, exploitation in firms and markets, and the connection between capital, freedom, and democratic self-rule.

**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Once a year**PH 313 Political Thought From A Global Perspective (3 credits)***Context and Perspectives: Globalization*

We live in a tightly integrated world. There have been tremendous benefits from the globalization of the world: the world is wealthier, healthier, more democratic, and technologically advanced. Yet a deeper reflection may reveal issues that require our urgent critical attention, such as climate change, global injustice, human rights violations, wars, and many others. If we believe in equal dignity of every human being and wish to spread the benefits of the globalized world more equitably across the globe, we should inform ourselves about and critically reflect on key global issues affecting our world today. The aim of this course is to help students do exactly that and gain a critical global perspective, which is a must for global citizens of the 21st century. As a course in political philosophy, this course will not only inform but also help students reason critically by employing the philosophical method, which promotes critical thinking.

*Typically Offered:* Fall

**PH 315 East Asian Philosophy, Religion, and Culture    (3 credits)***Context and Perspectives: Globalization*

East Asian countries (China, Hong Kong, Japan, Korea, Singapore, and Taiwan) have emerged as economic power houses in the contemporary world. Many experts have attributed their economic success to their philosophical and religious traditions of Confucianism, Daoism, and Chan (Zen) Buddhism. For over 3,000 years, these traditions have created the rich, deep, and complex cultures of East Asia. In the era of globalization, understanding the philosophical and religious traditions of Confucianism, Daoism, and Chan (Zen) Buddhism and how they have contributed to East Asian cultures is a must for students who aspire to become informed global citizens. This course will provide a broad overview of East Asian philosophy and religion by reading selections from major schools of Confucianism, Daoism, and Chan (Zen) Buddhism. By viewing relevant East Asian films, it will help students understand how these traditions are embedded in and still influence contemporary East Asian cultures.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**PH 317 Democracy and Power    (3 credits)***Context & Perspectives: Institutions and Power*

Is social media ruining democracy? Do corporations have too much political power? Is democracy doomed to disintegrate into discord and disorder? What exactly is democracy anyway and how is it supposed to work? Would some other political system work better? In this course, we will explore such questions from the perspective of political philosophy. We will examine different forms of political power, consider what makes political power legitimate, and ask how political power ought to be distributed. We will discuss arguments for and against democracy, and evaluate different visions of what democracy should look like. Finally, we'll use what we've learned to think through some of the problems plaguing contemporary democracies, and to critically reflect on the role of business in democratic politics.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**PH 319 Race, Ethnicity, and Nationality in America    (3 credits)***Context and Perspectives: Race, Gender, and Inequality*

This course introduces students to philosophical issues and debates concerning race, ethnicity, and nationality in the US. The US has long been touted as the "melting pot" where individuals of all races, ethnicities, and nationalities transform themselves into American citizens who enjoy equal freedom and rights as American citizens protected by the US Constitution. What are race, ethnicity, and nationality? How are these concepts different or related? How did the US become so diverse in terms of race and ethnicity? How can the US be a unified nation when its population is racially and ethnically so diverse? How is the recent political polarization in the US related to the racial and ethnic diversity? If you are curious about these questions, this course will inform you with much needed facts, teach you to think critically about them, and help you become informed American citizens of the 21st century.

*Typically Offered:* Once a year**PH 320 Human Rights and Global Governance    (3 credits)***Context and Perspectives: Globalization*

What does it mean to have human rights? Who has them? What kinds of human rights are there? Are there instruments to protect human rights? What are they? The idea of international human rights came into existence with the momentous 1948 United Nations Universal Declaration of Human Rights, which recognized the equal and inalienable rights of every person for the first time in human history. The main motivation was to prevent atrocious violations of human rights, such as the Holocaust, that occurred during the Second World War. Since 1948, international human rights system has become a critical part of global governance, and understanding international human rights is a must for global citizens of the 21st century. The aim of this course is to not only inform but also help students think critically about important topics relating to international human rights.

*Typically Offered:* Once a year**PH 323 Colonialism, Imperialism, Postcolonialism: A Philosophical Examination    (3 credits)***Context and Perspective: Globalization*

Western imperialism and colonialism have created our tightly integrated world that we take for granted. But what are imperialism and colonialism? Why focus on Western imperialism and colonialism? What are the processes by which international law and the current global governance structure developed in the age of Western imperialism and colonialism? How did major philosophers justify Western imperialism and colonialism? What is postcolonialism, and is it necessary? What are the benefits or harms of Western imperialism and colonialism? This course will explore these and related questions by drawing on philosophy, history, sociology, and other sources. As a course in political philosophy, the aim of this course is to not only inform but also help students reason critically about these important issues by employing the philosophical method, which promotes critical thinking.

*Typically Offered:* Once a year**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.

*Typically Offered:* Every two or more years



**PH 402 Seminar in Philosophy (3 credits)**

This course provides opportunity for students in small groups to study selected topics. Allows repetition for credit.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

## Professional Sales (PRS)

**PRS 339 Effective Selling (3 credits)**

*Pre-Req: (GB 214 or MK 250) and at least 36 completed or 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.

*Typically Offered:* Fall and Spring

**PRS 343 Sales Management (3 credits)**

*Pre-Req: (GB 214 or MK 250) and at least 36 completed or 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.

*Typically Offered:* Fall and Spring

**PRS 373 Sales Strategy and Technology (3 credits)**

*Pre-Req: (GB 214 or MK 250) and at least 36 completed or 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.

*Typically Offered:* Once a year

**PRS 399 Experimental course in PRS (3 credits)**

*Pre-req: PRS 339 or PRS 373*

Experimental course in Professional Sales.

*Typically Offered:* Every two or more years

**PRS 401 Directed Study in Professional Sales (1 to 3 credits)**

*Typically Offered:* Every two or more years

**PRS 421 Professional Sales Internship (3 credits)**

*Pre-Req: Minimum 3.0 cumulative GPA, at least 51 completed or 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.

*Typically Offered:* Fall and Spring

## Psychology (PSY)

**PSY 200 Pioneers in Psychology (3 credits)**

*Context and Perspectives: Scientific Inquiry*

*Formerly PS 210 and NAS 361*

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?"

*Typically Offered:* Fall and Spring

**PSY 205 Adult Development and Aging (3 credits)***Formerly PS 250 and NAS 364*

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.

*Typically Offered:* Once a year**PSY 210 Dynamics of Personality (3 credits)***Context and Perspectives: Race, Gender and Inequality**Formerly PS 252 and NAS 374*

This course is designed to provide a general introduction to understanding personality from the lens of the major theories in psychology including psychoanalytic, psychodynamic, biological, behaviorist, cognitive, social-cognitive, trait, and existential-humanistic perspectives. This course will provide students with basic knowledge of the application of contemporary research to the study of personality and a critical appreciation of each theory from a contextual lens i.e., by using race, gender, culture, socioeconomic class, religion, family, peers etc. as key variables in understanding the complexity of human uniqueness. Practical applications of personality dynamics will be explored as they relate to achievement, entrepreneurship, relationship building, and leadership.

*Typically Offered:* Every two or more years**PSY 215 Psychological Diagnoses and Mental Health (3 credits)***This course is not eligible for the pass/fail option.**Context and Perspective: Scientific Inquiry**Formerly PS 388 and NAS 388*

This course examines current classification systems for psychological conditions, with a particular focus on the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Dominant discourses about psychological dysfunction and major movements in psychology provide useful sociocultural context. Topics covered include research methodology and experimental design, psychotherapy, developmental disorders, substance use disorders, stress and health, sexual disorders, gender dysphoria, 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 ways 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.

*Typically Offered:* Fall and Spring**PSY 230 Positive Psychology (3 credits)***Context and Perspectives: Culture, Change, and Behavior**Formerly PS 266 and NAS 366*

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.

*Typically Offered:* Fall and Spring**PSY 235 Social Psychology (3 credits)***Context and Perspectives: Culture, Change, and Behavior**Formerly PS 311 and NAS 372*

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.

*Typically Offered:* Fall and Spring**PSY 240 Cross-Cultural Psychology (3 credits)***Context and Perspectives: Race, Gender, and Inequality**Formerly PS 275 and NAS 375*

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.

*Typically Offered:* Once a year**PSY 245 Gender Psychology (3 credits)***Context and Perspectives: Race, Gender, and Inequality**Formerly PS 333 and NAS 378*

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.

*Typically Offered:* Once a year

**PSY 250 Health Psychology (3 credits)***Context and Perspectives: Scientific Inquiry**Formerly PS 340 and NAS 368*

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.

*Typically Offered: Fall and Spring***PSY 260 Understanding Learning Differences and Disabilities (3 credits)***Context and Perspectives: Race, Gender, and Inequality**Formerly PS 276 and NAS 376*

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.

*Typically Offered: Once a year***PSY 265 Psychology of Self (3 credits)***Context and Perspectives: Culture, Change, and Behavior**Formerly PS 380 and NAS 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.

*Typically Offered: Fall and Spring***PSY 300 Child Psychology (3 credits)***Formerly PS 240 and NAS 362*

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.

*Typically Offered: Every two or more years***PSY 310 Minds, Machines, and the Future of Work (3 credits)***Formerly PS 201 and NAS 384*

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?

**PSY 315 Cyber Psychology (3 credits)***Context and Perspectives: Culture, Change, and Behavior**Formerly PS 325 and NAS 390*

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.

*Typically Offered: Once a year***PSY 330 Nonverbal Behavior and Judging Others (3 credits)***Formerly PS 351 and NAS 370*

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.

*Typically Offered: Once a year*

**PSY 350 Environmental Psychology (3 credits)***Formerly PS 305 and NAS 382*

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."

*Typically Offered:* Fall and Spring**PSY 355 Behavioral Health: Natural Disaster Zones (3 credits)***Formerly PS 306 and NAS 383*

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.

*Typically Offered:* Once a year**PSY 360 Sports Psychology (3 credits)***Formerly PS 230 and NAS 385*

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.

*Typically Offered:* Once a year**PSY 399 Experimental Course in Psychology (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.

*Typically Offered:* As needed**PSY 401 Directed Study in Psychology (3 credits)**

Directed Study topics must be submitted for approval by instructor, chair and associate dean of Arts and Sciences.

*Typically Offered:* As needed**PSY 402 Seminar in Psychology (3 credits)**

The course permits small-group study of selected topics by advanced students. (May be repeated for credit.)

*Typically Offered:* Every two or more years**PSY 415 Special Topics in Psychology (3 credits)**

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.

*Typically Offered:* As needed**PSY 421 Internship in Psychology (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.

*Typically Offered:* Fall and Spring

## 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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* As needed**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.

*Typically Offered:* Fall and Spring



## 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* As needed

### 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.

*Typically Offered:* As needed

### 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.

*Typically Offered:* Once a year

### 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.

*Typically Offered:* Once a year

### 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.

*Typically Offered:* Fall and Spring

### 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.

*Typically Offered:* Fall and Spring

### 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

*Typically Offered:* Once a year

**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Fall and Spring**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.

*Typically Offered:* Every two or more years**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**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.

*Typically Offered:* Once a year**SO 264 Technology, AI, Society, and Work (3 credits)***Context and Perspectives: Culture, Change, and Behavior*

Technological changes including AI and human machine interaction, have a major impact on the way our society looks and how people function within it. Many such changes, are initially felt in the workplace, as our workplace formation and relations have an indelible impact on social formation and relations. However, the relationship also works in reverse, with human social interaction not only shaping how technology is adopted and used both inside and outside of the workplace, but also comprising essential aspects of technology and AI. Technology, AI, society, and work form a triadic relationship, with each impacting and affecting the other in foreseeable and unforeseeable ways. This course examines this relationship on a national and international level. Through readings, videos, observations and class discussions, students will engage in an exploration of the interaction effects between human social interactional competencies and technology, AI society and work.

*Typically Offered:* As needed**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.

*Typically Offered:* Every two or more years



**SO 266 Culture and Money (3 credits)***Context and Perspectives: Culture, Change, and Behavior*

This course explores the cultural bases and interpretations for monetary exchange across cultures geographically and temporally. It begins with cultures that lack all forms of exchange, e.g. hunter-gatherer cultures, then goes on to discuss the development and theories of monetary exchange from an anthropological perspective. It examines standard (e.g. Keynes, Innes, von Mises and more innovative views of money, e.g. Graeber. Each of these theories of money is evaluated anthropologically, showing the advantages of each depending on the cultural context in which they are evaluated and applied. This course is designed to help students evaluate monetary theory and modern political-economic ideas from the perspective of anthropology across a wide range of cultures and therefore the Diversity designation is requested.

**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.

*Typically Offered: Once a year***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, 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.

*Typically Offered: Every two or more years***SO 273 Evolution of Humans and Societies (3 credits)***Context and Perspectives: Culture, Change, and Behavior*

This course examines the nature, origin, and evolution of our species, languages, and societies. We look back through some 17 million years of fossil history up to and through the primate family tree, including the latest great apes, humans. We consider Darwin's prediction in the 19th century that humans probably began in Africa and then examine the evidence that began to accumulate around the world for the origin of early humans. We examine the two major hypotheses for the evolution of Homo sapiens: the Multiregional Theory (that our species originated at many times in many places from Homo erectus) and the Recent Out of Africa (ROA) hypothesis that says that although Homo erectus left Africa several hundred thousand years ago, Homo sapiens left only in the last 50-100,000 thousand years ago and rapidly displaced other members of our genus, e.g. Homo neanderthalensis. With this basis, we examine the evolution of societies and language.

**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.

*Typically Offered: Once a year***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.

*Typically Offered: Fall and Spring***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.

*Typically Offered: Fall and Spring*

**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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: Once a year***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.

*Typically Offered: As needed*

**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.

*Typically Offered: As needed*

**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.

*Typically Offered: Fall and Spring***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 US, 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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years*

**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.

*Typically Offered: Once a year***SO 345 Race and Racialization at the U.S.-Mexico Border (3 credits)***Context and Perspectives: Race, Gender and Inequality*

Texas used to be part of Mexico. Relations along the border have been problematic ever since U.S. citizens entered Texas illegally in the 1820s-1830s bringing slaves with them into a Mexican Republic that had outlawed slavery years before. This class considers ongoing troubles at the U.S.-Mexico border since the early history of U.S. incursions into Texas. Treaties such as the Treaty of Guadalupe Hidalgo promised the former residents of Texas U.S. citizenship and title to their lands, but were not honored by the U.S., and citizens of Mexican/Spanish descent were illegally stripped of their rights and possessions. This class also studies how U.S. immigration policy has changed over the course of the past hundred years and considers the shaping of contemporary Latin and White "American" cultures. Overall, the course will critically analyze and critique the many common assumptions and stereotypes that drive U.S. attitudes on immigration policies. What if policies were more informed?

**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.

*Typically Offered: As needed***SO 401 Directed Study in Sociology (1 credit)**

This course presents opportunity for superior students to engage in specialized study. (Allows repetition for credit.)

*Typically Offered: Fall and Spring***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.)

*Typically Offered: Every two or more years***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.

*Typically Offered: Fall and Spring*

## Spanish (MLSP)

**MLSP 101 Discovering Spanish I (3 credits)**

*The following course is closed to all students who have taken more than one year of Spanish in high school or college. If you are not sure or have any questions, you can take the placement exam here: <https://www.bentley.edu/academics/modern-language-placement-guidelines>*

This course is designed for students with no prior experience studying Spanish 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 Hispanic 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.

*Typically Offered: Fall and Spring***MLSP 102 Discovering Spanish II (3 credits)***Context and Perspective: Globalization*

This course is designed for students who have taken the Spanish Placement Test and were placed in 102. Students who have taken MLSP 101 in college are also allowed to take this course. Through a communicative-based approach, students will learn to understand and participate in conversations on familiar topics. There will be an emphasis on expanding vocabulary related to 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 Hispanic cultures.

*Typically Offered: Fall and Spring***MLSP 201 Continuing 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.

*Typically Offered: Fall and Spring***MLSP 202 Continuing 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.

*Typically Offered: Fall and Spring*

**MLSP 203 Advanced Spanish Grammar and Composition (3 credits)**

This course 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.

*Typically Offered:* Fall

**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 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).

*Typically Offered:* Once a year

**MLSP 206 Advanced Spanish Conversation (3 credits)**

*Context & Perspectives: Globalization*

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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Every two or more years

**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.

*Typically Offered:* Every two or more years

**MLSP 302 Exploring Spanish for Business (3 credits)**

*Context and Perspectives: Culture, Change, and Behavior*

Exploring Spanish for Business is a course designed to help students acquire the vocabulary, cultural background, and practical skills to function and communicate effectively in a business environment in a Spanish-speaking country. With a focus on the use of Spanish business terminology, this course emphasizes oral and written practices, reading, and intercultural knowledge.

*Typically Offered:* Fall

**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.

*Typically Offered:* Once a year

**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.

*Typically Offered:* Every two or more years



**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.

*Typically Offered: Every two or more years***MLSP 312 Spanish for Business in Action: A Practical Approach (3 credits)**

This course is designed to put into practice specialized and real-life language of Spanish commerce. Writing different types of business documents and letters, doing translation work, preparing a job application (resumes and interview), creating advertisements, and analyzing case studies are essential aspects of this course.

*Typically Offered: Spring***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.

*Typically Offered: As needed***MLSP 402 Seminar in Spanish (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.

*Typically Offered: Every two or more years***MLSP 403 Latinos in the U.S.A. (3 credits)***Context and Perspectives: Race, Gender and Inequality*

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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***MLSP 405 Latin American Boom (3 credits)***Context and Perspectives: Culture, Change, and Behavior*

This course 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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years***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.

*Typically Offered: Every two or more years*

**MLSP 408 Language and Power (3 credits)***Context and Perspective: Institutions and Power*

This course explores the complex relationship between language and power, emphasizing how racial and linguistic ideologies affect marginalized communities in the Spanish-speaking world and the United States. It focuses on the role of language in reproducing societal power structures, with a particular emphasis on the relationship between language and race. Students will analyze linguistic discrimination, such as accent bias, in legal and workplace settings to explore how language perpetuates social inequalities. The course includes digital media, political discourses, and sociolinguistic research to explore the socio-political implications of language. Students will develop critical thinking and methodological skills to analyze intersections of race, gender, class, and power in Spanish-speaking communities. The course is conducted in Spanish.

*Typically Offered:* Once a year**MLSP 421 Internship in Modern Languages - Spanish (1 to 4 credits)***Typically Offered:* Every two or more years

## Statistics (ST)

**ST 113 Business Statistics (3 credits)***Pre-Req (MA 105/105L, MA 107/107L or MA 131/MA 131L)**Pre or Co-Req CS 100*

Modern businesses rely on data professionals to enhance and support decision-making. The primary objective of this course is to acquire proficiency in statistical techniques and concepts so that informed decisions may be made throughout critical business processes. Thus, the major topics of the course include: Descriptive statistics, both graphic & numeric; Probability and probability distributions, including (at least) the binomial and normal; Sampling distributions for means and proportions; Confidence interval estimation; Hypothesis testing; Simple linear regression. Applications will be drawn from primary business disciplines such as accounting, economics, finance, information systems, management, and marketing.

*Typically Offered:* Fall and Spring

## 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.

*Typically Offered:* Fall and Spring



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