



BENTLEY
UNIVERSITY

UNDERGRADUATE **CATALOGUE** 2016-2017



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BENTLEY UNIVERSITY: AN OVERVIEW

One of the nation's leading business universities, Bentley is dedicated to preparing a new kind of organizational leader. It combines the study of business with the arts and sciences, enhanced by state-of-the-art technology and wide-ranging opportunities to learn by doing. Students graduate as accomplished, creative and ethical professionals ready for rewarding careers and meaningful lives.

Set on a classic New England campus located minutes from Boston, the university enrolls approximately 4,200 undergraduate, 1,300 graduate and 32 doctoral students.

Points of Distinction

Bentley holds a distinctive place among educational institutions worldwide. The university's strengths reside in four particular areas:

Academics

Courses integrate business with the arts and sciences, to foster critical thinking, cultural understanding and other skills integral to life and work in the 21st century.

Hands-on Learning

Internships, study abroad programs, service-learning assignments and corporate immersion courses offer firsthand experience addressing genuine challenges in business and society.

Technology

In an unmatched suite of technology labs, students gain a working knowledge of industry-leading hardware and software in finance, marketing, information design, accounting and other fields.

Career Services

The university's nationally ranked career-planning program unfolds over a student's four years. They identify goals, build skills and explore professions to leverage their education for years to come.

Vision and Mission

Bentley University creates knowledge within and across business and the arts and sciences, to groom a new generation of leaders for the corporate and nonprofit worlds — and well beyond. The university's hallmarks include:

A unified faculty in business and the arts and sciences, with deep expertise in their respective disciplines and an abiding commitment to the educational mission;

Academic programs and research with an international reputation for quality and impact;

An emphasis on the "triple bottom line" of people, planet and profit;

A strong embrace of diversity and its role in fostering creativity, innovation and appreciation for multiple viewpoints;

Students ready to excel in complex and dynamic environments through their capacity to initiate and lead value-creating change.

Ready to Lead and Succeed

Graduates of Bentley University are talented and ethical individuals who make significant contributions in their own organizations and communities, and within the broader society. Students build skills through academic courses, state-of-the-art high-tech labs and experience-based opportunities such as education abroad and service-learning.

In a variety of ways and settings, students gain the ability to

- 1) examine situations and issues from different perspectives;
- 2) understand and apply data and other forms of information to decision-making;
- 3) use technology to full advantage;
- 4) connect people and ideas;
- 5) operate comfortably with ambiguity and risk;
- and 6) work effectively with diverse individuals and groups.

MESSAGE FROM THE PROVOST

Bentley University's focus on providing a cutting-edge business oriented education that integrates—or fuses—the best of business with the best that arts and sciences have to offer makes it a distinctive institution. As a leading university, we believe that developing global leaders requires that our strength across business disciplines is complemented by equivalent strength across the disciplines of arts and sciences. And we believe that education and research synergies are required across the two.

What does that mean for you and your undergraduate education? Let us highlight some of the qualities and areas of emphasis that set Bentley apart.

Chances are that you were initially drawn to Bentley because of the reputation we enjoy for our extensive business education and because of our world-class facilities with the very latest technology. But we offer you much more: education abroad; an honors program; internships; service learning; the option of the master's candidate program; strength across a wide range of disciplines exemplified by our faculty of engaged teacher-scholars who offer much more than an abundance of courses oriented to understanding the context of business in today's global marketplace. They provide you with the opportunity to explore your interest in arts and sciences with the same level of excellence and attention as you rightfully expect from business—opportunities that extend well beyond what you might expect to find on a small, intimate campus.

Bentley University is renowned for offering a full academic experience that prepares you for much more than a responsible professional career. We will support your development as a leader committed to adding value to the organizations you engage in, to your family, and to our broader society. Here you will combine professional skills with a deep understanding and rich appreciation of societal and cross-cultural issues, ethics and social responsibility. We aim to inspire you to be articulate, creative, ethical, and knowledgeable—as well as broad-minded and comfortable with ambiguity. Our moderate size ensures that our professors make a point of getting to know you as an individual. Classes are relatively small and student life is rich and varied. There's time for athletics, social events or your choice among more than 100 student organizations. We share your excitement about the year ahead. Bentley puts resources at your fingertips that may not be available even at much larger institutions: Our computer network and wireless facilities, electronic access to databases, internationally recognized library facilities that focus on our key strengths and an array of co-curricular opportunities, to name but a few.

Looking through this catalogue, you will see a menu of enticing possibilities that will excite and possibly overwhelm you.

Whatever your initial perceptions, Bentley has the highly talented and committed staff who want to work with you to sort through the options and find a curriculum that is perfectly suited to your needs and aspirations. One of our academic advisers will take the time to help you understand the curriculum, explain programs, answer questions, and point out electives that may not have caught your eye. We will offer the space to grow intellectually and personally. Guidance and support are available in all corners of campus, including Academic Advising, the Center for Health and Wellness, Counseling and Student Development, Cronin Office for International Education, International Student and Scholar Services, the Multicultural Center, and the Spiritual Life Center.

Students who have chosen Bentley University benefit from getting fully involved in campus life. Your four years as an undergraduate will pass more quickly than you can probably imagine. So be sure to challenge yourself to make the very best of all the opportunities that come your way.

With best wishes,

Daniel L. Everett
Acting Co-Provost and Dean of Arts and Sciences

Roy A. (Chip) Wiggins III
Acting Co-Provost and Dean of Business and
the McCallum Graduate School

PROGRAMS OF STUDY

The Undergraduate College

The Undergraduate College at Bentley offers a variety of academic programs. Students may choose a major that enables them to develop expertise in a specific area of business. Or, they may pursue an arts and sciences degree. In either case, programs are characterized by a balance of business and liberal arts selections — the best combination for preparing tomorrow's professionals.

The business skills that students develop are enhanced by a curriculum that integrates the use of computers as tools of analysis, decision-making and management. Moreover, students gain from their interaction with experienced faculty who are business professionals and scholars in their fields. Bentley provides faculty with the resources necessary for quality research and teaching. Many faculty also serve as academic advisers and career mentors. Listed below are the available bachelor of science and bachelor of arts degree programs, with Business and Arts and Science majors identified. All Arts and Science majors, except the Liberal Arts major, are required to complete either a Business Studies major or minor as part of their program of study.

Bachelor of Science Degree Programs

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

Business Majors are available in:

- Accountancy
- Computer Information Systems
- Corporate Finance and Accounting
- Creative Industries
- Economics-Finance
- Finance
- Information Design and Corporate Communication
- Information Systems Audit and Control
- Management
- Managerial Economics
- Marketing
- Professional Sales

Arts and Science Majors are available in:

- Actuarial Science
- Mathematical Sciences

Bachelor of Arts Degree Programs

Bachelor of Arts degree programs are designed for students who want to concentrate in the arts and sciences, perhaps supplementing their study with business courses that strengthen their professional education and career opportunities.

Arts and Science Majors are available in:

- English
- Global Studies
- Health Studies
- History
- Liberal Arts*
- Media and Culture
- Philosophy
- Public Policy
- Spanish Studies
- Sustainability Science

*A general major in liberal arts is available to all students who wish to design: 1) a single, traditional concentration in a discipline without an established major; or 2) an interdisciplinary concentration in an area such as gender studies.

Optional Second Majors

In addition to their primary major, students may select one of the following two second majors. Students may not enroll in more than one of these options.

The Business Studies Major

The Business Studies Major (BSM) is an optional second major open only to students majoring in an arts and sciences discipline (see listing above) and only as a second major. Students cannot pursue this major either on its own or in conjunction with another business major. Arts and Science majors who do not select the BSM, must instead enroll in the Business Studies minor, except for Liberal Arts majors. The BSM consists of the first six courses in the General Business Core plus two additional business courses selected by the student in consultation with their primary major adviser.

The BSM allows students another innovative way to combine the study of liberal arts and business at Bentley.

Liberal Studies Major

The Liberal Studies Major (LSM) is an optional second major designed to be paired with any BS major. The major consists of eight courses drawn from general education and elective requirements. Each LSM is student-owned and is significantly different from a traditional major that drills deep within a particular field of study, such as history or finance for example. Rather, it explores important themes such as ethics and social responsibility, global perspectives and media arts and society that cut across many disciplines of the arts and sciences and business. Through choice of a theme and related courses, discussions with faculty mentors, written annual retrospectives and design and completion of a personal culminating project, LSM students become practiced in recognizing and synthesizing important connections and intersections between and among distinct disciplines — they gain meaningful insights on important questions from a variety of vantage points. This process requires creativity, analytical thinking and communication, among other skills commonly considered essential in business and society.

More detailed information on the Liberal Studies Major and thematic concentration choices can be found at www.bentley.edu/undergraduate/academics/lsm.cfm.

Minor Programs of Study

The minors program gives undergraduate students the opportunity to expand their scope of knowledge and develop more knowledge in an area of study outside their majors and to receive formal recognition for their efforts. All departments offer minors. Business majors can broaden their exposure to the arts and sciences through a minor in one of the liberal arts, an interdisciplinary category or through a business minor in a different department. Arts and sciences majors can choose from an array of arts and sciences, business or interdisciplinary minors. A minor consists of at least 12 credits. The following is a list of available minors:

Minors in Business

- Accountancy
- Business Economics
- Business Studies
- Computer Information Systems
- Entrepreneurial Studies
- Finance
- Global Management
- Human Resources Management
- Information and Process Management
- Information Design and Corporate Communication
- International Economics
- Law
- Leadership
- Management
- Marketing

- Nonprofit Organizations
- Sports Management
- Supply-Chain and Operations Management

Minors in Arts and Sciences

- Actuarial Sciences
- Earth, Environment, and Global Sustainability
- English and Media Studies
- Gender Studies
- Global Studies
- Health and Industry
- History
- Mathematical Sciences
- Modern Languages
- Natural and Applied Sciences
- Philosophy
- Politics
- Psychology
- Public Policy
- Sociology
- Sociology of Diversity and (In)Equality
- Spanish for Business
- Workplace Studies

First Year Seminar

The First Year Seminar is a mandatory one-credit course designed to help students with their overall adjustment to college life and to lend assistance in making good decisions regarding their academic and social development. In addition to the First Year Seminar course, a faculty member is assigned to each section of the class, to serve as the students' academic adviser for their first year.

The Honors Program

The Undergraduate Honors Program is a four-year program designed to provide greater challenge and satisfaction to the most academically advanced and intellectually curious students. Approximately the top 10 percent of students in each entering class are invited to participate. Honors courses are limited in size and follow a highly interactive seminar format, with an emphasis on students' own contributions in written and oral form. Students must be enrolled full time and maintain an overall grade point average (GPA) of at least 3.30 to remain in the program. Students in the program have a variety of specialized resources to facilitate academic excellence, and those who successfully complete the program will graduate with university honors and their achievement will be noted on their transcripts and at commencement.

Honors students take a minimum of nine honors courses (27 credit hours) in the Honors Program. As part of their upper-level honors work, students complete a capstone honors project under the guidance of a faculty adviser in an area of their choosing. Co-curricular activities, designed to foster community and to enrich the student's cultural and intellectual experiences, may include on- and off-campus social activities and trips to theaters, museums and innovative businesses for which Boston is internationally famous.

Master's Candidate Program

Talented and motivated students at Bentley have a streamlined path for gaining two high-powered academic credentials. Students can combine any of the university's undergraduate degrees in business or the arts and sciences with a choice of masters programs offered at the Bentley Graduate School of Business.

Starting graduate study in their fourth year at Bentley enables students to trim the typical time commitment for earning the two degrees.

Undergraduates may enroll in the Master's Candidate Program between the second semester of their sophomore year and the second semester of their junior year. Qualified candidates will have a minimum grade point average of 3.2 and good-standing status

within the institution. Enrolled students must attend assigned workshops and information sessions and, in some cases, complete an approved internship to be considered for admission to the Bentley Graduate School of Business.

Innovative and nationally ranked academic programs, a vibrant campus life, an emphasis on real-world learning and extensive state-of-the-art facilities provide the backdrop for undergraduate and graduate education at Bentley. Special benefits of the Master's Candidate Program include:

- Access to the wider range of career choices that await Master-Level degree holders.
- A waiver of the Graduate Management Admission Test requirement, unless seeking merit-based aid.
- A clear path toward meeting the 150 academic-credit-hour requirement to become licensed as a Certified Public Accountant in Massachusetts and other states.
- Advising and career development opportunities tailored to your interests and goals.

Options

The Master's Candidate Program affords an opportunity to pursue any of the master's degree programs listed below. Students are required to submit an application to the Bentley Graduate School of Business no later than the final semester of their senior year as undergraduates.

Emerging Leaders (MBA)

Master of Science in Accountancy (MSA)

Master of Science in Business Analytics (MSBA)*

Master of Science in Finance (MSF)

Master of Science in Financial Planning (MSFP)

Master of Science in Human Factors in Information Design (MSHFID)*

Master of Science in Information Technology (MSIT)

Master of Science in Marketing Analytics (MSMA)

Master of Science in Taxation (MST)

*Program director's permission is required for admission

Undergraduate Degree Requirements

A strong curriculum focusing on business, people and technology provides students with many options for shaping an academic program that fits their unique skills, interests and career goals. Students may pursue a bachelor of science, a bachelor of arts, or a five-year combined bachelor/Master's Candidate program of studies. All bachelor's degrees require course work totaling a minimum of 122 credit hours. Course and graduation requirements are listed in the sections that follow.

DEGREE REQUIREMENTS

General Education Core Curriculum (47 credit hours)

A strong arts and sciences curriculum is key to the success of all programs at Bentley. Specific requirements are referred to as the General Education Core. There are 16 courses totaling 47 credit hours of general education course requirements for all Bentley students.

Subject Area	Credit Hours
First-Year Seminar ¹	1
IT 101 Information Technology and Computer System Concepts	3
EXP I and EXP II Expository Writing	6
Literature (may be fulfilled with any LIT, CIN, or EMS course)	3
Mathematical Sciences (I and II)	6
NASC Natural Sciences course with lab	4
Behavioral Sciences (may be fulfilled with any PS or SO course)	3
EC 111 Microeconomics	3
EC 112 Macroeconomics	3

Government (may be fulfilled with either GLS 100, 102, or 105) ²	3
HI History Course	3
PH 101 Problems of Philosophy	3
Math/Natural Science Elective ^{3,4}	3
Humanities/Social Science Elective	3
Total (16 courses)	47

Note¹: Course is not required for transfer students with 15 transfer credits or more. These students will complete 121 credits for graduation.

Note²: Global Studies majors must take GLS 102.

Note³: Computer Information Systems majors must take a math elective.

Note 4: Actuarial Science and Mathematical Sciences majors are not required to take an MA/NASE elective.

General Business Core Curriculum (27 credit hours)

Specialization in a field of business practice at Bentley is based on a solid foundation of business discipline knowledge and skills: the General Business (GB) Core. Starting in the first semester of the freshman year and ending in the senior year, the sequence of nine three-credit courses enables students to understand the connections between business and society as well as among the internal functions of a business organization. The General Business Core is required of all Business majors. Students majoring in the Arts and Sciences, with the exception of the Liberal Arts major, are required to pursue a Business Studies Minor or Major, which consists of a subset of the GB Core.

Course Title

GB 110	Legal and Ethical Environment of Business
GB 112	Tools and Concepts in Accounting and Finance
GB 212	Practice and Applications in Accounting and Finance
GB 213	Business Statistics
GB 214	Marketing and Operations Fundamentals
GB 215	Human Behavior and Organizations
GB 310	Business Processes and Systems
GB 320	Integrated Business Project
GB 410	Global Strategy

Major Requirements (from 24 to 30 credit hours)

Students must satisfy departmentally determined major course requirements in one of the majors listed below. Each major has particular course and minimum credit-hour requirements.

Arts and Science Electives

Students pursuing the Bachelor of Science degree in a business discipline must complete an additional 15 credit hours of arts and sciences coursework of their choosing.

In addition to the completion of arts and sciences electives, students pursuing a Bachelor of Arts degree must demonstrate intermediate competence in a modern language. Most students do so by completing an Intermediate II course. You must meet with the Chair of Modern Languages to discuss your language proficiency and your required coursework.

Business-Related Electives

Students pursuing a degree in business must complete an additional three credits of business-related coursework of their choosing.

Unrestricted Electives

Depending on a student's major, students are required to take additional courses in any discipline. This requirement may be reduced to one or no courses for some majors.

Diversity, International and Communication-Intensive Focused Course Requirement

All students must satisfy these three focus requirements by selecting from a list of approved courses that have diversity, international and/or communication-intensive material as their focus.

In addition, all students complete one communication-intensive course in their major. Courses that meet the diversity, international and communication requirements are listed on the registrar's website. These requirements can be fulfilled anywhere on the DAS (Degree Audit Summary). Transfer students with a minimum of 30 credits will be waived from the focus requirements.

OTHER DEGREE REQUIREMENTS

GPA Requirements for Graduation

All students must earn a passing grade of at least D- (0.7) in each course; meet a minimum cumulative grade point average of at least 2.0 in all courses completed at Bentley; and attain an overall GPA of at least 2.0 in all courses in the major.

Students electing or required to complete a minor must attain a minor GPA of at least 2.0.

Residency and Course-Away Limitations

Day students are permitted to take courses away only during interim periods (i.e., summer and winter sessions).

- After matriculating to Bentley University, students may take no more than 10 percent of the remaining credits at other institutions. At least 60 credits toward a Bentley degree must have been earned at Bentley.
- Students must complete substantial work in the major field at Bentley. Only six credits in a student's major area may be transferred from other institutions.

Other Course Requirements/Limitations

- Complete a minimum of 50 percent of courses in arts and sciences
- Complete a minimum of 50 percent of business courses at Bentley

Other Graduation Requirements

- Meet all financial obligations to the university
- File a petition for graduation (see the Academic Calendar on the web for specific dates)

BUSINESS PROGRAMS

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

Accountancy Major

The Accountancy curriculum at Bentley emphasizes an understanding of underlying principles of accounting and their application to management situations. Building on the foundation of the General Education and Business Core requirements, Accountancy majors at Bentley focus on auditing, cost accounting, tax, financial accounting, and the use of information technology in accounting functions. All Accountancy majors acquire a core of technical knowledge, including training in computer applications, so that they may understand the design, implementation and review of a fully automated accounting system. An internship, offered to top students, provides a way for high academic achievers to gain valuable work experience, which in turn can lead to greater job opportunities.

Students planning to take the CPA exam need to be aware of the educational requirements of the state in which they intend to "sit" for the exam. For example, the state of Massachusetts now requires 120 hours of education in order to sit for the CPA exam. Among other requirements, an individual must complete a total of 150 hours of education, in addition to passing the exam, to become a CPA. ***Students interested in sitting for the CPA exam should consult their accountancy adviser.***

Required Courses

AC 310	Cost Management
AC 311	Financial Accounting and Reporting I
AC 312	Financial Accounting and Reporting II
AC 340	Accounting Information Systems
AC 350	Federal Taxation

AC 412 Advanced Accounting
AC 470 Financial Statement Auditing*

One additional 300- or 400-level Accountancy elective in consultation with an Accountancy faculty adviser.

*AC 472 Internal Auditing can be taken in place of AC 470.

Computer Information Systems Major

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

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

Required Courses

CS 150 Introduction to Data and Information Management
CS 180 Programming Fundamentals
CS 240 Business Processing and Communications Infrastructure
CS 350 Database Management Systems
CS 360 Business Systems Analysis and Modeling

Elective Courses

(choose any three additional CS courses, except CS 213)

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

Corporate Finance and Accounting Major

The major in Corporate Finance and Accounting provides students with strong backgrounds for careers in both finance and accounting. The widespread application of information technology (IT) has dramatically changed the nature of corporate finance. Studies show that corporate finance professionals have experienced dramatic reductions in the time they spend on transactions processing with consequent increases in time spent on cost and profitability analysis, strategic planning, process improvement and business performance management. Corporate Finance and Accounting is a 10-course major jointly offered and delivered by the departments of Accountancy and Finance. The combination of courses in accountancy and finance helps students develop the key skills required of finance professionals, namely: accounting, finance, business analysis, communication, team and business process skills.

Students planning to take the CPA exam need to be aware of the educational requirements of the state in which they intend to sit for the exam. Careful planning is required in the selection of accounting electives. ***Students interested in sitting for the CPA exam should consult their accountancy adviser.***

Required Courses

AC 310 Cost Management
AC 311 Financial Accounting and Reporting I
AC 312 Financial Accounting and Reporting II
FI 305 Principles of Accounting and Finance

FI 351 International Finance
FI 307 Advanced Managerial Finance
AF 450 Performance Measurement and Evaluation¹
IDCC 320 Managerial Communication¹

In addition, students select two electives in either finance or accounting or both in consultation with their faculty adviser.

Note¹: AF 450 and IDCC 320 should be taken concurrently.

Creative Industries Major

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

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

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

Required Courses

IDCC 370 Web Design I: Information Design Principles and Practices
IDCC 240 Fundamentals of Visual Communication
MC 341 Creative Industries

One Media Industry Course from the following list:

MC 250, MC 260, MC 342, MC 345, or MC 350

Elective Courses

Two IDCC electives from the following list:

IDCC 250 PR Theory and Practice
IDCC 255 PR Writing
IDCC 340 Advanced Visual Communication
IDCC 350 Web Journalism
IDCC 360 Public Relations and IT
IDCC 361 Advanced Visual Communication
IDCC 375 User Interface Design
IDCC 380 Web Design II: Information Architecture and Site Management
IDCC 385 Elements of Usability and User Experience
IDCC 390C Web 3.0 and Beyond
IDCC 390B Environmental Graphic Design
IDCC 421 Internship

Two EMS electives from the following list:

MC 200 Introduction to Media Theory
MC 220 Introduction to Media Production
MC 250 Global Media Industries
MC 260 The Television Industry
MC 300 Selected Topics in Media Studies
MC 321 Audio Production and Sound Design
MC 323 Animation Production and Motion Design
MC 342 Media Industry Convergence

MC 345	The Music Industry
MC 350	Video Gaming Industry
MC 421	Internship in Media and Culture
LIT 312	Creative Writing: Drama/Screenwriting
LIT 313	Creative Writing: Nonfiction/Essay
LIT 314	Creative Writing: Mixed Genres
COM 321	Mass Communication
COM 324	Design as Communication
COM 328	Writing and Design for Multimedia

Economics-Finance Major

Economics and finance are closely related disciplines, reflecting the great degree of integration that exists between the economy and the financial system. The Economic-Finance major at Bentley is a unique, blended degree 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, in general, function at the micro and macro levels, and develop strong skills in financial statement analysis, the functioning of financial markets and financial 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, EC391, where students learn how 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.

Required Courses

EC 224	Intermediate Price Theory
EC 225	Intermediate Macroeconomics
EC 391	Monetary Economics
FI 305	Principles of Accounting and Finance
FI 306	Financial Markets and Investments

In addition, students select two economics electives and two finance electives in consultation with their faculty adviser.

Finance Major

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

Finance majors use real-time data in the Trading Room, housed in the Hughey Center for Financial Services, where students apply theory and information technology to financial analysis, asset valuation and risk management. The broad range of electives offered allows for specialization through concentrations in Financial Planning, Corporate Finance, and Capital Markets. Students are encouraged to participate in internships (paid or unpaid) as part of the Finance major, and often have their pick from a variety of career choices in commercial banking, corporate finance, financial planning, insurance, money management and more. The Finance degree provides sound preparation for career opportunities in management training programs of major corporations, financial service firms, insurance and financial planning, and also for graduate education in business, finance, law and other disciplines.

Required Courses

FI 305	Principles of Accounting and Finance
FI 306	Financial Markets and Investments
FI 307	Advanced Managerial Finance
FI 351	International Finance

In addition, students select four finance electives in consultation with their faculty adviser. These can be any four electives or selected as part of an optional concentration.

Personal Financial Planning Concentration

FI 360	Introduction to Financial Planning
FI 361	Advanced Topics in Financial Planning

Any two of the following three FI electives:

FI 312	Advanced Topics in Investments
FI 362	Insurance and Risk Management
FI 421	Internship (in the Financial Planning area)

Corporate Finance Concentration

FI 345	Applied Corporate Finance
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Any three of the following FI electives:

FI 325	Operations of Financial Institutions
FI 347	Financial Modeling
FI 352	International Project Finance
FI 372	MandA
FI 399	Experimental Courses (with appropriate theme)
FI 421	Internship (in the CF area)

Capital Markets Concentration

FI 331	Fixed Income Securities
FI 335	Derivatives

Any two of the following FI electives:

FI 312	Advanced Topics in Investments
FI 325	Operations of Financial Institutions
FI 347	Financial Modeling
FI 421	Internship (in the Capital Markets area)

Information Design and Corporate Communication Major

Bentley's major in Information Design and Corporate Communication (IDCC) uses real-world cases and hands-on experience to help you define an organization's image and reputation, manage a crisis, launch products or use software and other high-tech tools to make an organization compelling to stakeholders — from software to sports, entertainment to energy. Majors can choose from three tracks: User Experience, Public relations, or Web design.

Information design, or User Experience, regularly ranks as a top 20 professions in the coming decade. Employers need people who design compelling digital and social-media identities. Public relations (PR) professionals possess writing and speaking skills, imagination and the power to deliver events, products, and issues to key audiences. Web-design teams help organizations win a competitive advantage online by using their creative capital.

The IDCC major consists of eight courses, or seven plus one internship. Students can also choose a concentration in Business ICT (Information and Communications Technology).

Required Courses for IDCC Major

COM 210	Effective Speaking
IDCC 370	Web Design I: Information Design, Principles and Practices

IDCC Restricted Elective¹

One of the following:

IDCC 230	Fundamentals of Content Development
IDCC 255	Public Relations Writing
IDCC 350	Journalism for the Web

In addition, IDCC students take four IDCC electives, two of which can be IDCC-related electives.²

*Note*¹: IDCC restricted elective can be satisfied by one of the following: COM 298-499, HI 305, GLS 310, any MC course, MG 240, MG 241, PS 311, PS 325, SO 287.

*Note*²: IDCC-related electives are: COM 298-499, HI 305, GLS 310, LA 316, MC 200-399, MG 240, MG 241, MG 345, MG 360, MK 321, PS 230, PS 311, PS 325, SO 287 and other courses that are approved by department chair.

Required Courses for IDCC Major with a concentration in Business ICT

COM 210	Effective Speaking
IDCC 370	Web Design I: Information Design, Principles and Practices
IDCC 230	Fundamentals of Content Development
IPM 140	Adding Value with Information Processes
IDCC 375	User Interface Design or
IDCC 385	Elements of Usability and User Experience
One of the following:	
IDCC 360	Public Relations and Information Technology
IDCC 390	Special Topics (Effective Business Presentations only)

In addition, IDCC students with a concentration in Business ICT take two IPM electives¹.

*Note*¹: IPM electives can be chosen from: IPM 210, 320, 340, 402, 450 or others with department chair approval.

Information Systems Audit and Control Major

The Information Systems Audit and Control (ISAC) major provides students with the knowledge and skills needed to meet the challenges and opportunities of a world increasingly driven by information technology. The ISAC major equips students to work as auditors of information systems departments for internal auditing firms, software vendors or leading companies that have integrated sophisticated enterprise systems such as SAP. Specializations available within the major can prepare students for careers in internal controls assessment, enterprise systems configuration and audit, information technology auditing, business systems consulting, information risk assessment, World Wide Web assurance and many other emerging areas.

Students planning to take the CPA exam need to be aware of the educational requirements of the state in which they intend to sit for the exam. Careful planning is required in the selection of business-related electives. Students majoring in ISAC will qualify for one year of experience on their way to the Certified Information System Auditor (CISA) credential.

Required Courses

AC 311	Financial Accounting and Reporting I
AC 312	Financial Accounting and Reporting II
AC 340	Accounting Information Systems
AC 440	Design and Control of Data and Systems
AC 470	Financial Statement Auditing*
AC 475	Information Technology Auditing Principles and Practice
IPM 210	Information Security and Computer Forensics
IPM 450	Enterprise Systems Configuration for Business
Two AC, CS or IPM electives from the following list:	
AC 332	Fraud Examination
AC 421	Internship
CS 180	Programming Fundamentals
CS 240	Business Processing and Communications Infrastructure
CS 350	Database Management Systems
CS 360	Business Systems Analysis and Design
CS 440	Advanced Net-Centric Computing

IPM 320	Decision Support and Business Intelligence
MG 343	Project Management

*AC 472 Internal Auditing can be taken in place of AC 470.

Management Major

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

Required Courses

All Management majors take three required courses:

MG 240	Interpersonal Relations in Management
MG 345	Organizations and Environments

One management-related elective¹

One of the following:

MG 331	Management of International Operations
MG 332	Managing in the Global Business Environment
MG 334	International Management Behavior

Students may also take a Management Special Topics course (MG 340) focused on Global Issues.

Beyond these core courses, students can choose among six versions of the Management major — a General Management path or one of five concentrations.

General Management

This approach to the major offers maximum flexibility. In addition to the four required courses listed above, students take three Management electives, plus an additional elective in Management, Professional Sales or another business-related field.¹ This option is best for students who wish to create their own area of focus or combine areas of specialization.

Entrepreneurship Concentration

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

MG 335	Entrepreneurial Thinking
MG 336	New Venture Planning and Financing
MG 338	Launching Your Business
PRS 339	Effective Selling

Global Management Concentration

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

MG 228	Managing Diversity in the Workplace
MG 331	Management of International Operations OR
MG 332	Managing in the Global Business Environment
MG 334	Global Management Behaviors

Students may also take a MG or non-MG international education course in a culturally distant location.

Human Resources Management Concentration

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

MG 250	Human Resources Management
MG 350	Human Resources Staffing
MG 351	Human Resources Training and Development
MG 352	Motivating Through Total Rewards

Leadership Concentration

The Leadership concentration is for students who will play key leadership roles in their professional lives; Leadership concen-

trators genuinely like working with people. In addition to the four required Management courses, Leadership concentrators take the following courses:

MG 241	Leadership, Power and Politics in Organizations
MG 228	Managing Diversity in the Workplace
MG 360	Negotiating

One of the following Leadership-focused Management electives:

MG 225	Career Management
MG 337	Managing Strategic Alliances
MG 341	Introduction to Management. Consulting Skills
MG 343	Project Management

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 organizational supply chains and processes. In addition to the three required Management courses, Supply Chain and Operations Management concentrators will take the following courses:

MG 315	Supply Chain Management
MG 316	Service Operations Management
MG 317	Managing Quality

One of the following Supply Chain/Operations Management electives:

MG 250	Human Resources Management
MG 337	Managing Strategic Alliances
MG 343	Project Management
MG 340	Special Topics courses (if focused on Supply-Chain or Operations)

Note¹: Management-related electives can be fulfilled by any AC, AF, FI, IDCC, IPM, MG, MK or PRS courses not otherwise required. Any LA course numbered 201 or higher can also fulfill the requirement. The following EC courses can also fulfill the requirement: EC 211, 224, 225, 232, 245, 271, 272, 273, 275, 311, 315, 333, 346, 361, 381, 391, 402 and 454. The following CS courses can also fulfill the requirement: CS 340, 350, 359, 360, 401, 402, 421, 440, 450, 460 and 476. SOC 263 may also be used as MG related elective. You may petition the chair to consider other courses as MG-related, depending on your focus within the major.

Note²: MG 334 will sit in the MG Global Elective spot while also fulfilling the MG Concentration requirement. Students in this concentration will have a second Management-related elective in place of the fourth Management concentration course.

Managerial Economics Major

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

Building on the foundation provided by the General Education and Business Core curriculum, the Managerial Economics 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 course through the Economic Analysis Concentration or by taking additional courses in one of 10 other business concentrations (see below). Culminating the experience of the Managerial Economics major is the capstone course, EC381, where students research and test an economic theory around their business concentration.

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

Required Courses

EC 224	Intermediate Price Theory
EC 225	Intermediate Macroeconomics
EC 381	Research in Managerial Economics
EC	Elective
EC	Elective

In addition, Managerial Economics majors must take at least three courses within their concentration:

Accounting Concentration

AC 311	Financial Accounting and Reporting I
AC 310	Cost Management
AC	Elective

Economic Analysis Concentration

EC 245	Business Forecasting or
EC 361	Introduction to Econometrics
EC	Elective
EC	Elective

Entrepreneurship Concentration

MG 335	Entrepreneurial Thinking
MG 336	New Venture Planning and Financing
MG 360	Negotiating

Human Resources Concentration

MG 250	Human Resources Management
Two of the following courses:	
EC 232	Labor Economics
MG 350	Human Resource Staffing
MG 360	Negotiating

Information Design and Corporate Communication Concentration

COM 210	Effective Speaking
IDCC 320	Managerial Communication
IDCC	Elective

Information Technology Concentration

CS 150	Introduction to Data and Information Management
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Any two courses from Computer Information Systems or Information and Process Management

International Business Concentration

EC 311	International Economics
MG 331	Management of International Operations

One of the following:

FI 351	International Finance
LA 308	International Business Law
MK 367	International Marketing

Law Concentration

Three of the following:

LA 300	Cyberlaw
LA 308	International Business Law
LA 315	Alternative Dispute Resolution in Business
LA	Elective

Management Concentration

MG 240	Interpersonal Relations in Management
MG 345	Organization and Environment
MG	Elective

Marketing Concentration

MK 400	Marketing Management
MK	Elective
MK	Elective

Quantitative Analysis Concentration

MA 233	Calculus III
MA 239	Linear Algebra
MA	Elective

Marketing Major

Every organization, for-profit, nonprofit, corporate, government, etc., 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 knowledge and classes that are at the cutting edge of the constantly changing marketing landscape. The curriculum will provide you with the theoretical background and practical experience you will need not only to start your career but also build your success as your career progresses. 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 your education with solid, real experience.

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

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

Required Courses

MK 322	Marketing Research
MK 400	Marketing Management

Four Marketing electives (any MK or PRS course not otherwise required)

Two Marketing-related electives¹

*Note*¹: Marketing-related electives can be fulfilled by any AC, AF, FI, IDCC, IPM, MG, MK or PRS courses not otherwise required. Any LA course numbered 200 or higher can also fulfill the requirement. The following EC courses can also fulfill the requirement: EC 211, 224, 225, 232, 245, 271, 272, 273, 275, 311, 315, 333, 346, 361, 381, 391, 402 and 454. The following CS courses can also fulfill the requirement: CS 340, 350, 359, 360, 401, 402, 421, 440, 450, 460 and 476. ID 350 and SO 263 may also be used as MK-related electives. Students can petition the chair to consider other courses as MK-related, depending on their focus within the major.

Professional Sales Major

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

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

Required Courses

PRS 339	Effective Selling
PRS 343	Sales Management
PRS 373	Sales Strategy and Technology
PRS 421	Internship in Professional Sales ¹
MG 360	Negotiating
MG 240	Interpersonal Relations in Management

Elective Courses (Two Required)

MG 337	Managing Collaborative Relationships
COM 210	Effective Speaking
SO 265	Talk at Work
COM 322	Theories of Persuasion
EC 245	Business Forecasting
IDCC 320	Managerial Communications

*Note*¹: Students not eligible for PRS 421 will take a Directed Study approved by the Director.

ARTS AND SCIENCES PROGRAMS

Arts and Sciences degree programs are designed for students who want to concentrate their studies in the arts and sciences, perhaps supplementing them with business courses that strengthen their professional education and career opportunities. Arts and Science programs include both bachelor of science and bachelor of arts degrees.

All students pursuing an Arts and Sciences Degree program (B.S. and B.A.):

- Must complete the Business Studies Minor or second major in Business Studies (BSM).¹
- May take no more than 30 credits in business, including courses in the Business Studies Minor or Major.

All students pursuing a Bachelor of Arts degree must:

- Achieve intermediate competency in a foreign language. Most students do so by completing an Intermediate II course. Students must meet with the Chair of the Modern Languages Department to discuss their language proficiency and required coursework.

*Note*¹: Students pursuing the B.A. in Liberal Arts are not required to complete the Business Studies Minor or Major.

Bachelor of Science Degree Programs

The Mathematical Sciences Department offers two B.S. majors for students interested in learning more about modeling techniques and developing their quantitative skill set: Actuarial Science and Mathematical Sciences. The completion of either a Business Studies Major or Business Studies Minor creates a desirable combination of strong quantitative skills paired with knowledge of core business disciplines.

Actuarial Science Major

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

Required Courses

Two basic calculus courses included in the General Education Core:

MA 131	Calculus I
MA 139	Calculus II

Four required mathematical sciences courses:

MA 233	Calculus III
MA 239	Linear Algebra
MA 252	Mathematical Statistics
MA 263	Continuous Probability for Risk Management
Three courses selected from the list below. At least one of these must be an actuarial exam preparation course, MA 310 or MA 357.	
MA 243	Discrete Probability
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
One additional 200-level or above MA elective not already taken	

Mathematical Sciences Major

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

Required Courses

The Mathematical Sciences major requires completion of eight mathematical sciences courses, in addition to two basic calculus courses included in the General Education Core.

Two basic calculus courses included in the General Education Core:

MA 131	Calculus I
MA 139	Calculus II

Four required mathematical sciences courses:

MA 233	Calculus III
MA 239	Linear Algebra
MA 252	Mathematical Statistics
MA 263	Continuous Probability for Risk Management

Four additional 200-level or higher mathematical sciences elective. 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.

Bachelor of Arts Degree Programs

English Major

The English major at Bentley is designed for students who are interested in literature and film and in a career that requires an understanding of how such cultural texts work. The English major distinguishes itself from the department's Media and Culture major by focusing primarily on the written word. The foundational courses (EMS 200 and EMS 201) introduce students to the importance of genre and to the variety of intellectual traditions through which literary works may be analyzed. In addition to learning about literary form and theory, students will consider how literary works reflect and shape categories of "otherness" (such as race, ethnicity, and gender) and circulate within structures of power in an increasingly globalized and diverse world. The English major includes a creative writing component that mirrors the production courses in the Media and Culture major. This requirement ensures a deeper understanding of the literary genres that students will encounter and a greater mastery of the expressive potential of language.

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

Major requirements

Four core courses:

EMS 200	Introduction to Literature, Film, and Media
EMS 201	Introduction to Cultural Studies

One course in diversity or trans-nationality/post-coloniality from the following:

LIT 260	Introduction to African American Literature
LIT 262	Native American Literature and Culture
LIT 330	Literature of the Holocaust
LIT 333	Literature and Film of the Vietnam War
LIT 337	Caribbean Literature
LIT 365	Immigrant and Ethnic Literature
LIT 367	African American Women Writers
LIT 370	Passing in American Literature
LIT 380	Money, Love, and Death: Colonialism in Literature and Culture
LIT 394	Selected Topics in African American Lit and Cultural Studies
CIN 376	International Cinema
CIN 377	African Americans in Hollywood Film
Or LIT 39X	(Selected Topics courses) with departmental approval.

One creative writing course from the following:

LIT 310	Poetry
LIT 311	Fiction
LIT 312	Drama/Screenwriting
LIT 313	Nonfiction/Essay
LIT 314	Mixed Genres
COM 328	Writing and Design for the Web and Multimedia

Four Electives:

Electives may include any course in the EMS department with a CIN, COM, EMS, LIT, MC designator. It is encouraged that at least one elective focus on constructions of gender and sexuality, such as LIT 369 Sexual Identity and Culture, CIN 371 Contemporary Queer Directors, CIN 375 Women in Film, LIT 334 Women in Literature, or LIT 367 African American Women Writers.

Global Studies Major

In the age of globalization, the Global Studies (GLS) major provides students with a strong background in geography, politics, culture, language, international relations and economics. The major enables them to understand and analyze issues in an international and intercultural context, compete in an interdependent world and succeed in a complex global environment. Students will develop proficiency in at least one foreign language, awareness of the impact of geography and culture on people and events and the ability to understand the political and economic dimensions of global issues.

The GLS major is built on a base of inter-disciplinary courses in global studies. With the advice of their GLS adviser, students develop a program of global studies that matches their academic interests, career goals or plans for future graduate or professional studies.

In addition, all GLS majors must participate in an approved international experience (semester or summer study abroad programs or faculty-led international courses).

Required Courses

GLS 101	Globalization
GLS 102	as part of the General Education Core

One of the following:

GLS 110	Global Regions
GLS 114	Cross-Cultural Understanding
GLS 116	International Relations

Two GLS 200-level or above courses

Three GLS electives (any GLS course)¹

One approved Economics (EC) elective with international scope²
Global Experience

*Note*¹: Students should meet with a faculty mentor when choosing their electives.

*Note*²: EC 311 or 315 (Business); EC 321, 331, or 333 (Arts and Sciences)

Health Studies Major

In the United States, the health-care industry is big business, with annual expenditures of more than \$2 trillion a year consuming more than 17 percent of the gross domestic product. Health is a major factor in the productivity of enterprises, and health care costs play a major role on the bottom line of every business. All businesses that provide benefits to their employees spend a large share of their energies on issues related to the health of their employees and the ever-changing dynamics of the health insurance industry.

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

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

Required Courses

NASC 110	Human Biology
NASE 315	Human Health and Disease in Today's World
PS 340	Health Psychology

Senior Capstone Experience: Internship in Natural and Applied Sciences or Research in Natural and Applied Sciences

Four Health, Psychology or Interdepartmental electives (organized according to one of the following tracks):

General Health Studies

3 or 4 electives from: NASE 308, 309, 313, 316, 318, 319, 328, 351, 380, 397, 403; PS 210, 240, 252, 266, 275, 305, 311, 333, 341, 380, 388, 399 (if appropriate).

No more than 1 elective from the following: SO 225, SO 252, EC 343, GLS 205, HI 308, HI 355, IPM 320, PH 135.

Health Policy

NASE 308	Health of Nations
NASE 309	The Science and Business of Biotechnology
PS 341	Human Relations in Health Care

And one of the following:

EC 343	Health Economics
SO 252	Health, Illness and Everyday Life
GLS 205	Social Policy: The Privatization of Public Benefits

Health Psychology (select four):

NASE 316	Biology of Mind
NASE 319	Human Inheritance
PS 351	Nonverbal Communication
PS 388	Abnormal Psychology
PS 266	Psychology of Adjustment
PS 341	Human Relations in Health Care

Biotechnology (select four):

NASE 309	The Science and Business of Biotechnology
NASE 319	Human Inheritance
SO 252	Health, Illness and Everyday Life
NASE 39*	(Experimental Courses) with departmental approval

Environmental Health (select four)

NASE 318	Global Health Challenges
NASE 328	Water Quality
NASE 380	Science in Environmental Policy

NASE 39*	(Experimental Courses) with departmental approval
NASE 402	Seminar in Natural and Applied Sciences (Environmental Topic only with departmental approval)
NASE 403	Special Topics in Natural and Applied Sciences (Ghana or Peru FLP travel courses)
PS 305	Environmental Psychology
EC 346	Environmental Economics
Or	
HI 355	American Environmental History

History Major

Since the present was forged in the past, the study of history is uniquely suited to enable us to comprehend and deal with the modern world. A major in History promotes critical thinking, data analysis and communication skills. It also provides excellent preparation for careers in professional fields such as business, law, journalism, government and education. In addition to a wide range of courses and the opportunity to undertake directed studies, the Department of History offers both a major and minor. Students participate in broadly based and globally oriented study through a concentration in one of two fields: regional history (American, European, Asian or Latin American/Caribbean) or thematic history (e.g., social, economic, or military history.) The major consists of eight courses beyond the General Education Core disciplinary requirement. It also includes a required Business Studies major or minor. In consultation with an adviser, the student plans a program of courses fulfilling the following requirements:

Required Courses

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

Liberal Arts Major

In addition to bachelor of arts majors in Media and Culture, History, Global Studies, Health Studies, Philosophy, Public Policy, Spanish Studies and Sustainability Sciences a general major in liberal arts is available to all students who wish to design:

- 1) a single, traditional concentration in a discipline without an established major; or
- 2) an interdisciplinary concentration in an area such as gender studies.

All Liberal Arts majors must complete a thesis/research component as part of their course requirements.

For more information on these programs, contact the coordinator for the Liberal Arts major, David Curley, at 781.891.3496.

Media and Culture Major

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

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

Required Courses

The major consists of eight courses.

Four core courses:

EMS 200	Introduction to Literature, Film, and Media
MC 220	Introduction to Media Production

One course in media or literary theory from the following:

EMS 201	Introduction to Cultural Studies
CIN 375	Women in Film
CIN 379	Film Theory
MC 200	Introduction to Media Theory

One production elective chosen from the following:

MC 222	Digital Photography
MC 224	Video Production
MC 321	Audio Production and Sound Design
MC 322	Documentary Production
MC 323	Animation Production and Motion Design

Four electives:

Students select four additional courses from the English and Media Studies department. Any course with an MC, CIN, COM, EMS or LIT designator may be chosen as an elective.

Philosophy Major

Philosophy majors examine fundamental human questions such as: What can we know? What exists? What is right? They approach these questions through rigorous study, emphasizing clarity of thought and expression, careful reasoning and problem solving, and the analysis of diverse viewpoints. These intellectual skills, combined with broad exposure to the liberal arts, are highly valued by the business community and by schools providing graduate training in law, medicine, and other disciplines. In addition to major courses, philosophy students will take courses in a broad range of business subjects, including finance, accounting, statistics, and strategy. By combining skills in critical thinking with business study, these students gain a distinct advantage in the job market.

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

Required Courses

A Philosophy major requires completion of eight courses that include the following major courses:

Logic:

PH 111	Introduction to Logic Or
PH 305	Mathematical Logic

History:

PH 215	Ancient and Medieval Philosophy Or
PH 216	Modern Philosophy

Values:

PH 251	Ethics Or
PH 311	Social Philosophy Or
PH 313	Political Thought from a Global Perspective

Metaphysics and Epistemology:

PH 252	Theories of Knowledge Or
PH 253	Theories of Reality

The remaining four courses are electives. With the assistance of the departmental adviser, philosophy majors will choose their electives based on their own interests and future plans. For example, students interested in applied ethics may take the following courses:

PH 130	Corporate Social Responsibility
PH 131	Philosophy of Work
PH 134	Healthcare Ethics
PH 301	Environmental Ethics

Public Policy Major

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

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

Required Courses for Public Policy Major

Students must complete eight courses to fulfill the Public Policy major. Three of these are required:

GLS 101	Globalization
GLS 230	Politics and Public Policy
GLS 405	Seminar in Government

In addition, you must choose three GLS electives (from GLS 200-499).

The remaining two PPL electives are chosen from approved electives in political science and global studies, law, economics, sociology and other departments across campus. Electives may be fulfilled by the following courses: GLS 200-499; EC 225, 271, 321, 333, 341, 346, 361, 370, 391; HI 349; LA 101, 102, 103, 104, 105, 106, 108, 109; MA 309; NASE: 318, 380; SO 225, 241, 242, 244, 292.

All Public Policy majors are also required to have participated in an approved experiential learning setting.

Spanish Studies Major

The Spanish Studies major, offered through the Department of Modern Languages, responds to our students' increasingly impressive competency in Spanish and a strong interest in combining Spanish and business skills. Through a unique curriculum that integrates language, culture, history and contemporary affairs of three principle regions of the Spanish-speaking world (i.e., Spain, South America and the Caribbean) with general business skills, the major will equip students with special skills that expand their employment opportunities in the global workplace, including banking, tourism, journalism, IT, healthcare, government and law. In this regard, our program is significantly different than other programs, particularly those in the New England area, that place heavier emphasis on Spanish language and literature.

The Spanish Studies major consists of eight courses (24 credits), six of which reside in the Department of Modern Languages and taught in Spanish. The remaining two courses (six elective credits), offered through other departments, complete the curriculum by

examining important topics in the Spanish-speaking world. Students must pair the Spanish Studies major with either a Business Studies minor or a Business Studies major, which gives them a specialized knowledge in both arts and sciences and business.

The major is designed for both non-native and native speakers of Spanish through a two-track system, giving opportunities scaled to students' background knowledge and learning potential within a four-year timeframe. All students, regardless of their track placement, will also be required to complete an applied learning experience.

Track I students have a history of successful study of the Spanish language in high school (three-plus years) and will likely continue their study of Spanish at Bentley at the advanced intermediate level (MLSP 202) or higher. There are sometimes exceptionally dedicated students who can take the additional six credits of Elementary Spanish and make significant progress to achieve advanced language proficiency during their four years at Bentley, who may be considered on an individual basis. Transfer students who are interested in the major should contact the Chair of the Modern Languages Department for more information.

Track II students possess native and/or near-native competency in Spanish. The ML Department recognizes that U.S. students who speak Spanish at home (heritage speakers) and international students (who often have a greater and longer exposure to Spanish before coming to Bentley) may fall into the category of near-native speaker. These students are required to complete our online Spanish placement test and an interview with a Spanish Faculty Adviser to determine proper Track Placement, which cannot be changed once the major is declared.

Track I students complete two courses in Tier I, two courses in Tier II and two courses in Tier III. In addition, they take two thematic courses outside the ML department that focus on one or all regions of the Spanish speaking world.* Their applied learning experience requires a semester abroad in a Spanish-speaking country.

Track II students complete two courses in Tier II, one required (MLSP 305 and one of their choice) and any four courses in Tier III. In addition, they take two thematic courses outside the ML department that focus on one or all regions of the Spanish speaking world.* Their applied learning experience requires an internship in Spanish in a for-profit and/or nonprofit enterprise in the U.S. or abroad.

Tier I courses emphasize language skills: grammar, vocabulary, reading and oral comprehension and are complemented with short written compositions and an introduction to Hispanic cultures.

Tier II courses place equal emphasis on a deeper study of Hispanic culture and the Spanish language. Students refine their skills in written and spoken Spanish while making more in-depth analysis of the history, politics, cultural traditions and artistic trends of Spain, Latin America and the Caribbean.

Tier III courses emphasize the particular thematic content of the course (cinema, literature, civilization, etc.). The main focus in these courses is not the study of language per se, but the study of some form of Hispanic culture.

Tier I

Language Courses: 200 level

MLSP 202	Intermediate II or
MLSP 205	Intermediate Language Immersion
MLSP 203	Advanced Writing and Composition

Tier II

Hybrid Courses: 300 level

MLSP 301	Selected topics
MPSP 302	Spanish for Business
MLSP 304	Survey of Spanish Literature
MLSP 305	Spanish Translation
MLSP 306	Seven Cities in the Spanish-Speaking World
MLSP 312	Spanish for Business II; A practical approach

Tier III

Content Courses: 400 level

MLSP 401	Directed Study
MLSP 402	Seminar in Spanish
MLSP 403	Latinos in the U.S.
MLSP 404	Spanish Identities and Cultures in Modern Peninsular Literature
MLSP 405	Masterpieces of Latin-American and Caribbean Literature: The Battle of "The Booms"

*Thematic courses include: GLS 255 Global Commerce and Human Rights: STP Chile, HI 261 Latin America (1800-present), HI 280 The Caribbean: Past, Present, Futures HI 394 Selected Topics in Latin American/Caribbean History, LIT 337 Caribbean Literature, and other courses as appropriate (with department approval).

Sustainability Science Major

The practice of sustainability isn't good just for the environment — it's an important part of business, too. 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 Bentley Sustainability Science major gives you 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 you 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 if you are interested in a career path that requires you to consider environmental, economic and societal sustainability in corporate decision-making.

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

Required Courses

Students must complete eight courses to fulfill the Sustainability Science major, in addition to the NASC General Education course.¹ Three of these are required:

NASC 122	Environmental Chemistry
NASE 364	Science of Sustainability
NASE 380	Science in Environmental Policy

Electives

Students must choose three of the following electives:

NASE 311	Ecology: Principles and Applications
NASE 318	Global Health Challenges
NASE 328	Water Quality
NASE 336	Water and the Environment
NASE 337	Global Climate Change
NASE 339	Weather and Climate
NASE 344	Energy Alternatives
MA 227	Mathematical Modeling in Environmental Management

EC 346	Environmental Economics
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No more than one from the following list:

PS 305	Environmental Psychology
LA 102	Environmental Law
PH 301	Environmental Ethics
GLS 101	Globalization
GLS 243	The Developing World

Field Experience

The options for students' field experience requirement include:

NASE 314 Coastal Biology of Cape Cod

NASE 334 Coastal Geology of Cape Cod

NASE 336 Water and the Environment

Any NASE international faculty-led program

Senior Capstone Experience

Internship in Natural and Applied Sciences or Research in Natural and Applied Sciences

Note¹: It is recommended that students take either NASC 111 or NASC 130 to meet the NASC General Education requirement.

MINORS IN BUSINESS

Minor in Accountancy

All business professionals use accounting information to make decisions. The minor in Accountancy 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.

Required Courses

AC 311 Financial Reporting and Analysis

Three other courses in accounting (designated as AC) for which pre-requisites have been met.

Possible course combinations around themes:

Financial reporting:

AC 311; AC 312; AC 412; and AC 350

Information Systems Audit and Control:

AC 311; AC 340; AC 470; and AC 440

Corporate accounting:

AC 311; AC 312; AC 310; and AC410

Taxation:

AC311; AC 312; AC 350; and AC450

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

Minor in Business Economics

A Business Economics minor provides students with more advanced training in microeconomics and macroeconomics to supplement that received in EC 111 and EC 112. 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.

Required Courses

EC 224 Intermediate Price Theory

EC 225 Intermediate Macroeconomics

Two other courses in economics (designated as EC) for which pre-requisites have been met

Minor in Business Studies

The minor in Business Studies is designed to provide students earning an Arts and Sciences degree some basic foundation knowledge in business. The minor provides an academic credential that demonstrates a basic familiarity with the functional areas of business and with business terminology, concepts, and problems.

Actuarial Sciences, Global Studies, Health Studies, History, Mathematical Sciences, Media and Culture, Philosophy, Public Policy, Spanish Studies, and Sustainability Sciences majors **must** complete either the Business Studies major or minor. Students who choose the Business Studies minor have room on their DRS to complete a **second minor of their choice**.

Required Courses

GB 110 Legal and Ethical Environment of Business

GB 112 Tools and Concepts in Accounting and Finance

GB 212 Practice and Applications in Accounting and Finance

GB 213 Statistical Analysis of Business Data

One of the following courses:

GB 214 Marketing-Operations Fundamentals or

GB 215 Human Behavior and Organizations

Minor in Computer Information Systems

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

Required Courses

CS 150 Introduction to Data and Information Management*

CS 213 The World Wide Web*

Two courses from the following list for which pre-requisites have been met:

CS 180 Programming Fundamentals*

CS 240 Business Processing and Communication Infrastructure*

CS 280 Object-Oriented Application Development*

CS 350 Database Management Systems

CS 360 Business Systems Analysis and Modeling

CS 380 Multi-Tiered Application Development*

CS 420 Operating Systems Use, Technology and Administration*

CS 440 Advanced Net-Centric Computing

CS 460 IS Project Management and Practice

*Arts and Sciences courses

Minor in Entrepreneurial Studies

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

Required Courses

MG 335 Entrepreneurial Thinking

MG 336 New Venture Planning and Financing

One course from the following list:

MG 337 Managing Strategic Alliances

MG 338 Launching Your Business

PRS 339 Effective Selling

MG 360 Negotiating

MG 401 Directed Study in Management (must be with Professor Tuffile)

MG 421 Internship in Management Practice (must be with Professor Tuffile)

One course from the following list (all are classified as Arts and Sciences):

COM 210 Effective Speaking

COM 322 Theories of Persuasion

PH 133 Business Ethics; International Business Ethics

PH 251 Ethics

ST 242 Applied Business Statistics

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.

Required Courses

FI 305 Principles of Accounting and Finance

One of the following two courses:

- FI 306 (formerly FI 320) Financial Markets and Investments or
 FI 307 (formerly FI 380) Advanced Managerial Finance
 One other finance course (cannot be FI 401 or FI 421)

One other finance course or an Arts and Sciences course* from the following list:

- CS 150 Introduction to Data and Information Management
 CS 180 Programming Fundamentals
 EC 251 Development of Economic Thought
 EC 321 International Growth Development
 EC 331 Modern Economics
 EC 343 Health Economics
 MA 263 Continuous Problems for Risk Management
 MA 225 Probability Models for Business Decision Making
 MA 310 Actuarial Topic Problems and Risk Management
 MA 335 Financial Calculus and Derivative Pricing
 MA 357 Interest Theory
 MA 343 Mathematics of Discrete Option Pricing
 NASE 309 The Science and Business of Biotech

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

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.

Required Courses

- MG 228 Managing Diversity in the Workplace
 MG 334 International Management Behavior

One of the following two courses:

- MG 331 Management of International Operations or
 MG 332 Managing in the Global Business Environment

One Arts and Science course from the following list:

- EC 311 International Economics
 EC 321 International Growth and Development
 COM 320 Intercultural Communication
 GLS 101 Globalization
 GLS 110 Global Regions
 GLS 114 Cross-Cultural Understanding
 GLS 116 International Relations
 GLS 310 Perspectives on Global Commerce
 GLS 312 International Organizations
 HI 314 History of the World Economy
 MC 250 Principles of Globalization and the Media
 PH 133 International Business Ethics
 PS 275 Cross-Cultural Psychology

Minor in Human Resources Management

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

Required Courses

- MG 250 Human Resources Management
 MG 350 Human Resources Staffing
 MG 351 Human Resources Training and Development

One Arts and Sciences course from the following list:

- COM 210 Effective Speaking
 COM 311 Money, Power, Communication
 COM 320 Intercultural Communication

- COM 322 Theories of Persuasion
 HI 347 Work and the American Worker
 LA 104 Gender and the Law
 LA 105 Race and the Law
 LA 106 Outsiders and the Law
 PH 130 Corporate Social Responsibility
 PH 131 Philosophy of Work
 PS 311 Social Psychology
 SO 263 Sociology of Work and Organizations

Minor in Information and Process Management

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

Required Courses**Three courses from the following list:**

- CS 314 Web Technologies and Trends
 IPM 140 Adding Value with Information and Processes
 IPM 210 Information Security and Computer Forensics
 IPM 320 Decision Support and Business Intelligence
 IPM 340 Selected Topics in Information and Process Management
 IPM 402 Seminar in Information and Process Management
 IPM 450 Enterprise Systems Configuration for Business

One course from the following list:

- CS 150 Introduction to Data and Information Management
 COM 210 Effective Speaking
 COM 323 Small Group Communication
 PS 311 Social Psychology
 SO 264 Technology, Society, and Work
 MA 225 Probability Models for Business Decision Making
 MA 252 Mathematical Statistics
 ST 242 Applied Business Statistics

Other relevant courses - subject to minor coordinator approval

Minor in Information Design and Corporate Communication

With an Information Design and Corporate Communication minor, students may select from more than 27 courses in oral, written, or visual communication. Areas covered include public relations, Internet journalism, web design, information architecture, international corporate communication, technical communication, persuasion, mass media, and inter-cultural communication.

Required Courses

- COM 210 Effective Speaking

Two IDCC courses

One IDCC course or an IDCC-related course from the following list:

- COM 298-499
 HI 305 Arts and Society
 ID 202 Power and Propaganda
 ID 203 Communication and Gender: Meanings in Form and Content
 GLS 310 Perspectives on Global Commerce
 MC 200-399 (Media Studies theory courses)
 MG 240 Interpersonal Relations in Management*
 MG 241 Leadership, Power, and Politics in Organizations*
 MG 360 Negotiating*

MK 321	Consumer Behavior*
PS 230	Sports Psychology
PS 311	Social Psychology
PS 325	Cyber Psychology
PS 335	Psychology of Men
SO 287	Media, Culture and Society

Notes:

All IDCC classes and courses noted with * are classified as Business.

All COM classes are classified as Arts and Sciences.

Minor in International Economics

An International Economics minor 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. With the guidance of the minor coordinator, course selection can help students achieve their academic and career goals.

Required Courses

EC 311 International Economics*

Three courses from the following list:

EC 315	The Economics of Multinational Corporations*
EC 321	International Economic Growth and Development+
EC 331	Modern Economic Systems+
EC 333	Economics of the European Union*
FI 351	International Finance*

* Business courses

+ Art and Sciences courses

Minor in Law

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

Required Courses

Four law courses beyond GB 110

Notes:

100-level Law courses are classified as Arts and Science

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.

Required Courses

MG 241 Leadership, Power and Politics in Organizations

Two courses from the following list:

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

One Arts and Sciences course from the following list:

COM 210	Effective Speaking
COM 311	Money, Power, Communication
COM 320	Intercultural Communication
COM 322	Theories of Persuasion
LA 104	Gender and the Law
LA 105	Race and the Law
LA 106	Outsiders and the Law
PH 130	Corporate Social Responsibility
PH 131	Philosophy of Work
PS 311	Social Psychology
SO 263	Sociology of Work and Organizations
SO 265	Talk at Work

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.

Required Courses

MG 240 Interpersonal Relations in Management

MG 345 Organizations and Environment

One management elective (designated as MG/PRS)

One Arts and Science course* from the following list OR an additional management/PRS elective:

GLS 310	Perspectives on Global Commerce
GLS 312	International Organizations
EC 251	Development of Economic Thought
EC 321	International Economic Growth and Development
EC 331	Modern Economic Systems
EC 343	Health Economics
COM 210	Effective Speaking
COM 322	Theories of Persuasion
MA 225	Probability Models in Business Decision Making
MA 263	Continuous Probability for Risk Management
PS 311	Social Psychology
PH 130	Corporate Social Responsibility
PH 131	Philosophy of Work
SO 263	Sociology of Work
SO 265	Talk at Work
HI 314	History of the World Economy
HI 347	Work and the American Worker
HI 353	20th US Economic History

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

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 Minors coordinator to discuss selection of appropriate courses to strengthen their major area of study.

Required Courses

Two Foundation of Marketing courses from the following list:

MK 321	Consumer Behavior
MK 322	Marketing Research
MK 332	Promotional Strategy
MK 334	Marketing Channels

One Applied Marketing course or Professional Sales course from the following list:

MK 340-400
PRS 300-400

One additional Applied Marketing or Professional Sales course (above) or one Arts and Sciences course from the following list:

COM 321	Mass Communication
COM 322	Theories of Persuasion
EC 361	Introduction to Econometrics
GLS 114	Cross Cultural Understanding
ID 213	Communication and Gender: Meanings in Form and Content
LA 103	Consumer Law
LA 109	Law and Ethics for Cyber Society
MA 252	Mathematical Statistics
MC 200	Principles of Media and Culture
MC 250	Principles of Globalization and Media
MC 300	Film, TV, and New Media Theory

PH 130	Corporate Social Responsibility
PH 133	International Business Ethics
PS 311	Social Psychology
PS 325	Cyber Psychology
SO 287	Media, Culture, and Society
SO 289	Popular Culture in Consumer Societies
ST 242	Applied Business Statistics

Minor in Nonprofit Organizations

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

Required Courses

Two courses from the following list:

AC 331	Government and Not-for-Profit Reporting
MG 365	Theory and Management of Nonprofit Organizations
MK 366	Marketing for Nonprofits

Two courses from the following list; at least one must be an Arts and Sciences course:

Business Electives

AC 331	Government and Not-for-Profit Reporting
EC 346	Environmental Economics
FI 333	Seminar in Micro Lending
IDCC 365	Crisis Communication Management
IPM 140	Adding Value with Information and Processes
MG 228	Managing Diversity in the Workplace
MG 241	Leadership, Power, and Politics
MG 316	Service Operations Management
MG 343	Project Management
MG 365	Theory and Management of Nonprofit Organizations
MK 365	Marketing of Services
MK 366	Marketing for Nonprofits

Arts and Sciences Electives

COM 320	Intercultural Communication
EC 341	Urban and Regional Economics
EC 343	Health Economics
GLS 114	Cross Cultural Understanding
GLS 205	Social Policy: Privatization of Public Benefits
GLS 225	Politics and Urban Economy in US
GLS 312	International Organizations
NASE 318	Global Health Challenges
PH 351	Perspectives in Poverty
SO 300	Community Involvement

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.

Required Courses

Three of the following business courses:

EC 275	The Economics of Sport
IDCC 361	Sports Public Relations
LA 316	Sports and Entertainment Law
LA 317	Media Law
MK 369	Sports Marketing

Sports Related Internship (with approval of coordinator)

Sports Related Special Topics Courses (with approval of coordinator)

One of the following Arts and Sciences courses:

HI 370	History of American Sports
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PS 230	Sports Psychology
NASE 341	The Physics of Sports
SO 285	Sociology of Sports

Minor in Supply-Chain and Operations Management

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

Required Courses

MG 315	Supply-Chain Management
MG 316	Service Operations Management
MG 317	Managing Quality

One Arts and Science course from the following list:

CS 240	Business Processing and Communications Infrastructure
COM 210	Effective Speaking
NASE 364	Science of Sustainability
PH 130	Corporate Social Responsibility
PH 131	Philosophy of Work
SO 264	Technology, Society, and Work
SO 265	Talk at Work
ST 242	Applied Business Statistics

MINORS IN ARTS AND SCIENCES

Minor in Actuarial Science

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

Required

One of the following two courses:

MA 310	Actuarial topics in Probability and Risk Management; Or
MA 357	Mathematical Theory of Interest

Three other courses from the following list for which pre-requisites have been met:

MA 233	Calculus III
MA 243	Discrete Probability
MA 252	Mathematical Statistics
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	Discrete Options Pricing
MA 357	Mathematical Theory of Interest

Minor in Earth, Environment, and Global Sustainability

Our earth's environmental challenges, including extraction and consumption of natural resources, waste management, energy and water use, and global climate change will provide society, governments, and businesses with major challenges and opportunities for the foreseeable future. The EEGS minor provides students with a background and global perspective for understanding some of the environmental challenges facing humanity.

Required

Four courses from the following list (must be in addition to the 4-credit NASC requirement in the general education core) and at least three must be designated as NASE/C:

NASC 111	Green Biology
NASC 121	Consumer Chemistry

NASC 122	Environmental Chemistry
NASC 130	Principles of Geology
NASC 140	Environmental Physics
NASE 311	Ecology: Principles and Applications
NASE 314	Coastal Biology of Cape Cod
NASE 315	Human Health and Disease in Today's World
NASE 317	Economic Botany
NASE 318	Global Health Challenges
NASE 328	Water Quality
NASE 334	Coastal Geology of Cape Cod
NASE 335	Oceanography
NASE 336	Water and the Environment
NASE 337	Global Climate Change
NASE 339	Weather and Climate
NASE 344	Energy Alternatives
NASE 364	Science of Sustainability
NASE 380	Science in Environmental Policy
NASE 397/398	Special Topics, If appropriate

Only one of the following may be counted toward the minor:

PS 305	Environmental Psychology
HI 355	American Environmental History
EC 346	Environmental Economics
LA 102	Environmental Law

Minor in English and Media Studies

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

Possible course combinations around themes:

Literature and Cinema Studies:

- Four courses in literature and/or cinema studies that form a coherent group — should be selected in consultation with adviser (must be in addition to the literature requirement in the general education core).

Communication Concentration:

- | | |
|---------|--------------------|
| COM 210 | Effective Speaking |
|---------|--------------------|
- Two communication courses (designated as COM)
 - One course in communications or IDCC* (designated as COM or IDCC)

* IDCC courses are classified as business.

Creative Writing Concentration:

(must be in addition to the literature requirement in the general education core).

- One course in literary forms (LIT 210 - 224)
- Two courses in creative writing (LIT 310 - 314)
- One course in any literature course (designated as LIT)

Media and Culture Concentration:

- Four media and culture courses (designated as MC)

Minor in Gender Studies

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

Required Courses

Four courses from the following list:

CIN 370	Wonder Women
CIN 375	Women and Film
CIN 380	Male Image in American Cinema
HI 316	Women and Gender in South Asia
HI 358	US Women's History
ID 211	Introduction to Gender Studies
ID 260	Sex and American Culture
LA 104	Gender and the Law
LIT 334	Women in Literature
LIT 367	African American Women Writers
LIT 369	Sexual Identity and Culture
LIT 370	Passing in American Literature
LIT 381	Sitcom Nation
MG 228	Managing Diversity in the Workplace
NASE 112	Evolution, Human Genetics and Behavior
PS 333	Gender Psychology
PS 388	Abnormal Psychology
SO 241	Diversity, Minorities and Social Change
SO 271	Self and Society

Minor in Global Studies

The Global Studies minor provides an interdisciplinary understanding of contemporary global issues. Focusing on the international, economic, political, and cultural interactions that create today's globalization, the minor is an excellent way to prepare for the many careers that require background knowledge of global affairs.

Required Courses

Option A

- One GLS course from: 101 or 110-119
- One GLS course 200 level or above
- One GLS elective
- One three-credit internationally oriented experience (could include short-term travel program)

Option B: Semester/Summer Abroad

- One GLS course from: 101 or 110-119
- Two internationally-oriented courses taken for credit at a partner education institution abroad
- One GLS course 200 level or above

Minor in Health and Industry

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

Required

Four courses from the following list (must be in addition to the NASC requirement in the general education core); at least one must be designated as NASE/C and one must be designated as PS.

NASC 110	Human Biology
NASC 112	Evolution, Human Genetics, and Behavior
NASC 121	Consumer Chemistry
NASC 199	Chemistry of Life
NASE 308	Health of Nations
NASE 309	Science and Business of Biotechnology
NASE 313	Human Nutrition: From Science to Life
NASE 315	Human Health and Disease in Today's World
NASE 316	Biology of Mind
NASE 318	Global Health Challenges
NASE 319	Human Inheritance: From Genes to Behavior
NASE 398	Experimental/Special Topics*

PS 210	Pioneers in Psychology
PS 230	Sports Psychology
PS 240	Child Psychology
PS 252	Dynamics of Personality
PS 266	Psychology of Adjustment
PS 275	Cross Cultural Psychology
PS 301	Special Topics*
PS 305	Environmental Psychology
PS 311	Social Psychology
PS 325	Cyber Psychology
PS 328	Financial Psychology
PS 333	Gender Psychology
PS 340	Health Psychology
PS 342	Analysis of Human Relations in Health Care Organizations
PS 351	Nonverbal Communication and Judging Others
PS 380	Psychology of Self
PS 388	Abnormal Psychology

*If the topic is appropriate

Minor in History

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

Required

Four History courses — students are required to organize at least three of these courses around a regional or thematic concentration. Regional concentrations include History of the Americas; European History; Asian History; History of Warfare; Economic History; and others by arrangement.

Examples of possible regional or thematic concentrations are illustrated below. Appropriate experimental or special topics courses can be used with the approval of the minor coordinator.

History of the Americas:

HI 261	Latin America (1800-present)
HI 280	The Caribbean: Past, Present, Future
HI 340	Colonial America (1400-1750)
HI 341	The Minute-Men and Their World
HI 342	The Revolutionary Generation in the United States (1750-1815)
HI 343	Modern United States History (1900-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 U.S.
HI 351	Religion in American Life
HI 352	The American Mind in the 20th Century
HI 353	20th Century US Economic History
HI 355	Nineteenth Century United States (1815-1900)
HI 356	The United States: from Nation to Empire (1865-1920)
HI 358	Diplomatic History of the United States
HI 362	History of Modern US Foreign Policy (1945-Present)
HI 381	The Civil War

European History:

HI 236	History of Ireland: From St. Patrick to "The Troubles"
HI 305	Arts and Society

HI 306	War and Society
HI 307	Through Children's Eyes: Crises of the 20th Century
HI 323	The Medieval West
HI 324	Revelry and Revolution in Early Modern England
HI 325	Early Modern Europe: The World Turned Upside Down
HI 326	Age of Enlightenment
HI 327	Age of Revolution
HI 328	The Romantic Age
HI 329	Twentieth-Century Europe
HI 330	Women, Work and Family in European Perspective
HI 334	The Soviet Union and After
HI 382	World War I
HI 383	World War II
HI 386	Modern Germany
HI 388	Europe Since 1945

History of Warfare:

HI 306	War and Society
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
HI 386	Modern Germany

Economic History:

HI 314	History of the World Economy
HI 330	Women, Work and Family in European Perspective
HI 346	Economic History of the United States
HI 347	Work and the American Worker
HI 353	Twentieth Century US Economic History
HI 362	History of Modern US Foreign Policy (1945-Present)

Asian History:

HI 264	History of China: Before Confucius, After Mao
HI 265	History of Japan: From Samurai to Manga
HI 266	The Middle East: Islamic and Contemporary
HI 380	Modern East Asia
HI 385	The Vietnam War

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

Minor in Mathematical Sciences

A minor in Mathematical Sciences can be designed to complement any major. Some students may wish to select courses which will give them an understanding of how problems are modeled and solved in the financial and business world. Others may wish to choose courses related to computer science, the environment, or in preparation for a career in actuarial science.

Required Courses

Four approved mathematical sciences or statistics courses numbered 200 or higher (except GB 213).

Minor in Modern Languages

The Modern Languages minor has been designed to help students develop fluency in a modern foreign language, as well as communication and cross-cultural skills that will be of personal and professional use to them in an international or multicultural environment.

Students wishing to minor in a Modern Language are required to complete a minimum of four courses in one language, to meet with the Chair of the Department of Modern Languages or Minors

Coordinator while planning the courses that will constitute the minor, and to obtain the Chair's/Coordinator's written permission regarding the choice of ML courses that students may apply to the minor. Residence (for a year, a semester, or a summer) in a country where the language being studied is spoken and a family homestay arrangement during the stay abroad are very strongly recommended.

Note: Course requirements vary according to a student's chosen major and initial level of proficiency. Therefore, courses applicable to the minor will be determined by the Minors Coordinator/Department Chair on an individual basis, but no later than first semester of the senior year.

Required for non-native speakers:

- Minimum requirement for BS students: Intermediate I and II and at least two additional courses at or above the Intermediate level.
- Minimum requirement for BA students: Intermediate II and at least three additional courses at or above the Intermediate level for Spanish, French, and Italian.

Required for students with previous training beyond the Intermediate level and native speakers:

- Four courses at an advanced level, either at Bentley or at an institution abroad, after departmental approval.

Required for a minor in Japanese or Chinese:

- Beginning I and II and Intermediate I and II are required. For students who complete the 6 credit short term summer program to China, one additional upper level Chinese course is required.

Minor in Natural and Applied Sciences

The minor in Natural and Applied Sciences comprises four courses related to the sciences. This minor is intended to encourage students to explore the sciences beyond the required NASC. Given the broad spectrum of the science courses available at Bentley, students must work with a department adviser to develop a curriculum that is balanced in breadth and depth.

Required Courses

Any four PS/NASE/NASC courses, of which at least two must be NASE/C courses. Any NASC 4-credit lab course in addition to the one used to fulfill the NASC general education requirement may be taken as an Arts and Sciences elective toward the minor.

Minor in Philosophy

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

Required Courses

Any four courses in philosophy beyond PH 101

Students can take courses from multiple areas within philosophy or in a single area. Examples of course combinations in a single area are:

Applied Ethics:

PH 130; PH 134; PH 251; PH 301

Metaphysics and Epistemology:

PH 217; PH 252, PH 253; PH 254

Minor in Politics

The minor in Politics enables students majoring in either business or liberal arts to study aspects of American or international government, politics and policy. A Politics minor enhances studies of and careers in marketing, management, public policy, organizational behavior, business communication, human resources, and consulting.

Required Courses

Four GLS courses (beyond the required General Education course)

in political science from the list below, at least two of which must be at the 200 level or above:

- GLS 100 U.S. Government and Politics
- GLS 102 Comparative Government and Politics
- GLS 105 U.S. State and Local Government and Politics
- GLS 116 International Relations

Any GLS 200-499

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.

Required Courses

Four courses from the following list:

- NASE 316 Biology of Mind
- NASE 319 Human Inheritance: From Genes to Behavior
- Any PS Course

Minor in Public Policy

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

Requirements

GLS 230 Politics and Public Policy

Three GLS Electives (from GLS 200-499)

Minor in Sociology

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

Required

Approved sequence of at least four courses in Sociology.

Minor in the Sociology of Diversity and (in)Equality

The minor in the sociology of diversity and (in)equality will allow students to explore problems associated with diversity and equality in a modern context. A broad social and historical overview will be combined with focused studies of the interactional practices involved in creating and maintaining the differences that continue to separate people by race, gender and class.

Required

Two of the following courses:

- SO 241 Diversity, Minorities and Social Change
- SO 244 Deviance and Social Control
- SO 292 Sociology of Native American Peoples
- SO 320 Immigrant Entrepreneurship
- SO 333 Sociology of the Edge

Two additional courses (including any courses from above)

- SO 242 Social Problems
- SO 263 Sociology of Work and Organizations
- SO 271 Self and Society
- SO 285 Sociology of Sports
- SO 289 Popular Culture in Consumer Societies
- SO 300 Community Involvement

Minor in Spanish for Business

With an interdisciplinary approach, the Spanish for Business

minor gives students an excellent opportunity to blend advanced language skills, cultural knowledge, and an international business component. Students who choose this minor have an excellent opportunity to learn about Spanish culture using business as a foundation. The minor requires three classes from the Modern Languages Department and one elective that can be chosen from various departments.

Required

MLSP 203	Advanced Spanish Writing and Composition or
MLSP 305	Spanish Translation
MLSP302	Spanish for Business
MLSP312	Spanish for Business II

Choose one from the following courses:

AC 381	International Accounting*
EC 311	International Economics*
EC 321	International Economic Growth and Development
EC 333	Economics of the European Union*
FI 392	International Project Finance*
FI 351	International Finance*
GLS 238	ImmigrationGLS243 The Developing World
GLS 255	Global Commerce and Human Rights: STP Chile
GLS 270	Contemporary Europe
GLS 276	Case Study: Transforming Economies of Europe: Short Term Program to Europe
GLS 310	Perspectives on Global Commerce
GLS 312	International Organizations
GLS 335	Contemporary Issues in Global Politics
HI 261	Latin America (1800-present)
HI 280	The Caribbean: Past, Present, Futures
HI 314	History of the World Economy
HI 388	Europe Since 1945
HI 394	Selected Topics in Latin American/Caribbean History
LA 308	International Business Law*
MK 367	International Marketing*
MG 330	Managing Global Alliances*
MG 331	Management of International Operations*
MG 332	Managing in the Global Business Environment*
MG 334	International Management Behavior*
NASE 308	Health of Nations: Anatomy and Function of Health Systems in the US and Around the World
PS 275	Cross Cultural Psychology
SO 320	Immigrant Entrepreneurship

*Business electives

Minor in Workplace Studies

Workplace studies involve the investigation of social order as an emergent property of situated interactions. Workplace studies are rooted in the sociological investigation of how people go about the construction of social order and group membership through their everyday activities. Students receiving a minor in workplace studies will acquire the skills of ethnographic investigation and analysis of interaction, and will understand how the “work” of the workplace and society are accomplished.

Required

Three courses from the following list:

SO 242	Trust in Modern Society
SO 263	Sociology of Work and Organizations
SO 264	Technology, Society, and Work
SO 265	Talk at Work
SO 320	Immigrant Entrepreneurship

One of the following courses (or any course from the list above)

SO 241	Diversity, Minorities and Social Interaction
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SO 271	Self and Society
SO 299	Experimental Courses, if appropriate
SO 333	Sociology of the Edge
SO 401	Directed Study (with suitable topic and approval of Minor Adviser)

Courses satisfying the requirements for the workplace studies minor must be drawn from humanities/social science, arts and sciences and/or unrestricted electives only. Courses may not be used for both the behavioral science general education required course AND the minor. Courses from other departments will be considered by the minor coordinator.

OPTIONAL SECOND MAJORS

The Business Studies Major

As described above, Bentley is committed to offering students innovative ways to combine the study of business with the liberal arts. Those students who choose to pursue an arts and sciences degree at Bentley can combine their chosen area of study with a second major in Business Studies. The BSM allows students another way to take full advantage of the unique way our curriculum blends business and the arts and sciences.

The BSM is an optional second major open only to students majoring in an arts and sciences discipline (currently, these are: Actuarial Science, Global Studies, Health Sciences, History, Liberal Arts, Mathematical Sciences, Media and Culture, Philosophy, Public Policy, Spanish Studies, and Sustainability Science) and only as a second major. Students cannot pursue this major either on its own or in conjunction with another business major.

To fulfill the BSM, you must complete six required courses and two electives. The required courses are the first six courses in the General Business Core:

GB 110	Legal and Ethical Environment of Business
GB 112	Tools and Concepts in Accounting and Finance
GB 212	Practice and Applications in Accounting and Finance
GB 213	Business Statistics
GB 214	Marketing and Operations Fundamentals
GB 215	Human Behavior and Organizations

For your remaining two courses, you may choose to deepen your knowledge in a particular area by selecting classes within a single discipline such as Marketing, Information Design and Corporate Communication or Management. You also can take Courses in different disciplines but that focus on the same theme, such as nonprofits, technology or international business. Or, you may choose to take two additional GB courses (GB 310, GB 320, GB 410).

The Liberal Studies Major

Bentley has always been committed to producing liberally educated business students; and Bentley arts and sciences departments have long developed their curricula to offer perspectives particularly geared to business students while maintaining the content and rigor of individual disciplines. However, all too often in higher education today, students feel they are forced to choose between a professional education that prepares them for their careers and a liberal arts education that prepares them for life. This is not the case for Bentley students. The Liberal Studies major (LSM) is significantly different from the traditional liberal arts major — like philosophy or history or political science — that drills deep within a particular field of study. Rather, it explores important themes that may cut across many disciplines of the arts and sciences and business, such as ethics and social responsibility, global perspectives, media arts and society and issues related to the environment; the major offers breadth with coherence.

The LSM is an optional double major. It does not stand alone, but is an interdisciplinary second major for students whose primary major is a bachelor of science. The LSM is designed to help students increase the value and meaning of their liberal arts education

at Bentley by combining some required courses in the general education curriculum with arts and sciences electives and some business electives under specific themes or concentrations.

Successful LSM graduates will:

- Choose a coherent course of study within a particular LSM theme: Students select courses as required for their particular concentration (see below). No more than four of the eight courses can be in the same department and no more than two courses can be from a Business department. These courses also count toward General Education requirements and restricted/unrestricted electives.
- Demonstrate — through an iterative process over time — their reflections, insights and connections across disciplines. As part of this process, LSM students are required to meet with their assigned advisers, post annual narrative reflections in an electronic portfolio, and produce a culminating project that demonstrates their trans-disciplinary insights, connections and understanding as a consequence of their work within the concentration.

Students opting to complete an LSM will do so in one particular concentration. Current choices include:

American Studies

A concentration in American Studies offers students the opportunity to explore the cultural, historical, and political life of the United States and its place in the world through a multidisciplinary program of study. American Studies complements a major in business by providing the context needed to make informed decisions and exercise effective leadership in a complex global environment. In addition to the intellectual breadth that it adds to a business education, a concentration in American Studies prepares students for a variety of careers (e.g., law, public relations, government and public policy, non-profit administration, journalism, teaching, school administration, etc.) and provides a solid foundation for graduate study in business, law, political science, public policy, history and many other fields in the Arts and Sciences. A total of eight courses (24 credits) must be completed.

Students in this major choose eight from the following lists:

EC 321	International Economic Growth and Development
CIN 370	Selected Topics in Cinema Studies*
CIN 378	Hollywood Genres
CIN 381	Wonder Women
COM 311	Money, Power, Communication
EXP 201/202	Advanced Inquiry in Writing*
GLS 100	US Government and Politics (GO 100)
GLS 105	City and State Government and Politics (GO 105)
GLS 205	Social Policy: Privatization of Social Benefits (GO 305)
GLS 225	Politics and Urban Economy in the US (GO 252)
GLS 226	US Foreign Policy (GO 242)
GLS 230	Politics and Public Policy (GO 250)
GLS 234	Politics of Communications Policy
GLS 236	Campaigns and Elections
GLS 242	Current Political Issues* (GO 230)
GLS 248	Business and Politics of the News Media (GO 218)
HI 308	Drug Trades in World History
HI 340	Colonial America (1400-1750)
HI 342	Rev. Generation in the US (1750-1815)
HI 343	Modern United States History
HI 346	Economic History of the United States
HI 349	History of Modern US Foreign Policy, 1945-present
HI 350	Serfs Slaves and Sojourners
HI 351	American Religious Experience
HI 353	The American Economy in the 20th Century
HI 354	New Nation
HI 356	The US: from Nation to Empire

HI 357	America and its Arts
HI 358	US Women's History
HI 370	History of Sports
HI 381	The Civil War
HI 382	World War I
HI 383	World War II
HI 385	The Vietnam War
HI 391	Selected Topics in American History*
ID 211	Introduction to Gender Issues
ID 240	American Constitution: Its Evolution and Challenges
ID 260	Sex and American Culture
LIT 260	Intro to African American Lit and Cult Studies
LIT 261	American Traditions
LIT 262	Native American Literature and Culture
LIT 333	Literature and Film of the Vietnam War
LIT 362	American Literature, 1830-1870
LIT 363	American Lit: Realism and Naturalism
LIT 364	Modern American Literature
LIT 365	Immigrant and Ethnic Literature
LIT 366	American Icons
LIT 367	African American Women Writers
LIT 369	Sexual Identity and Culture
LIT 370	Passing in American Literature
LIT 381	Sitcom Nation
LIT 392	Selected Topics in Literary Theme*
LIT 393	Selected Topics in World Literature*
LIT 394	Selected Topics in African American Lit and Cult
LIT 395	Selected Topics in American Literature
LIT 397	Selected Topics in Cultural Studies*
MC 260	Introduction to Broadcasting
MC 300	Film and TV Advertising: Themes and Practices
MLSP 403	Latinos in America
NASE 305	US Space Program
NASE 308	Health of Nations
NASE 368	Lewis and Clark: Scientific Contributions
PH 131	Business Ethics: Philosophy of Work
PH 351	Perspectives on Poverty
SO 241	Diversity, Minorities and Social Change
SO 285	Sociology of Sports
SO 287	Media, Culture and Society
SO 289	Popular Culture in Consumer Societies
SO 292	Sociology of Native American Peoples
SO 320	Immigrant Entrepreneurship

Business Departments:

(LSMs may use no more than two business department courses) (6 credits)

EC 232	Economics of Human Resources
EC 341	Urban and Regional Economics
EC 343	Introduction to Health Economics
EC 351	Contemporary Economic Issues
LA 101	Law and Society
LA 104	Gender and the Law
LA 105	Race and the Law
LA 106	"Outsiders" and the Law
LA 109	Law and Ethics for Cybersociety
LA 145	English Origins of American Law
LA 300	Cyberlaw

*With appropriate theme

Diversity and Society

Diversity is a fundamental aspect of modern society and our

everyday lives. This diversity offers the opportunity to enrich our lives through exposure to people with diverse backgrounds and experiences. At the same time, diversity can be a challenge as we meet others unlike us, and work out issues of accommodation, acceptance and equality for diverse groups. One of the great challenges of our time is to achieve a society that is integrative of diversity and provides for equal opportunity such that diversity enriches rather than divides. The Diversity and Society LSM will provide students with an understanding of this challenge through exposure to a broad range of topics and disciplines, all of which are united by a concern regarding diversity and equality. This can allow the student to extend an understanding of diversity beyond society and into the organization, as well as an appreciation and understanding of how diversity can productively and positively contribute to our everyday lives.

To complete the Diversity and Society LSM, students shall do the following:

- Select three courses from the Social Diversity course list, which will provide the student with an awareness of the general social processes that lead to increased diversity;
- Select two courses from the Domestic Diversity Perspectives course list;
- Select two courses from the Global Diversity Perspective course list;
- Select one course from either the Domestic Diversity or Global Diversity course lists.

Social Diversity Course List:

EXP 201/202 (with acceptable theme)

GLS 101	Globalization
GLS 114	Cross-cultural Understanding
HI 200	The Making of Our Contemporary World
ID 211	Introduction to Gender Studies
MC 250	Principles of Globalization and the Media
MG 228	Managing Diversity in the Workplace*
PH 313	Political Thought from a Global Perspective
PH 351	Perspectives on Poverty
PS 275	Cross-Cultural Psychology
PS 333	Gender Psychology
PS 380	Psychology of Self
SO 241	Diversity, Minorities and Social Change
SO 242	Social Problems
SO 244	Deviance and Social Control
SO 271	Self and Society
SO 287	Media, Culture and Society
SO 289	Popular Culture in Consumer Society

Domestic Diversity Course List:

CIN 375	Women and Film
CIN 380	The Male Image in American Film
EC 341	Urban and Regional Economics*
EXP 201/202 (with acceptable theme)	
GLS 225	Politics and Urban Economy in the US
GLS 230	Politics and Public Policy
GLS 238	Immigration
HI 340	Colonial America (1400-1750)
HI 343	Modern United States History (1900-Present)
HI 347	Work and the American Worker
HI 350	Serfs, Slaves and Sojourners: The Minority Experience in the US
HI 351	The American Religious Experience
HI 354	The New Nation
HI 358	US Women's History
HI 359	Immigration in US History
LA 104	Gender and the Law*
LA 105	Race and the Law*

LA 106	"Outsiders" and the Law*
LIT 260	Introduction to African American Literary and Cultural Studies
LIT 261	American Traditions
LIT 262	Native American Literature and Culture
LIT 365	Immigrant and Ethnic Literature
LIT 367	African American Women Writers
LIT 369	Sexual Identity and Culture
LIT 371	American Cities in Literature
MLSP 403	Latinos in the US
PS 388	Abnormal Psychology
SO 292	Sociology of Native American Peoples
SO 300	Community Involvement
SO 320	Immigrant Entrepreneurship
SO 333	Sociology of the Edge
<i>Global Diversity Course List:</i>	
EXP 201/202 (with acceptable theme)	
GLS 110	Global Regions
GLS 243	The Developing World
GLS 250	Contemporary Latin America
GLS 260	Business and Politics in East Asia
GLS 262	Politics in the Middle East
GLS 265	Study Tour to Asia
GLS 270	Contemporary Europe
GLS 282	Race in Southern Africa
GLS 285	Case Studies in Culture and Commerce of Africa
GLS 315	Human Rights in Global Media
GLS 335	Contemporary Issues in Global Politics
HI 236	History of Ireland: From St. Patrick to "The Troubles"
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 267	The Past and Present in Africa
HI 279	Modern South Asia
HI 280	The Caribbean: Past, Present, Future
HI 303	Pre-Columbian America
HI 317	South Asia Religions
HI 329	Twentieth-Century Europe
HI 330	Women, Work, and Family in European Perspective
HI 334	The Soviet Union and After
HI 380	Modern East Asia
HI 388	Europe Since 1945
LIT 330	Literature of the Holocaust
LIT 334	Women in Literature
LIT 336	The Irish Tradition
LIT 337	Caribbean Literature
LIT 380	Money, Love and Death: Empire and Globalization
MLFR 301	Francophone Cultures
MG 332	Managing in the Global Business Environment
PH 133	International Business Ethics
PH 315	Confucianism, Daoism, and Buddhism: Philosophies of East Asia

Earth, Environment and Global Sustainability

Our Earth's environmental issues and the sustainability of its resources will provide humanity with one of its biggest challenges for the foreseeable future. Scientific and technological solutions to environmental problems will be dependent on economic, political, and social constructs that will require global cooperation. This concentration of eight courses provides students with a background in Earth or environmental systems together with global

perspectives on the challenges of sustainable development. A total of eight courses (25 credits) must be completed.

Three or four courses in Natural and Applied Sciences (one must be a 4-credit NASC course highlighted below) (10-13 credits):

NASC 100	Astronomy: Solar System
NASC 111	Green Biology: Ecological and Botanical Connections
NASC 121	Consumer Chemistry
NASC 122	Environmental Chemistry
NASC 130	Principles of Geology
NASC 140	Environmental Physics
NASE 305	U.S. Space Program: Going Beyond
NASE 311	Ecology: Principles and Applications
NASE 314	Coastal Biology of Cape Cod
NASE 315	Human Health and Disease in Today's World
NASE 317	Economic Botany
NASE 318	Global Health Challenges
NASE 328	Water Quality
NASE 333	Natural Disasters
NASE 334	Coastal Geology of Cape Cod
NASE 335	Oceanography
NASE 336	Water and the Environment
NASE 337	Global Climate Change
NASE 339	Weather and Climate
NASE 344	Energy Alternatives
NASE 364	Science of Sustainability
NASE 380	Science in Environmental Policy

Four or five courses from the following list (12-15 credits):

EXP 201	Expository Writing: Critical Thinking and Writing*
GLS 230	Politics and Public Policy
HI 267	The Past and Present in Africa
HI 280	The Caribbean: Past, Present, Futures
HI 314	History of the World Economy
HI 346	Economic History of the United States
HI 355	American Environmental History
GLS 110	Global Regions
GLS 116	International Relations
GLS 243	The Developing World
GLS 246	Geographic Information Systems
GLS 325	Global Transportation and Tourism
GLS 310	Perspectives on Global Commerce
LIT 363	American Literature: Realism and Naturalism
MA 227	Mathematical Modeling in Environmental Management
MA 263	Continuous Probability for Risk Management
PH 130	Business Ethics: Corporate and Social Responsibility
PH 133	Business Ethics: International Business Ethics
PH 301	Environmental Ethics
PH 351	Perspectives on Poverty
PS 305	Environmental Psychology

Business Departments: (LSMs may use no more than two business department courses): (6 credits):

EC 311	International Economics
EC 321	International Economic Growth and Development
EC 341	Urban and Regional Economics
EC 346	Environmental Economics
LA 102	Environmental Law
LA 308	International Business Law

*With appropriate theme.

Ethics and Social Responsibility

As future leaders in the world of business, Bentley graduates will have to understand and be prepared to deal with many issues concerning ethics and social responsibility in both work and life. The Ethics and Social Responsibility LSM is grounded in philosophy and designed to give students the opportunity for in-depth study of these issues from theoretical, practical, and cross disciplinary perspectives. A total of eight courses must be completed (24 credits).

The LSM is composed of eight courses, as follows:

Two core courses:

PH 251 Ethics (3 credits)

and either of the following (another 3 credits)

PH 130 Business Ethics: Corporate Social Responsibility or

PH 131 Philosophy of Work or

PH 133 Business Ethics: International Business Ethics

One course from the following list (3 credits):

PH 134 Healthcare Ethics

PH 135 Spec Prob in Bus and Professional Ethics

PH 301 Environmental Ethics

PH 312 Liberty, Morality, and Law

PH 351 Perspectives on Poverty

Five courses from the following list (15 credits):

EXP 201/ 201L Advanced Inquiry in Writing*

GLS 116 International Relations

GLS 203 Contemporary Issues in US Politics** (GO 230)

GLS 230 American Public Policy (GO 250)

GLS 248 Business and Politics of the News Media (GO 218)

HI 306 War and Society

HI 308 Drug Trades in American History

HI 350 Serfs, Slaves, and Sojourners

HI 330 Women, Work and Family in European Perspective

HI 307 Through Children's Eyes

ID 260 Sex and American Culture

ID 306 Role of Community Service in for Profit Orgs

LIT 260 Intro to African American Lit and Cultural Studies

LIT 262 Native American Literature and Culture

LIT 313 Creative Writing: Nonfiction/Essay*

LIT 330 Literature of the Holocaust

LIT 333 Literature and Film of the Vietnam War

LIT 365 Immigrant and Ethnic Literature

LIT 370 Passing in American Literature

NASC 112 Evolution, Human Genetics and Behavior

NASE 315 Health and Disease in Today's World

NASE 318 Global Health Challenges

NASE 337 Global Climate Change

NASE 344 Energy Alternatives

NASE 364 Science and Sustainability

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 Spc Probs in Bus and Professional Ethics

PH 217 Contemporary Philosophy

PH 301 Environmental Ethics

PH 311 Social Philosophy

PH 351 Perspectives on Poverty

PS 266 Psychology of Adjustment

PS 325 Cyber-Psychology

PS 311 Social Psychology

PS 333	Gender Psychology
PS 388	Abnormal Psychology
SO 241	Diversity, Minorities and Social Change
SO 242	Social Problems
SO 244	Deviance and Social Control
SO 300	Community Involvement
SO 333	Sociology of the Edge

Business Department(s): (LSMs may use no more than two business department courses).

AC 332	Fraud Examination
IDCC 250	Public Relations Theory and Practice
LA 101	Law and Society
LA 104	Gender and the Law
LA 105	Race and the Law
LA 106	"Outsiders" and the Law
LA 109	Law and Ethics
MG 228	Managing Diversity in the Workplace
MK 402	Conscious Capitalism in Business

*With appropriate theme

Additional Requirement: Every student will be required to take at least one course with a service-learning component. Any course with such a component will fulfill the requirement.

Please note: LSMs may use no more than two business department courses, and no more than four courses may be taken in any one discipline.

Global Perspectives

Students majoring in Business must also understand the global economy as well as distinct regions and cultures of the world; students and business leaders must further understand diverse ways of thinking, communicating, acting, doing business and governing. This concentration gives students a foundation in global perspectives that has the potential to cut across an array of disciplines and/or geographic areas. Students pursuing a Global Perspectives concentration will complete the following requirements (a total of eight courses or 24 credits):

Four Required courses:

Choose one (3 credits):

GLS 101	Globalization
GLS 110	Global Regions (Formerly INT 100)
GLS 114	Cross-Cultural Understanding (Formerly INT 104)
GLS 116	International Relations (Formerly INT 106)

Choose one (3 credits):

GLS 102	Comparative Government (Formerly GO 120)
HI 200	The Making of our Contemporary World

Choose any two sequential courses (6 credits) in a modern language, both of which must be in the same language if starting at the elementary or intermediate levels, e.g., Elementary I Spanish (MLSP 101) and Elementary II (MLSP 102) OR Elementary II Spanish (MLSP 102) and Intermediate I (MLSP 201), etc.

*Students who complete an advanced level modern language course (300-400 level course) can override the "sequential" requirement, by pairing it instead with any beginning level course in a new language, or they can continue their advanced language studies. (AP and/or transfer credit not allowed in this category.)

A required "global experience": Students can fulfill this requirement with: One Short-Term Program (STP), which can be a stand-alone course or one with an embedded travel component, OR One course related to the local culture /commerce of the applicable country during a Bentley-approved Study Abroad program, OR an international experience, such as an international internship, with written approval from the Global Perspectives Coordinator.

Four Elective Courses (including "global experience" course chosen from the list below) (12 credits):

COM 320	Intercultural Communication
COM 327	International Media Systems

CIN 376	International Cinema
GLS 101	Globalization
GLS 102	Comparative Government (GO 120)
GLS 110	Global Regions [†] (INT 100)
GLS 114	Cross Cultural Understanding [†] (INT 104)
GLS 116	International Relations [†] (INT 106)
GLS 203	Contemporary Issues in US Politics** (GO 230)
GLS 240	Special Topics in Global Studies (INT 402)
GLS 242	Current Political Issues**
GLS 243	The Developing World (Formerly INT 108)
GLS 246	Geographic Information Systems (INT 220)
GLS 248	Business and Politics of the News Media (GO 218)
GLS 250	Contemporary Latin America (INT 290)
GLS 255	Global Commerce and Human Rights: STP to Chile
GLS 260	East Asian Political Economy (INT 251)
GLS 262	Politics of the Middle East (INT 205)
GLS 265	STP to Asia (INT 252)
GLS 270	Contemporary Europe (INT 270)
GLS 272	European Politics and Immigration (GO 220)
GLS 276	Case Stds in Transform Econ of Europe (INT 320)
GLS 282	Race in Southern Africa (INT 240)
GLS 285	Culture and Commerce in Africa (INT 322)
GLS 303	Democratization (INT 303)
GLS 310	Perspectives on Global Commerce (INT 310)
GLS 312	International Organizations (INT 312)
GLS 313	Political Thought from a Global Perspective
GLS 315	Human Rights in Global Media (INT 298)
GLS 316	International Politics (GO 240)
GLS 325	Global Transportation and Tourism (INT 285)
GLS 335	Cont Issues in Global Politics (GO 262)
GLS 349	The Politics of International Business (GO 243)
GLS 352	Adv. Topics in Latin American Politics (GO 310)
GLS 401	Directed Study in Global Studies (INT 401)
GLS 403	Model United Nations (GO 403)
GLS 404	Seminar in Global Studies (INT 360)
GLS 421	Internship in Global Studies (INT 421)
HI 200	The Making of Our Contemporary World
HI 236	History of Ireland
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 267	The Past/Present in Africa
HI 279	Modern South Asia
HI 280	The Caribbean: Past, Present, Future
HI 306	War and Society
HI 308	Drug Trades in World History
HI 314	History of the World Economy
HI 316	Women and Gender in South Asia
HI 317	History of South Asian Religions
HI 323	Medieval West
HI 327	Age of Revolution
HI 328	The Romantic Age
HI 329	Twentieth Century Europe
HI 330	Women Work and Fam in European Perspective
HI 331	Modern British History
HI 334	The Soviet Union and After
HI 349	U.S. Foreign Relations since 1945
HI 380	Modern East Asia
HI 382	World War I

HI 383	World War II
HI 385	The Vietnam War
HI 388	Europe Since 1945
HI 386	Modern Germany
HI 392	Selected Topics in European History**
HI 393	Sel Topics in Asian History**
HI 394	Sel Topics in Latin Am/Caribbean History**
HI 395	Selected Topics in World History**
LIT 250	The British Tradition
LIT 330	Literature of the Holocaust
LIT 333	Literature and Film of the Vietnam War
LIT 337	Caribbean Literature
LIT 336	The Irish Tradition
LIT 350	Chaucer's World
LIT 352	Shakespeare I
LIT 353	Shakespeare II
LIT 355	English Romanticism
LIT 356	The Victorian Period
LIT 380	Money, Love and Death: Empire and Globalization
LIT 393	Selected topics in World Literature
MC 250	Principles of Globalization and the Media
MLCH 101	Elementary Chinese I (ML 161)
MLCH 102	Elementary Chinese II (ML 162)
MLCH 201	Intermediate Chinese I (ML 261)
MLCH 202	Intermediate Chinese II (ML 262)
MLFR 101	Elementary French I (ML 101)
MLFR 102	Elementary French II (ML 102)
MLFR 201	Intermediate French I (ML 201)
MLFR 202	Intermediate French II (ML 202)
MLFR 301	Contemporary Francophone Cultures (ML 301)
MLFR 302	French for Business (ML 302)
MLFR 303	Reading French Literature (ML 303)
MLFR 304	Le Cinema Français (ML 304)
MLFR 307	Social Change and Cultural Transformation in France
MLFR 402	Civic Dilemmas in 21st Century France
MLIT 101	Elementary Italian I (ML 141)
MLIT 102	Elementary Italian II (ML 142)
MLIT 201	Intermediate Italian I (ML 241)
MLIT 202	Intermediate Italian II (ML 242)
MLIT 302	Italian for Business (ML 342)
MLIT 304	Italian Cinema (ML 343)
MLJA 101	Japanese Language and Culture I (ML 151)
MLJA 102	Japanese Language and Culture II (ML 152)
MLJA 201	Intermediate Japanese I (ML 251)
MLJA 202	Intermediate Japanese II (ML 252)
MLPO 101	Elementary Portuguese I
MLPO 102	Elementary Portuguese II
MLPO 298	Intermediate Portuguese I
MLPO 299	Intermediate Portuguese II
MLSP 101	Elementary Spanish I (ML 121)
MLSP 102	Elementary Spanish II (ML 122)
MLSP 201	Intermediate Spanish I (ML 221)
MLSP 202	Intermediate Spanish II (ML 222)
MLSP 298	Spanish for Oral Survival in Cult
MLSP 301	Selected topics in Spanish (ML 321)
MLSP 302	Spanish for Business (ML 322)
MLSP 303	Current and Controversial Topics in Spanish
MLSP 403	Latinos in the US (ML 403)
NASE 318	Global Health Challenges
NASE 337	Global Climate Change

NASE 364	Science of Sustainability
PH 133	Business Ethics: International Business Ethics
PH/GLS 313	Political Thought from a Global Perspective
PH 315	Confucianism, Daoism and Buddhism: Philosophies of East Asia

Business Departments: (LSMs may use no more than two business department courses).

AC 381	International Accounting
EC 311	International Economics
EC 315	Economics of Multinational Corporations
EC 321	International Economic Growth and Development
EC 333	Economics of the European Union
FI 351	International Finance
FI 392	International Project Finance
LA 145	English Origin of American Law
LA 301	Global Cyberlaw
LA 308	International Business Law
MG 331	Management of International Operations
MG 332	Managing in the Global Business Environment
MG 333	Managing Global Alliances
MG 334	Global Management Behavior
MG 340	Selected Topics in Management**
MK 367	International Marketing

Please note: Courses in parentheses are the former course numbers. LSMs may use no more than two business department courses, and no more than Four courses may be taken in any one discipline.

**With appropriate theme

†Only two 100-level GLS courses allowed in this concentration

Health and Industry

This concentration allows students to explore the broad implications of health from a core course in human biology through its multifaceted applications to individuals, industry, and society. This program exposes students to both scientific and humanistic aspects of human biology, psychology, health and disease that have applications in personal development, health, and wellness. Students also have the opportunity to develop interdisciplinary skills that can advance careers that touch on aspects of health-care such as leading biopharmaceutical development, marketing healthcare products or services, administering health plans or benefits, managing healthcare providers, and institutions, financing companies in the healthcare or biopharmaceutical sectors, and contributing the increasing complex issues of public health and the economic implications of an ageing population. A total of eight courses (25 credits) must be completed.

Eight courses from the following list (one must be a 4-credit NASC laboratory-based course highlighted below):

AC 381	International Accounting
NASC 110	Human Biology ¹
NASC 112	Evolution, Human Genetics and Behavior ¹
NASC 121	Consumer Chemistry ¹
NASE 309	Science and Business of Biotechnology ²
NASE 313	Human Nutrition: From Science to Life
NASE 315	Human Health and Disease in Today's World
NASE 316	Biology of Mind
NASE 318	Global Health Challenges
NASE 319	Human Inheritance: From Genes to Behavior
NASE 341	The Physics of Sports
EXP 201	Expository Writing ³
HI 308	Drug Trades in World History
LIT 363	American Realism and Naturalism
MA 225	Probability Model for Business Decision Making
MA 227	Math Modeling in Environmental Mgmt

MA 309	Game Theory
MA 310	Actuarial Topics in Probability and Risk Management
PH 131	Philosophy of Work
PH 134	Healthcare Ethics
PS 210	Pioneers in Psychology
PS 230	Sports Psychology
PS 240	Child Psychology
PS 252	Dynamics of Personality
PS 266	Psychology of Adjustment
PS 275	Cross Cultural Psychology
PS 305	Environmental Psychology
PS 311	Social Psychology
PS 325	Cyber Psychology
PS 328	Financial Psychology
PS 333	Gender Psychology
PS 340	Health Psychology
PS 341	Human Relations Analysis in Healthcare
PS 380	Psychology of Self
PS 388	Abnormal Psychology
SO 225	Drugs and Society
SO 285	Sociology of Sports
SO 333	Sociology of the Edge
SO 244	Deviance and Social Control
SO 252	Health, Illness and Everyday Life
Business Departments: (LSMs may use no more than two business department courses)	
EC 343	Health Economics
IDCC 230	Fundamentals of Content Development
MG 250	Human Resources Management
MG 340	Management of Innovation
MG 342	Managing Technology-Based Organizations
MG 340	Selected Topics in Management ³
MG 350	Human Resource Strategy
MG 351	Training and Development
MK 321	Consumer Behavior
MK 322	Marketing Research
MK 341	Direct Marketing
MK 365	Marketing of Services

Please note: LSMs may use no more than two business department courses, and no more than four courses may be taken in any one discipline.

Note¹: Four credit lab course

Note²: NASE 309 may be taken as a marketing, management, or finance elective in a student's DAS with permission of the department chair. If it is taken as such, it would not count as an Arts and Sciences course offering in the LSM but rather as a business elective.

Note³: With appropriate theme

Media Arts and Society

Grounded in the discipline of English with a cultural studies approach, the Media Arts and Society LSM aims to engage students in critical discourse about the uses and effects of modern media, increase knowledge about media technology, and encourage creative thinking through the use of such media. This concentration has a "hands on" component in which students work directly with video, graphic design, digital photography, and sound design in creative ways producing, for example, video projects. Students must complete 8 courses (24 credits). From among the courses listed below, students must choose:

At least 1 course in media production (photography, video, etc.) from the following list (3 credits):

MC 220	Principles of Media Production
MC 222	Digital Photography
MC 224	Introduction to Video Production
MC 320	Advanced Production
MC 321	Sound Design for New Media
MC 322	Making Documentaries
MC 323	Design and Time-Based Media
One or two courses from a business department related to media from the following list (3-6 credits):	
CS 213	The World Wide Web
IDCC 240	Fundamentals of Visual Communication
IDCC 340	Advanced Visual Communication
IDCC 370	Web Design I
LA 300	Cyberlaw
LA 317	Media Law
MK 342	Advertising
Five or six other courses from the following list (15-18 credits):	
MC 200	Principles of Media and Culture
MC 220	Principles of Media Production
MC 222	Digital Photography
MC 224	Introduction to Video Production
MC 250	Principles of Globalization and the Media
MC 260	Introduction to Broadcasting
MC 300	Film, Television, and Media Theory
MC 320	Advanced Production
MC 321	Sound Design for New Media
MC 322	Making Documentaries
MC 323	Design and Time-Based Media
MC 340	Producing Media: Industry Perspective
MC 341	Creative Industries and Production Culture
MC 342	Studios, Network and Media Convergence
MC 350	Video Gaming and Culture
MC 421	Media and Culture Internship
CIN 270	Introduction to Cinema Studies
CIN 370	Selected Topics in Cinema Studies
CIN 371	Great Directors
CIN 372	Genre Studies
CIN 373	Non-Fiction Film
CIN 374	Animation
CIN 375	Women and Film
CIN 376	International Cinema
CIN 378	Hollywood Genres
CIN 380	The Male Image in the American Cinema
CIN 381	Wonder Women
COM 311	Money, Power, Communication
COM 321	Mass Communication
COM 328	Writing and Design for Multimedia
COM 390	Special Top in Lang Std and Comm.*
EMS 200	Introduction to Film, Literature and Media
EMS 201	Introduction to Cultural Studies
EXP 201	Advanced Inquiry in Writing*
GLS 242	Politics Through Film
GLS 248	Business and Politics of the News Media (GO 218)
GLS 315	Human Rights in the Global Media
HI 305	Art and Society
HI 357	Art and American Society
ID 211	Introduction to Gender Issues
ID 260	Sex and American Culture
LIT 312	Creative Writing: Drama and Screen Writing
LIT 320	Introduction to Acting

LIT 340	Graphic Novel
LIT 352	Shakespeare on Film
LIT 366	American Icons
LIT 380	Money, Love and Death: Empire and Globalization
LIT 381	Sitcom Nation: American Family in Fiction and Film
LIT 391-397	Special Topics in Media and Society*
MA 307	Mathematics of Computer Graphics
MC 345	The Music Industry
MLFR 304	French Cinema
MLSP 321	Spanish Cinema
MLIT 343	Italian Cinema
NASE 342	Light and Color
SO 287	Media, Culture and Society
SO 295	Film and Society
PS 325	Cyber Psychology

Business Departments: (LSMs may use no more than two business department courses).

IDCC 240	Fund of Visual Communication
IDCC 340	Advanced Visual Communication
IDCC 370	Web Design I
IDCC 380	Web Design II
LA 300	Cyberlaw
LA 316	Sports Entertainment Law
LA 317	Media Law
MK 342	Advertising
MK 321	Consumer Behavior
MK 332	Promotional Strategy
MK 361	eMarketing
CS 213	The World Wide Web

* with appropriate theme

Please note: Students may apply no more than two courses from their primary major to their LSM. LSMs may use no more than two business department courses, and no more than four courses may be taken in any one discipline.

Quantitative Perspectives

The liberally educated person knows how to be a critical thinker, and a critical thinker asks good questions. To take a quantitative perspective on the world means that the questions we form can be best be answered with some analytical thinking about real data or theoretical models. When discussing a current issue like the large number of people without adequate health care, the quantitative thinker might ask, "How many people have this problem? How do we know? Is lack of health care highly associated with level of education? How much does the problem vary between highly industrialized nations and the third world? How much does it vary between countries of similar development?" A quantitative perspective on the world provides a useful, and often beautifully enlightening, way to engage questions.

The proposed liberal studies major in quantitative perspectives (LSM-QP) is different than a traditional math major or minor in that it does not focus on a large set of skills and techniques, but rather on considering how to make the connections between quantitative analysis and other disciplines. A total of 8 courses (24/25 credits) must be completed.

Course requirements:

Deterministic Perspective

Complete one of the following according to math placement (3 credits)

MA 126	Applied Calculus for Business II
MA 139	Calculus II
MA 249	Case Studies in Mathematics

Probability and Statistics Perspective

Choose one course from the following list (3 credits):

MA 225	Probability Models for Business Decision-Making
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MA 243	Discrete Probability
MA 252	Mathematical Statistics
MA 263	Continuous Probability For Risk Management
MA 343	The Mathematics of Discrete Options Pricing
ST 242	Applied Business Statistics

Interdisciplinary Perspective

Choose one course from the following list (3 credits):

MA 205	Chaos, Fractals and Dynamics
MA 215	Mathematics of Sports
MA 223	Linear Models for Business Decision-Making
MA 225	Probability Models for Business Decision-Making
MA 227	Math Modeling in Environmental Mgmt
MA 249	Case Studies in Mathematics
MA 263	Continuous Probability for Risk Management
MA/PH	305 Introduction to Mathematical Logic
MA 307	The Mathematics of Computer Graphics
MA 309	Game Theory
MA 310	Actuarial Topics in Probability and Risk Management

Student Interest Perspective

All students must, in consultation with the LSM adviser, take one other MA course numbered 200 or higher (3 credits).

MA 205	Chaos, Fractals and Dynamics
MA 207	Matrix Algebra with Applications
MA 223	Linear Models for Business Decision-Making
MA 225	Probability Models for Business Decision-Making
MA 227	Mathematical Modeling in Environmental Mgmt
MA 233	Calculus III
MA 235	Differential Equations
MA 239	Linear Algebra
MA 243	Discrete Probability
MA 252	Mathematical Statistics
MA 261	Numerical Models
MA 263	Continuous Probability for Risk Management
MA 267	Discrete Mathematics
MA/PH 305	Introduction to Mathematical Logic
MA 307	The Mathematics of Computer Graphics
MA 309	Game Theory
MA 335	Financial Calculus and Derivative Pricing
MA 343	The Mathematics of Discrete Options Pricing

Applied Quantitative Perspectives

(Choose four courses/12 credits, or 13 credits if NASC 100/101 is selected)

The student will take, in consultation with the LSM adviser, four additional electives outside of the mathematical sciences. For each course the student will connect the course to the LSM by looking at the course content with a quantitative perspective. This will typically be accomplished with a paper within the course or a paper written in consultation with the LSM adviser.

NASC 100	Intro to the Solar System
NASC 101	Stars and the Universe
NASE 303	Life in the Universe
GLS 225	Politics and Urban Economy in the US (GO 252)
GLS 248	Business and Politics of the News Media (GO 218)
PS 325	Cyber Psychology
PS 328	Financial Psychology
HI 314	History of the World Economy
HI 326	Age of Enlightenment
HI 346	Econ History of the US
HI 353	The American Economy of the 20th Century
ID 433	Research Methods
INT 320	Case Studies in Transforming Economies Of Europe
NASC 140	Basic Physics

NASE 309	The Science and Business of Biotechnology
NASE 319	Human Inheritance: From Genes to Behavior
NASE 339	The Atmosphere
NASE 336	Water and the Environment
NASE 341	Physics of Sports
NASE 342	Light and Color
NASE 344	Energy Alternatives
NASE 345	How Things Work
NASE 309	The Science and Business of Biotechnology
NASE 365	Science of Sustainability
PH 111	Introduction to Logic
Business Departments: (LSMs may use no more than two business department courses)	
CS 240	Business Process and Communication Infrastructure
EC 224	Intermediate Price Theory
EC 225	Intermediate Macroeconomics
EC 245	Business Forecasting
EC 275	The Economics of Sport
EC 361	Econometrics
EC 371	Mathematical Tools in Economics
FI 305	Principles of Accounting and Finance
FI 320	Financial Markets and Investments
FI 327	Insurance and Risk Management
IPM 320	Decision Support and Business Intelligence
IPM 450	Enterprise System Configuration for Business
MK 322	Marketing Research

Please note: LSMs may use no more than two business department courses, and no more than four courses may be taken in any one discipline.

SECOND BACHELOR'S DEGREE

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

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

ACADEMIC PROGRAMS AND RESOURCES

International Education

Bentley's Cronin Office of International Education provides students with academically rigorous and culturally rich 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. Each year, approximately 500 undergraduates participate in these life-changing and career-enhancing programs. Few experiences are as packed with opportunities for intellectual and personal growth. Students gain valuable insight into other countries and cultures, experiencing different ways of life, new points of view and innovative strategies for doing business.

Semester and Year-Long Programs: Offering varied degrees of academic and cultural immersion

Students, regardless of major, are encouraged to spend a semester

abroad as a junior or senior, or a year abroad as a junior. Financial aid and scholarships are available.

Bentley Partnerships 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.

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.

Shorter Programs: Providing flexible alternatives

Students may apply as early as the first year for many summer and faculty-led programs.

Summer programs range from three to eight weeks long. You can either enroll in summer classes at a foreign university or gain real-world experience through an unpaid internship while earning credit toward your 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 Service-Learning

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

To explore the most up-to-date program options, visit www.bentley.edu/offices/international-education/ then meet with an education abroad adviser. All students are encouraged to visit as early as their first year, as planning ahead is important.

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.

Expository Writing Courses

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

The ESOL Center

In the ESOL Center, ESOL faculty tutors provide English language support for courses across the curriculum in writing at any stage,

reading, pronunciation, and oral presentations. The ESOL Center is located in Room 026 of in the Bentley Library. Students may make day and evening appointments online or drop in to see if a tutor is available.

To learn more about the ESOL Center, contact Director Pamela Carpenter at pcarpenter@bentley.edu or 781.891.2021.

The Office of Disability Services

Bentley University is committed to offering an accessible, equitable and inclusive learning environment for all students with disabilities. The Office of 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 advising
- Academic accommodations
- Assistance with accessibility issues
- Study skills workshops
- Individual coaching and support

Services are tailored to each student's individual needs, and we invite you to take advantage of these services. In turn, we will listen, guide, and educate you on the full range of the accommodations and services available. We will also help evaluate your strengths and weaknesses, thereby enabling you to make wise choices on an independent basis. To register with Disability Services, we encourage you to send a copy of your documentation to the mailing address below. 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.

For further information regarding documentation for specific disabilities as well as general information, visit bentley.edu/campus-life/student-development-services/disability-services.

Or contact Stephanie S. Brodeur, CRC, LRC, Assistant Director of Disability Services, sbrodeur@bentley.edu, 781.891.2004.

The Bentley Service–Learning Center

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

For more information regarding BSLC, visit the center in Morison Hall 101, call 781.891.2170, or visit the website bentley.edu/centers/service-learning-center.

Certificate Program

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

For more information about the requirements for the Certificate, visit bentley.edu/centers/service-learning-center/service-learning-certificate

Embedded Courses

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

Fourth Credit Option

Professors who make use of the fourth-credit option offer their students a chance to earn an additional credit for course-related work done in conjunction with service to the community. Students earn such a credit by completing 20 hours of service and ten hours of academic processing of that service, in addition to their usual 3-credit coursework. Professors provide feedback on fourth- credit projects, require structured reflection, and give the fourth- credit work a separate grade based on the student's performance.

Internships

During junior and senior year, students can apply for service-learning internships. For scholarship students, these internships serve as part of their community work commitment. Bringing together and applying the skills they have gained through their commitment to the community, they select an individual internship.

Internship students are required to submit an internship proposal to the director of BSLC. If it is approved by the director, the student then seeks out a faculty member from the relevant academic department to act as internship supervisor. The internship is a three-credit course and requires the student to work 15 hours per week at their community site while completing related academic requirements.

International Service–Learning

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

Bentley's Ghana Project gives students the opportunity to learn about social issues in West Africa by taking semester-long courses that include visits to Ghana. In addition, students can apply for an 8-week internship where they work in an NGO on an ongoing Bentley project. Students work and learn in organizations dedicated to micro-finance, women's development, organic farming, sustainable business practices and sanitation.

Scholarship Programs

■ Four-year Renewable Freshman Scholarships

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

The scholarship program helps incoming freshmen with a demonstrated interest in community service to enhance their sense of civic responsibility, to heighten their leadership potential and to refine their interpersonal skills. These scholarship students commit to working 12 hours weekly at one of the many nonprofit entities affiliated with BSLC in Greater Boston and Waltham.

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

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

■ “City Year Give a Year” Scholarships

As part of the give a year program, Bentley annually awards up to 10 \$20,000 scholarships to students who contribute a year to the National City Year program. Each student also receives a \$5,350 Segal AmeriCorps Education Award upon completion of a year of full-time service, as well as a monthly stipend, health insurance and other benefits during the service program.

Bentley students can apply for a give a year scholarship prior to the beginning of their fulltime undergraduate or graduate enrollment at Bentley or during their undergraduate career and, if chosen, can perform their year of service any time prior to their final year at Bentley. City Year corps members can apply for a give a year scholarship concurrently with their application to Bentley, either for the undergraduate or graduate degree programs.

■ Community Work Program and Work Study

Students who are accepted into the Bentley Community Management Program are eligible for semester-long community service assignments. Every year, more than 100 students participate in this program, which is administered by the Bentley Service-Learning Center. The program trains students to manage sites at which other Bentley students work.

Once a student has been given an assignment, his or her work schedule is arranged on an individual basis. Students can complete 10 to 15 hours per week, with travel time to the work site taken into account. They also participate in workshops that explore time management, communication, active reflection and diversity issues, among other relevant to many positions. Site placements vary from schools and public housing facilities to homes for the elderly and computer training centers.

Students eligible for work study can also receive a community service assignment through the Service-Learning Center.

The Bentley-Brandeis-Regis Exchange

Bentley students may enroll in courses at Brandeis University and Regis College through a cross-registration agreement between the institutions. With the advice of an appropriate faculty or academic adviser, students may enroll in any a Brandeis or Regis course that is not offered at Bentley. Students seeking to enroll in a Brandeis or Regis course must obtain permission from the Brandeis or Regis faculty member teaching the course and receive authorization from both the Bentley and exchange university Registrars. For more information, contact the Office of Academic Services at 781.891.2803.

Reserve Officers Training Program (ROTC)

The Air Force Reserve Officer Training Program

Air Force Reserve Officer Training Corps (ROTC) is an educational and leadership program designed to provide young men and women the opportunity to become Air Force officers while completing a bachelor's or master's degree. The Air Force ROTC program prepares students to assume challenging positions of responsibility and importance in the Air Force.

Through a cross-enrolled program with Boston University, interested Bentley students may participate in the Air Force ROTC Program. Requirements include yearly Aerospace Studies classes, Leadership Laboratory classes and physical fitness training. Mandatory weekly time commitments range from five to seven hours. Once students complete their degree, the Air Force offers a

wide variety of career fields from which to choose, including flying opportunities as a pilot, navigator or weapons controller. The Air Force has opportunities for students of any major.

In addition to the tremendous leadership and management training that cadets receive, they can also benefit from several scholarship programs. High school seniors can apply for four- and three-year scholarships plus fees. The scholarships range includes full-tuition, \$18,000 per year and \$9,000 per year. Scholarship winners also receive a \$300 to \$500 stipend per month, a \$900 book allowance and uniforms. Applications for scholarships are due by December 1 of senior year.

Freshmen and sophomores already in college can compete for two-, three- and three-and-a-half-year scholarships, some of which cover full tuition; others cover \$18,000 per academic year. All scholarship winners receive a \$300 to \$500 stipend per month, a \$900 book allowance and uniforms.

However, you do not need a scholarship to join ROTC. Meeting physical fitness, medical qualification and the Air Force Officer Qualifying Test standards are the necessary requirements to join ROTC.

If you are interested in joining the Air Force ROTC Program or would like more information, contact the Department of Aerospace Studies, Boston University, 118 Bay State Road, Boston, MA 02215, at 617.353.6316 or 4705. Classes are held at Boston University. You can also visit the detachment website at bu.edu/rotc/air-force.

Army Reserve Officer Training Program

The U.S. Army ROTC offers a program designed to train future junior officers for leadership, providing instruction that complements a baccalaureate degree. The complete program consists of three parts: earning an academic degree in a recognized field; college courses of particular interest and value to military service; and military science courses. Course work in disciplines such as natural sciences, social sciences and the humanities is consistent with the goals of an officer's military education. Bentley students attend all required training at the Boston University campus.

ROTC students may apply six credits of military science courses toward their Bentley program of study. These courses may be used only as unrestricted electives and are applicable toward their grade point average. For more information, call 617.353.4025.

HIGH-TECH LEARNING LABS

Center for Languages and International Collaboration (CLIC)

The Center for Languages and International Collaboration (CLIC) provides conversational practice with native-speaking tutors of French, Spanish, Italian, Japanese and Chinese. There are also audio- and videotaped learning materials and extensive software resources in the PC-equipped center for computer assisted language learning. These technologies are open to all members of the Bentley community.

Faculty members in the Modern Languages Department work in concert with the center to enrich the classroom experience by integrating course content and technology using synchronous and asynchronous technology. Live video and computer conferencing with our international partner schools and multinational corporations, a multimedia library of instructional materials for language and cultural learning and access to international satellite broadcasting provide the Bentley student with an authentic exposure to language, foreign countries and cultures. The CLIC staff, comprising undergraduate Bentley students, works with their peers throughout the semester and in doing so, continue to build the global perspective within the Bentley community.

The Center for Marketing Technology

The Center for Marketing Technology (CMT) is a “best-practices” teaching, research and creative media facility for hands-on learning and a hub for real-world marketing and corporate immersion

projects. Located in Morison Hall, it provides leading-edge market research tools, techniques and information used by major advertising agencies and marketing departments. The CMT partners with industry experts and students to study the impact of social media, web collaboration and sustainable marketing practices that will shape our world tomorrow. The CMT is our biggest Apple Mac center and supports both analytical software for research projects and creative software for design, presentation and marketing communications projects.

Media and Culture Labs and Studio

The Media and Culture Labs and Studio supports the English and Media Studies Department's Media and Culture major, as well as the university's double major in Liberal Studies with a concentration in Media, Arts and Society. This state-of-the-art facility provides resources for all forms of media production: video, sound, digital photography and design. The labs house industry standard software for video editing, screenwriting, sound mixing, animation, graphic and motion design and DVD authoring. The professional production tools available include digital and HD cameras, lighting and grip equipment, and microphones and audio accessories. A soundproofed studio with green screen and lighting grid complete the professional production environment. Students are encouraged to visit the labs and studio in Lindsay 10.

Smith Academic Technology Center

The CIS Learning and Technology Sandbox is a space for students to work and study together, seek assistance in their classes and try out new technologies. The facility has four tables with large monitors for group collaboration, several desktop computers running Windows, Linux and Mac operating systems, a Google TV, a SMART Board and an xBox. In addition to providing tutoring support for IT 101 and CIS courses, the CIS Sandbox hosts several workshops throughout the year on current computing topics. The CIS Sandbox is located in Smith 234, near the Trading Room. For more information about hours, services and staff, please visit cis.bentley.edu/sandbox.

The User Experience Center offers the local software, hardware and web-development communities the independent research and testing resources they need to secure competitive advantage.

The Hughey Trading Room is one of the most advanced facilities in the country. It is a practical, hands-on vehicle for presenting risk management and financial analysis concepts to students and the corporate community. While finance majors are the primary users, undergraduate and graduate students studying accountancy, computer information systems, management, marketing and other business disciplines also use the facility.

Winer Accounting Center for Electroic Learning and Business Measurement (ACELAB)

At the ACELAB, students can work on accounting tutorials or state-of-the-art software programs such as SAP or ACL. Many of the top Accountancy majors at Bentley work in the ACELAB, providing individual tutoring services. Students can also get hands-on experience with a variety of commercial accounting software packages. Case work enables students to improve communication skills so that they learn how to develop and communicate meaningful accounting information through presentations and reports.

Computer Labs

Both PCs and Macintosh computers are available for more than 90 hours per week in the student computer labs, located in Lindsay Hall. These labs are equipped with more than 80 PC Pentium computers; a Macintosh lab features Power Macintoshes. The university also provides three "specialty labs" that support computer-based learning in computer information systems, modern languages and graphic design.

ACADEMIC LEARNING CENTERS

Student tutors, under the supervision of faculty directors, are available at Bentley's academic learning centers to assist students with accounting, economics-finance, English, math, modern languages, statistics and writing. Most of the learning centers have day and evening hours and are open weekdays and Sundays, except during holidays and university vacation periods. In addition to the centers described above, the learning centers include:

Economics-Finance-Statistics (EFS) Learning Center

This center provides a place for students to study and receive help from qualified tutors in economics, finance and statistics. The tutors are able to provide help with courses in all three areas. A number of currently used textbooks, study guides and solution manuals are available. There are three computers and a laser printer that can be used by students for homework, under the supervision of a tutor. Private tutoring is also available. The Economics-Finance Club meets in the learning center. Roundtable discussions about current economic issues are also held. The EFS Learning Center is directed by a full-time faculty member of the Department of Economics.

Mathematics Learning Center

This center provides drop-in tutoring to undergraduate students enrolled in mathematics courses at Bentley. The goal is to have students leave a tutoring session with an increased understanding and confidence in their own ability to do mathematics. The center is directed by a full-time faculty member but is staffed entirely by undergraduate Bentley students. During the academic year, the center is open most days and evenings, including weekends. During all hours of operation, students may get help with all 100-level math courses, and there are selected hours in which students may get help with math electives and GB213 (Business Statistics). Computer assistance as it relates to a mathematics course is also provided.

The Writing Center

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

MOBILE COMPUTING PROGRAM

Entering students will choose a laptop from among the required choices offered by the university prior to the start of classes. For students who are at Bentley for four years, the computers are exchanged for a newer model at the start of the third year of study, maintaining the latest in technology in the students' hands. Assuming completion of four years, the second laptop computer is a gift to the student upon graduation to assist with their next endeavor.

A major component of the Mobile Computing Program is available support on campus. Bentley provides both hardware and software support for all notebook computers provided through the university. Support is only steps away. Loaner computers are provided if a computer is in for hardware repair. Additionally, every Bentley student has access to on-campus high-speed printing.

For more information on the Mobile Computing Program please visit bentley.edu/offices/client-services/mobile-computing-program.

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 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: Professor Stephen D. Lichtenstein, Pre-Law Advising Director; Law, Taxation and Financial Planning Department; Bentley University, 175 Forest Street; Waltham, MA 02452-4705; 781.891.2587; Fax: 781.891.3410

E-mail: slichtenstei@bentley.edu

CENTER FOR BUSINESS ETHICS

Founded in 1976, the internationally renowned Center for Business Ethics (CBE), provides leadership in creating organizational cultures that align effective business performance with ethical business conduct. To this end, the center applies expertise, research, education and a collaborative approach to disseminating best practices. With its vast network of practitioners and scholars and an impressive multimedia library, CBE provides an international forum for education and research in business ethics.

In 1991, the Ethics and Compliance Officer Association (ECOA), which is the leading international association of ethics and compliance professionals, was founded by CBE, and today remains a key strategic partner. Every year, the CBE and ECOA offer the premier executive education program in business ethics and compliance called, "Managing Ethics in Organizations." Through various programs such as the Raytheon Lectureship in Business Ethics and the Verizon Visiting Professorship in Business Ethics, the center regularly brings business and academic leaders to campus to address key issues in the field. Monographs drawn from these lectures and other information on the Center for Business Ethics are available online (see web address below). Moreover, under the sponsorship of the State Street Foundation and in collaboration with the Bentley Alliance for Ethics and Social Responsibility, CBE annually holds the Global Business Ethics Symposium and the Global Business Ethics Teaching Workshop.

Students are encouraged to visit the center, which is located in the Adamian Academic Center, Room 108. Its library consists of an extensive collection of business ethics books, DVDs, bibliographies, surveys, curricular material and other publications. Visit CBE's web-site at bentley.edu/cbe or contact the center at 781.891.2981.

THE JEANNE AND DAN VALENTE CENTER FOR ARTS AND SCIENCES

The Valente Center's mission is to sustain the arts and sciences as a vital, integral, and challenging aspect of undergraduate and graduate education at Bentley. The Valente Center contributes to the overall intellectual life on campus by organizing special events on a variety of topics and by hosting visiting scholars from a range of fields in the arts and sciences. The center supports faculty and student research through fellowships, student research assistantships, and workshops, including a humanities research seminar with participating fellows from across Boston-area institutions, the Albano self-directed student seminars, and the Undergraduate Fellows ("Great Books") Seminar. Through its programs, the Valente Center aims to promote individual scholarship while cultivating research and teaching at the intersection of arts, sciences and business.

THE BENTLEY LIBRARY

The library is a state-of-the-art building in the heart of the campus. It is an inviting place for research, quiet study and collaboration.

With 123 computer workstations, 24 technology-rich collaborative study rooms with online reservation capability, wireless network access and a research instruction classroom, the Bentley Library is the hub of academic life on campus. The three-story building is also home to the Writing Center, ESOL Center, Computing Services, the McGladrey Art Gallery and the Deloitte Café.

Staff

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

Collections

The Baker Library collection includes 180,000 volumes, a print periodical collection of 700 current subscriptions, a collection of 7,700 DVDs and 8,000 streaming films on demand, 600 audio-books, and a popular reading collection of more than 650 titles. The library also houses several special collections, including faculty publications, career resources and the Bentley University archives. The library's online resources for research and scholarship include over 191,000 e-books and more than 80 online research databases linked to 55,000 full-text journals, articles and reports — all of which offer the university community 24/7 access to a wealth of information.

Electronic Databases

The library provides access to print and electronic information through an online catalog and many specialized web pages within the Bentley Library website (library.bentley.edu). Databases, full-text journals and downloadable 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 in the academic, accounting, business and IT worlds, such as EBSCOhost, ProQuest, CCH, BNA Tax Library, Dow Jones, LexisNexis, Reuters, Standard and Poor's, Wall Street Journal, Forrester Research and Gartner Group. Visit the library's home page — library.bentley.edu — and click on "Databases A to Z" to find a comprehensive listing of indexes, abstracts and full text databases in the A to Z list.

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

RIGHTS, RESPONSIBILITIES AND POLICIES

Bentley adheres to the following basic values:

- A respect for the rights of each person
- A commitment to treat each person as an individual
- An acceptance and appreciation of the cultural differences among individuals
- A respect for the worth and dignity of each person
- A belief that education and experience provide the potential for continuous growth
- A commitment to approaching student interaction as an opportunity for education

Bentley students have a responsibility to behave in ways that promote the safety and security of all individuals within the university community. Actions that place community members at a safety risk are not tolerated. The online Student Handbook

(found at bentley.edu/campus-life/the-student-handbook) contains the official list of rights, responsibilities and policies (including all academic policies). Notices of important laws and legal rights are also located in the online student handbook. Questions regarding these rights, responsibilities and policies should be directed to the Office of the Dean of Student Affairs.

Rights Regarding Educational Records

Bentley University Policy

Family Educational Rights and Privacy Act

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

Notice

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

Access/Amendment to Educational Records

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

Location of Educational Records

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

Directory Information

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

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

Disclosure Without Consent-Statutory Exceptions

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

to other "university officials" who "have legitimate educational interests" in the information and records.

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

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

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

Complaint Procedure

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

Drug and Alcohol Violations

The university may inform parents or legal guardians of a student of his or her violation of federal, state and local laws and university rules and regulations concerning drug and alcohol use and possession.

Health and Safety Emergencies

The university may disclose educational records and personally identifiable information to members of the university community, professionals assisting the university, law enforcement personnel and others when it determines, based upon the information available at the time, that there is an articulable and significant threat to the health or safety of a student or others and that the disclosure will aid the university in addressing the health and safety threat or emergency.

Results of Disciplinary Proceedings

The university informs individuals who have reported any crime of violence or Title IX and Gender-Based misconduct of the final results of a disciplinary proceeding, and the action taken against the responding student when the proceeding finds a violation.

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 for additional information.

Academic Performance Standards

First Year students with an overall grade point average of less than 1.9 and sophomores, juniors and seniors with an overall average of less than 2.0 are placed on academic probation. Students are also placed on academic probation, regardless of cumulative grade point average, if two or more courses taken under a full-time load (or accumulated equivalent) receive F grades. In addition, members of varsity athletic teams must maintain a minimum

cumulative average set by the NCAA to remain eligible to participate in intercollegiate athletics. Students with a satisfactory cumulative grade point average will be placed on “academic warning” if they have a low term GPA and/or earned a combination of more than one grade of “F”, “W” or “I” in a semester and/or earned more than four F’s overall.

Students on academic probation are subject to review by the Academic Performance Committee. Committee actions can include reducing course loads, requiring attendance in a study skills course, suspension and, ultimately, permanent dismissal from the University. Students subject to such action are contacted individually and must follow the Committee’s directives to improve their academic performance. Continued inadequate academic performance can also jeopardize students’ eligibility for federal financial aid.

Students who are suspended (normally for a one-year period), may petition for re-admission in writing to the Associate Dean of Academic Services. The deadline for re-application is March 15 for a fall semester re-entry and October 15 for a spring semester re-entry. Students who wish to re-enter should be prepared to accept a reduced course load and other conditions outlined by the Associate Dean of Academic Services.

Students whose academic performance is below standard are strongly urged to maintain close contact with their academic advisers and the Office of Academic Services. While Bentley academic and administrative staff are dedicated to helping students attain their collegiate goals, students are ultimately responsible for their success at the university.

Academic Skills Assistance

Each semester the Office of Academic Services offers academic skills workshops designed to help students with study skills. Time management, procrastination, active reading, goal setting, course navigation, test preparation, and test taking are among topics covered. Individual assistance is also available through the Offices of Academic Services and Disability Services.

Peer Tutoring Assistance

Beyond the Learning Centers, one-on-one peer tutoring is available through the Office of Academic Services for students who need longer term and more intensive help in their courses.

Course Overload

Authorization to carry more than the normal number of credit hours in any one semester is generally given only to students with a 2.7 or higher overall academic record, or to senior students with a cumulative average of 2.0 or higher. In special cases, students may file a petition with the Office of Academic Services to have this qualification waived.

Course Away Policy

- Courses must be approved in writing (“Course Away Form”) by the Office of Academic Services in advance of the course being taken.
- Full-time day students are permitted to take courses away only during interim periods between semesters (i.e., during summer and winter session). NOTE: permission to take courses outside of Bentley during fall or spring semesters will only be granted for students with extenuating circumstances and for compelling reasons. Requests to take courses during fall or spring semesters must be accompanied by an Academic Petition.
- A minimum grade of 2.0 (C) must be earned in order for the course taken away to be eligible for course away credit. Please note: Only the course away credits (TR) will appear on your Bentley transcript rather than the actual grade.
- Once enrolled at Bentley, students can transfer in (through Course Away) up to 10 percent of their Bentley program from other institutions. NOTE: students must complete a minimum of 60 credits at Bentley to meet graduation requirements.
- Students may transfer no more than a total of 6 credits into their major.

- Students may transfer a maximum of 3 credits into a minor.
- Students taking courses at institutions outside of the United States, but in their home country, must have the courses reviewed and approved by the Office of Academic Services. Students taking courses at institutions outside of the U.S., but not in their home country, must have the courses approved by the Office of International Education.
- Courses must be credit-bearing courses and may not duplicate previous coursework. Please note: CEU (Continuing Education Unit) courses are not transferable. Courses must carry a minimum of 3 semester hour credits.
- Upper-level business courses must be taken at an AACSB-accredited college or university. For a listing of AACSB accredited institutions, please see the AACSB website at aacsb.edu.
- When submitting a course from a business department, a syllabus is often required for approval. If one is not provided with the original submission the processing will be delayed until a syllabus is provided.
- For seniors intending to graduate in May and who are approved to take courses away in the spring semester, official transcripts must be received no later than eight days prior to graduation. (Please see the Registrar’s Office for deadlines and special instructions.)
- Students are encouraged to have alternative courses reviewed through course away in the event that the first choice becomes unavailable.
- General Business (GB) courses cannot be taken away
- Students cannot take their major communication intensive course away.
- Course Focus Requirements may not be transferred in.
- For the Course Away form to be considered complete, the form must be accompanied by the following:
 - A course description and
 - A copy of your DAS
- Course Away processing can take up to two weeks.

For more information on Course Away, contact the Office of Academic Services, Lindsay 21.

Grading System

Grade Point Average (GPA) and Course Grade

Academic performance is officially recorded on a semester basis in grades and grade points. Passing grades that range from D- (0.7) to A (4.0) earn grade points; failures are recorded as F and earn no grade points.

The terms “grade point average” and “course grade” are generally interchangeable; however, a grade point average takes into account the number of credit hours in each course when measuring overall academic achievement.

Grading General

Grade	Alphabetical Equivalent	Numerical Equivalent
4.0	A	95-100
3.7	A-	90-94
3.3	B+	87-89
3.0	B	83-86
2.7	B-	80-82
2.3	C+	77-79
2.0	C	73-76
1.7	C-	70-72
1.3	D+	67-69
1.0	D	63-66
0.7	D-	60-62
0.0	F	Below 60
P	C- or better	70 or better

Grade Point Average

Grade point average is obtained by multiplying the course grade by the semester hours of credits the course carries and dividing the total quality points earned by the total semester hours of course work taken.

Academic performance is officially recorded on a semester basis in grades and grade points. Passing grades, ranging from 0.7 to 4.0, earn quality points; failures and incompletes are recorded as "F" and "I," respectively and earn no quality points. For example:

Course Grade	Semester Hours	Quality Points
3.7	3	11.1
2.7	3	8.1
2.0	3	6.0
F	3	0.0

Example GPA: $28.65 \text{ quality points} \div 12 \text{ credits} = 2.38$

I Not Counted N/A

P Not Counted N/A

Grade Reports/Transcripts

A report of grades is available by accessing BannerWeb via My-Bentley. Bentley University uses an electronic transcript request and fulfillment process. This new process offers advanced security features and improved efficiency to meet our students' needs.

What does this mean for you? When you need a transcript, you'll be able to complete the entire process online, at your convenience anytime day or night. No more paperwork or waiting in line! Also, when you place your transcript order, you'll have access to real-time, end-to-end tracking, so you'll know when we send your transcript out and when it's received.

When you're ready to order your transcript, just go to https://exchange.parchment.com/send/adds/index.php?main_page=log-in&id=5kVvYXESKry50knC and in just a few simple steps you'll be able to submit your transcript request and payment, \$3.25 per transcript, and receive tracking information. Additional fees apply if you want a paper copy sent via FedEx or expedited mail. For easy access whenever needed it's best to add the link to your favorites on the web. You can also find the link on the Registrar's website.

Also, 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 freshmen, sophomores, juniors or seniors according to the number of courses successfully completed, including transfer and examination credits awarded. Credits are awarded in semester hours.

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. 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	Classification	Class Code
0-14	First-semester freshman	1
15-29	Second-semester freshman	2
30-44	First-semester sophomore	3
45-59	Second-semester sophomore	4
60-74	First-semester junior	5
75-89	Second-semester junior	6

90-104	First-semester senior	7
105-122	Second-semester senior	8

Grading Designations

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 Drop/Add period and this declaration is irrevocable. Additional policy information is available in the online Student Handbook: bentley.edu/campus-life/student-life/division-student-affairs/the-student-handbook.

D - "D" earns one grade point equivalent to a 1.0. This grade is issued as part of the Pass/Fail grading policy when a student's earned grade is between 0.7 and 1.3. Additional policy information is available in the online Student Handbook: bentley.edu/campus-life/student-life/division-student-affairs/the-student-handbook.

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" in this catalogue, on page 43.

I - "Incomplete" is a temporary designation given when course requirements that can be made up are not yet completed. Undergraduate students must make up all incomplete grades for spring semester or summer term courses by November 15 and for fall semester courses by March 15.

Failure to clear the incomplete within the above-stated time periods will result in automatic conversion of incompletes to "F" grades.

If not previously cleared, I (incomplete) is changed to F (failure) unless the Registrar's Office has been informed in writing by the student exactly what arrangements have been made with the instructor to clear the deficiency, including the final date for these arrangements. These arrangements also must be confirmed to the Registrar's Office, in writing, by the instructor.

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.

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 he or she 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.

There is no change of any grade one year after its original submission.

Withdrawal from the University

To withdraw officially from the university, students should set up an appointment in the Office of the Dean of Student Affairs to begin the process. Students must also settle all payments due to the university with Student Financial Services.

Alternative Sources of Credit

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

Students may receive up to 30 credits through alternative sources of credit. Advanced Placement examination results should be forwarded to the Office of Undergraduate Admission.

Directed Study

Qualified students can, under the guidance of a faculty member, undertake directed study to conduct an in-depth investigation or

analysis of a specialized topic. To be eligible, students must have a 3.0 cumulative average; or a 3.3 cumulative average for the previous two semesters; or a 3.3 cumulative average in at least 12 credit hours within the curriculum area in which the directed study will be done.

Prior to the start of the semester during which the directed study will be undertaken, interested students obtain a directed study form from the Registrar's form site. A written proposal, completed form and transcript are submitted to the appropriate faculty member. Upon faculty approval, the forms are forwarded for approval to the department chairperson and the associate dean of either business or arts and sciences, depending on the department in which the study will be done. Students may not take more than two directed study courses in any department; nor can students take more than two directed study courses in any semester. Students may apply directed study course credits only as electives, or, with department permission, as credit for major courses.

Tutorials

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

Internship Program

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.

In spring, 2013 the Career Center launched a six-week career course for first-year students to introduce career development skills and concepts, resulting in a transcript notation. The program is designed and taught by Bentley career advisers in partnership with business professionals. The course, Career Development Introduction (CDI) 101 provides students with a comprehensive career toolkit and the opportunity to hone interviewing skills and elevator pitches in front of corporate recruiters. The early introduction of career management principles prepares students to apply for highly-selective internships and to participate in on-campus interviewing. The successful completion of this course will allow students to pursue a one-credit internship option through the Career Center (CDI 102). The one-credit internship may not be applied to degree requirements.

Numerous counseling resources and opportunity links are also available for students through the Miller Center for Career Services website.

Attendance policy

For full semester courses students, whether currently registered in the course or not, must start attending classes by the first class meeting after the add period ends.

An enrolled student who misses the first week of class and is not present at the first class meeting after the add period ends needs faculty and department chair approval to remain in the class.

If the add period has ended, instructors retain the right to deny admission to a course to any student who is not yet enrolled.

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

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

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

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

■ For intensive courses, a student who has missed the pre-session meeting must, prior to the first class meeting, get the instructor's permission to attend. Students who are not present at the start of the first class may not thereafter attend.

Course Prerequisites

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

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. Only under certain circumstances may a student repeat a previously passed course. The university's policy on repeating courses is geared to help students meet the cumulative grade point average(s) needed to graduate. Students can repeat both major and non-major passed courses to raise their grade point averages to satisfy their graduation requirement, based on the guidelines outlined below.

Cumulative average restrictions are as follows:

- Repeating Major Passed Courses: Major cumulative average must be below 2.0 and course grade must be below 2.0.
- Repeating Non-major Passed Courses: Overall cumulative average must be below 2.0 and course grade must be below 2.0.

Students must obtain authorization from the college registrar and the chairperson of the department in which they are majoring.

Students can repeat (or substitute for) a course a maximum of two times after the original attempt. This includes grades of F, W and AU.

Students eligible to repeat courses based on the restrictions listed above may repeat required courses and electives that are passed with grades of less than 2.0 in accordance with the following table:

Number of Total Bentley Repeats or Course Substitutions

Passed	Repeats Allowed
1-10	may repeat 1
11-20	may repeat 2
21-30	may repeat 3
31-40	may repeat 4

Additionally, for MA 123/123L or GB 112, students who attain grades below 2.0 in the first of this two-course sequence may opt to retake the course to better prepare for the next course in the sequence. Students who receive a passing grade (07. to 1.7) would not be required to retake the course, but would be allowed to repeat it. This provides students who wish to master the material the opportunity to do so, which will increase their ability to succeed in the subsequent course. Students who wish to retake the course **must do so in the following semester**. The new grade would replace the earlier grade in calculating the student's GPA, however the original grade will still appear on the student's transcript.

Students who opt to repeat a course may not enroll concurrently in the subsequent course.

Repeating a Failed Course

Students can repeat a maximum of six different failed courses. Failures exceeding this number may result in permanent dismissal from Bentley. (An F in a repeated course does not count toward the total number of different failed courses.) Only required courses that are failed must be repeated; no substitutions are allowed. Elective courses (restricted and unrestricted) that are failed can be repeated or substituted for by another course.

Students can repeat or substitute for a course a maximum of two times after the original attempt. This includes grades of F, W and AU.

Additional Course Repeat Policy Information

1. All grades are retained on the student's permanent record.
2. Only the last grade received for a repeated or substituted course is used in compiling graduation credits and computing the grade point average with proper authorization.
3. If a course taken at Bentley is repeated at another accredited college or university pursuant to stated repeat policies, the original grade is no longer considered in computing the Bentley grade point average, provided transfer credit is awarded.
4. Students who wish to substitute one course for another must declare their intention to do so before the end of the third week of the semester with the registrar.
5. In consultation with the Registrar's Office, a student returning to Bentley to complete a bachelor's degree after a five-year hiatus may have the option of retaking for a new grade previously passed courses that are seven or more years old. If approved to retake a course, only his or her repeated grade and credit would be calculated into the GPA.
6. Bentley graduates who subsequently return to pursue post-baccalaureate credit may retake a course that was previously passed for the undergraduate degree. The new course, credit and grade would appear on a distinct post-baccalaureate transcript and would not impact the student's undergraduate transcript.

Leave of Absence

Leave of absence forms are available in the Office of the Dean for Student Affairs. All students who wish to take a semester or more off from school must set up an appointment to complete this form to expedite their return to school at a later date. Without pre-planning, students who take a leave of absence may have difficulties returning to school. For more details, please see the Student Handbook online: www.bentley.edu/shandbook.

Academic Honors and Awards

Departmental Honors

The Management Department offers exceptional students the opportunity to do advanced work in a departmental honors program. Please contact individual chairs for specific information.

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 2.0. The Dean's List also identifies all part-time students who complete at least 12 course credits of part-time study during a full academic year (fall through the summer) with a qualifying, unrounded grade point average of 3.3 or better and with no grade below 2.0.

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 3.70 or better and with no grade below 3.00. The President's List also identifies all part-time students who complete at least 12 course credits of part-time study during a full academic year with a qualifying, unrounded grade point average of 3.7 or better and with no grade below 3.0.

Beta Gamma Sigma Honor Society

Beta Gamma Sigma, a national scholastic honor society,

recognizes students of business and management who exhibit high academic achievement. Only students who attend schools accredited by the AACSB International — the Association to Advance Collegiate Schools of Business — are eligible for induction into this society. Juniors and Seniors must be in the top 10 percent of their class.

Bentley Honor Society

The Bentley Honor Society recognizes students who have achieved distinction in their university programs. Membership is restricted to juniors and seniors who have completed at least 30 semester hours at Bentley. Juniors must have completed 75 semester hours of study and be in the top 5 percent of their class. Seniors must have completed 102 semester hours and be in the top 10 percent of their class. Determination for membership is made twice yearly, after the fall and spring semesters.

Graduation Honors

At Commencement, Bentley awards honors to degree recipients who have completed at least 60 hours at Bentley toward a bachelor's degree. The following standards apply:

- Summa Cum Laude — GPA of 3.8 or higher
- Magna Cum Laude — GPA of 3.6 to 3.799
- Cum Laude — GPA of 3.4 to 3.59

GPA calculations are not rounded.

ACADEMIC SERVICES

The Office of Academic Services

The Office of Academic Services (OAS) is the central academic information center for all full- and part-time undergraduate students as well as all faculty and staff. This includes interpreting and implementing university policies and procedures, coordinating First-Year Academic Initiatives and offering tutoring and comprehensive academic services for "at-risk" students.

OAS also houses the Undergraduate Academic Advising Center, where students can consult with professional and peer academic advisers about myriad academic and personal issues. This includes academic goal setting and long-range planning, major selection and course registration, course-away approval and general advice and counsel. The center runs numerous workshops for students throughout the school year that address pertinent academic issues.

Academic Advising

Academic advising is an essential component of a Bentley education. The university is committed to providing individual assistance to students throughout their degree programs. A successful system of academic advising is highly dependent upon a shared commitment of students, faculty and staff as well as the availability of timely, accurate information. The faculty, students and staff of Bentley University view academic advising as a partnership relationship between a student and an academic adviser, with each partner having unique roles and responsibilities.

Although the particular needs of each student may vary, Bentley University expects all students and academic advisers to adhere to the following standards and practices:

1. All first-year undergraduate students are assigned a faculty academic adviser as part of their First-Year Seminar team. This arrangement continues through the end of the first year, after which transfer students are assigned an adviser who facilitates the mandatory transfer seminar. This arrangement continues throughout their program. Students will have access to professional advisers in the Academic Advising Center as well as faculty mentors in their major field of interest.
2. Although many individuals on campus assist students in making decisions and accomplishing their educational goals, academic advisers in the Academic Advising Center are primarily responsible for assisting students in the development of meaningful educational goals, helping students navigate the Bentley University under-

graduate curriculum. Students are encouraged to utilize the extensive network of academic support services available on campus, which empowers students to realize the full undergraduate experience.

3. Faculty mentors in each academic department are available to guide and mentor students as they learn more about a particular field and/or have mutual professional or research interests.
4. A select group of upper-class students serve as peer advisers in the Academic Advising Center, providing additional resources for students looking for general academic advising assistance. Peers have been extensively trained to provide accurate and friendly service and have the ability to address a wide variety of students' questions and concerns with objectivity.

REGISTRATION SERVICES

Registrar's Office

Located in the Rauch Administration Building, the Registrar's Office coordinates all course registration activities involving programs of study.

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 courses through the first week of classes, drop courses through the second week of classes and withdraw from courses within predetermined deadlines.

Revised Schedules and Course Cancellations

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

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

COMMENCEMENT

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

Students completing degree requirements at the conclusion of the spring term will be considered May graduates.

Student completing degree requirements at the conclusion of the summer term will be considered October/November graduates. Students completing degree requirements at the conclusion of the summer intensive week in May *will not be considered May graduates*.

Students completing degree requirements at the conclusion of the fall term will be considered February/March graduates. Students are required to file a petition to graduate using BannerWeb forms via MyBentley. Specific dates of each conferral are listed in the online Academic Calendar. Once a degree is awarded the record is sealed and no grade changes may be recorded.

ACADEMIC INTEGRITY

The Bentley Honor Code formally acknowledges the necessity for students to take responsibility for their own ethical behavior. Through this code, all students are expected to maintain academic integrity in their own work. In addition, students are expected to take responsible action when there is a reason to suspect academic dishonesty. Success of the code depends upon each student's good will to care enough for other students to counsel them to abandon dishonesty for their own sake and that of the community.

Thus, the Honor Code asks all students to share responsibility for maintaining the integrity of Bentley academics. The students of Bentley, in a spirit of mutual trust and fellowship, aware of the values of a true education and the challenges posed by the world, do hereby pledge to accept the responsibility for honorable conduct in all academic activities, to assist one another in maintaining and promoting personal integrity, to abide by the principles set forth in the Honor Code, and to follow the procedures and observe the policies set forth in the Academic Integrity System.

I. Academic Integrity System Structure

Academic Integrity Council consists of at least five faculty volunteers selected by the Nominations Committee, as well as a graduate student and an undergraduate student designated annually 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 Dean's Council; 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 course-work guidelines. These include, for example, overall classroom assessment procedures; examination protocols; and guidelines for citing sources in written work, and for collaborating and/or receiving outside assistance with homework and other assignments.

Each faculty member is expected to abide by the principles and procedures established in Bentley's Academic Integrity System. A faculty member who believes an academic integrity violation has occurred **must** file an Academic Integrity Incident Report. Staff members who become aware of a possible violation must notify the director of academic integrity. **No sanction can be imposed on a student without a report first being filed with the director.**

The faculty member who alleges an academic integrity violation is entitled to ask the director for additional resources to support the investigation of the violation, and may question relevant students about an alleged violation.

Student Responsibilities and Rights

Each student is expected to become familiar with and at all times adhere to the Bentley Honor Code and Academic Integrity System, including standards and expectations set out in each course syllabus, assignment and/or examination concerning collaboration, methods of research and data collection, and other practices.

Students are also expected to uphold the Academic Integrity System. Therefore, a student who is aware of a possible violation

of the standards established in the system is expected to report the suspected violation to a faculty member or the director. A student who is suspected of committing a violation must respond promptly and honestly when informed of a suspected academic integrity violation, and must provide information that may aid in the investigation of an alleged violation.

A student charged with an academic integrity violation is entitled to ask the director for a list of student support services and will be allowed to respond to an alleged violation before the faculty submits the report to the director.

Role of Observers

If a member of the Bentley community believes that s/he has observed behavior related to a faculty member's class that violates academic integrity, it is the observer's responsibility to bring the matter to the faculty member's attention. If the observer is not satisfied with the faculty member's response, the observer has the right to bring the matter directly to the director's attention for possible action. The director will consult with the faculty member and investigate the incident to determine whether or not a hearing is warranted. The director may arrange a hearing, with or without the faculty member's explicit consent, if there is sufficient evidence to suggest a violation may have occurred.

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.

A. Levels Defined

- a. Level I violation is a single incident involving **a minor** proportion of graded student work within a course, including but not limited to 1) failing to apply appropriate conventions for citing and documenting sources; 2) giving assistance to or receiving assistance from another student or any other person on an assignment or exam when such collaboration is prohibited; or 3) 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. having a substitute take an examination or taking an examination for someone else;
 - x. stealing another student's work;
 - xi. intentionally impeding an investigation of an academic

- integrity incident or giving false witness in a hearing;
 - xii. 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;
 - xiii. using improper means to access computer files; and/or
 - xiv. 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.

B. Recommended Sanctions

- a. Level I sanctions may include, but are not limited to: 1) a make-up assignment at a more difficult level than the original; 2) failure or other reduced grade on the examination or assignment.
- b. Level II sanctions may include, but are not limited to: 1) any sanctions for Level I violations; 2) course grade of F; 3) course grade of F being permanently calculated into the Grade Point Average; 4) exclusion from activities such as study abroad, honors societies and programs, and varsity athletics; 5) suspension from Bentley University; and 6) 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.

- a. Level I sanctions may include, but are not limited to: 1) a make-up assignment at a more difficult level than the original and/or 2) failure or other reduced grade on the examination or assignment.
- b. 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.
 - i. For a Level I violation, if the student agrees to the proposed sanction(s), both the faculty member and the student sign the report and it is forwarded to the director. The faculty member implements the proposed sanction(s) only after the report has become an official record in the office of the director. In this instance, no hearing is required. If, however, new information becomes available, the director will schedule a hearing.
 - ii. For a Level II violation, if the student agrees to a proposed sanction(s) of lowering an assignment or grade for that course, both the faculty member and the student sign the report and it is forwarded to the director. No hearing is required, but the faculty member implements the proposed sanction only after the Academic Integrity Council reviews and approves the sanction. Proposed sanctions that are more severe require a hearing.
 - iii. For Level I and Level II violations, if the faculty member and student cannot agree on a sanction(s), the report is sent to the director, who will schedule a hearing. In this instance, the student is not required to sign the report.
- c. Regardless of level, second violations must go to a hearing.
- d. 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.
- e. If it is determined at a hearing that the allegations were unfounded, the report is destroyed.
- f. 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.

- g. 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.

- a. **Student and Faculty Rights:** When a hearing is convened, both faculty and students are entitled to: 1) a fair hearing in a reasonable amount of time; 2) ample notice of the hearing, a summary of the violation to be discussed, and an explanation of the hearing process; 3) access to the director to prepare for the hearing; 4) the presence of witnesses accepted by the director to give pertinent testimony; 5) the opportunity to hear and respond to all testimony presented in the hearing; 6) the opportunity to speak on one's behalf; 7) the presence of one person who is not an attorney to provide support; 8) written notice, within a reasonable amount of time, of the hearing's findings and any sanctions; and 9) notification of appeal decisions, if any.
- b. **The Hearing:** A hearing requires five voting members. Three must be full-time faculty members, with at least one who is tenured and at least one who is a member of the Academic Integrity Council. The director solicits students from graduate and undergraduate student government, corresponding with the student(s) subject to the incident review. One faculty member serves as chair of the hearing. The director attends all hearings in a neutral supporting role and is not a voting member. The hearing membership listens to evidence, determines the presence or absence of an academic integrity violation and, where appropriate, sanctions a student.
- c. **Communication:** The director communicates the findings of the hearing in writing to the faculty member and student involved within five working days. If it is determined at a hearing that a violation has occurred, the report and supporting documentation are retained in confidence for seven academic years by the director. Outcomes affecting transcripts will be reported to the Registrar's Office and other relevant campus officials. In addition, the director is authorized to respond to requests from the director of the Honor's Program and the authorized non-student representative of the Falcon Society to verify that specified students, identified by name and student number, have not had sanctions imposed that violate the program guidelines regarding rules of membership to these programs.
- d. **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.
- e. **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.

- f. **Appeals:** A student may appeal the outcome of a hearing only when: 1) new material or information unavailable at the time of the hearing becomes available; or 2) evidence is provided that a fair process has not been followed.
 - i. 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.
 - ii. 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.
 - iii. 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.
 - iv. The provost, or a designee, will inform the director of the outcome of any student appeal. The director will notify other college officials as necessary.

A fair Board hearing within a reasonable amount of time of the submission of an Academic Integrity Report to the Coordinator.

Ample notice of the hearing, a summary of the violation to be discussed and an explanation of the hearing process.

Access to the Academic Integrity Coordinator to prepare for the hearing.

The opportunity to speak on his or her own behalf.

The presence of reviewed witnesses to give relevant and pertinent testimony. The opportunity to hear all testimony presented in the hearing.

The opportunity to respond to all testimony presented in the hearing.

The presence of one person to provide support, who may not be an attorney (see Academic Board Hearings for further details).

Written notice, within a reasonable amount of time, of the Board's findings and any sanctions.

The opportunity to appeal the decision of the Board.

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 provides many opportunities to develop socially, culturally, personally, and intellectually. The Bentley community encourages 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. Living on campus encourages friendships to develop and aids in the creation of important social support networks. Additionally, living on campus enables students to meet and live with people from across the country and the world. When students take part in these opportunities for personal, social and cultural growth, it helps prepare them for success in the workplace and community. Professional and student residence life staff who live on campus help foster such interactions and coordinate a wide range of services, programs and activities within the halls.

The campus is made up of traditional style halls, suite style living, and apartment style living. Each residence hall on campus provides students with air conditioning on an energy conservation cycle, wireless access and one computer port per student in the room, and laundry facilities. Lounges can be found through the residential campus and provide a space for students to study and/or relax.

First-year students live in buildings primarily made up of double-occupancy bedrooms with limited options for single, triple, and quadruple-occupancy rooms. Upper-class students, depending on availability and class standing, live in suite style or apartment style buildings. Bentley can accommodate most students who want housing for the duration of their undergraduate years. In fact, more than 80 percent of full-time undergraduate students choose to live at Bentley to enrich their university experience.

Commuter Students

Students who commute from home to classes often have added time constraints because of off-campus work, family commitments and travel schedules. Bentley integrates commuter students into the university community by encouraging their participation in campus activities and their full use of services and facilities. The Commuter Association serves as a liaison between commuting students and the university. It is also a social organization that plans formal programs and informal receptions.

Office of the Dean of Student Affairs, Student Activities and Spiritual Life Offices

The Office of the Dean of Student Affairs, Student Programs and Engagement and Spiritual Life are located in Student Center 320. Services available from these offices include:

- Student Handbook
- Conduct and Development
- Fraternity and Sorority Life
- Family Orientation
- Leave of Absence/Withdrawal Procedures
- New Student Orientation
- Student Events
- Student Organizations
- Student Center
- Spiritual Advisement and Religious Services
- Commencement Week
- The Bentley Shuttle

Hours are 8:30 a.m. to 4:30 p.m., Monday through Friday. Summer hours are 8:00 a.m. to 5:30 p.m., Monday through Thursday.

Division of Student Affairs

The Division of Student Affairs seeks to create a distinctive learning environment with strong values intended to foster student development beyond the classroom by maximizing opportunities to live what is learned. The Division of Student Affairs oversees the social, recreational, cultural, health and behavioral growth offered to students through educational programming and activities. These programs provide students the opportunity to connect with mentors and develop meaningful relationships with their peers while engaging in distinctive learning environments. Examples of these programs and learning environments include: programs designed to further adjustment to college; a comprehensive student behavior program that promotes student learning and education; a health and wellness program that helps students to be responsible for their well being; an engaging student experience that provides diverse events and the building of community pride and spirit; recruitment, retention and programmatic efforts for ALANA (Asian-American, Latino, African-American and Native American) students; immigration and other services for international students and scholars; the Residential Center focused on building community for resident students; counseling services; varsity, club and intramural athletics; and the management of two buildings: the Dana Center fitness facilities and the Student Center.

The Office of the Dean of Student Affairs

Staff within the Office of the Dean of Student Affairs (ODSA) are motivated by the common goal of ensuring that Bentley students are aware of and receive all possible benefits afforded by their enrollment at this institution. We strive to develop students, Bentley pride and spirit, and connections on campus using our shared community values as a guide. ODSA has various functional areas that include supporting new student programs (like Orientation), building pride in Bentley through campus traditions and programming, maintaining community values through the student conduct system, and promoting gender equity initiatives to ensure that all members of our community feel safe and included in our campus.

Office of Student Programs and Engagement

The Office of Student Programs & Engagement (SP&E) enriches the Bentley student experience through programs and resources that promote student and community development. We facilitate student skill advancement, sense of self, leadership capacity, social connections and pride. Our motto - explore, engage, empower - is reflected in our dynamic programming, diverse student organizations, transformational leadership opportunities and innovative Student Center.

Spiritual Life

The Bentley Spiritual Life Center is committed to serving the spiritual and religious needs of students, faculty and staff. The Sacred Space, located on the third floor of the Student Center, is available at all times for quiet reflection and prayer. There is also a Prayer Space on the main campus, in Lindsay Hall, Room 30B.

Reflecting the religious pluralism of the Bentley community, the center is led by a director who coordinates the various religious and spiritual life activities on campus. Additional staff includes chaplains and advisers from the Catholic, Protestant, Jewish, Muslim, Buddhist and Hindu traditions. The center also assists students from other faith traditions in finding supportive religious communities and resources in the Waltham and Boston areas. Staff members encourage students to engage spiritual issues in their life through open discussion, pastoral counseling, and numerous programs and retreats. Chaplains and advisers, committed to the formation of the whole person, aim to inform and expand students' thinking in the full realm of spiritual, moral and pastoral issues, assisting them in developing a truly human perspective while providing a lifelong foundation and framework. Resources include pastoral counseling and referrals, interfaith and faith-specific services, Scripture studies, sacramental preparation and community service opportunities. For further information, contact the center by phone (781.891.2418) or email (GA_Spiritual_Life@bentley.edu) or visit bentley.edu/spiritual-life.

Religious Services

Religious services take place weekly in the Sacred Space when the university is in session, during the fall and spring semesters. Options include, but are not limited to:

- Protestant Worship: Sundays at 4:00 p.m.
- Catholic Mass: Sundays at 7:00 p.m.
- Buddhist Meditation: Wednesdays at 12:45 p.m.
- Muslim Jum'ah Prayer: Fridays at 1:00 p.m.
- Jewish Shabbat Service: Once a month

Student Organizations

There are over 100 student organizations at Bentley that provide opportunities for students to build skills, make social connections, and develop leadership capacity. Student organizations are categorized into various clusters based on shared characteristics. Clusters are described below. A full list of student organizations is available on the Bentley University website and in the Office of Student Programs and Engagement.

Academic Organizations: groups that are associated with an academic program of study and/or promotes an aspect of the academic curriculum.

Arts and Media Organizations: organizations that facilitate any kind of art form that engages the senses, such as literature, music, dancing or theatre.

Athletic Organizations: groups that require participation in an athletic activity focused on a team effort, including both Club Sports and Non-Club Athletic Organizations.

Class Cabinets: four similar organizations whose purpose is to bring a sense of unity within each of the four class-years of the University.

Commuter Association: a student organization that aims to establish a community within the commuter population.

Cultural Organizations: organizations that affirm and celebrate one or more cultural identity groups and promote cultural understanding and/or pride on campus.

Fraternities and Sororities: organizations based on the four pillars of scholarship, service, leadership and brotherhood/sisterhood.

Student Governance: groups responsible for providing student voice related to campus issues, allocating the student activity fee to student organizations, and approving new student organizations.

Recreational Organizations: organizations that provide students with an outlet for any hobby or special interest.

Religious and Service Organizations: groups that provide students with opportunities for community outreach, philanthropic programming, and/or faith-based initiatives.

Social and Political Organizations: organizations that seek to promote and educate the community about social and humanitarian initiatives or aspects of politics and civics.

The Multicultural Center

Located in the Student Center, the MCC works to further the retention and success of the university's ALANA (Asian-American, Latino, African-American and Native American) and multiracial students. It provides academic monitoring, guidance and referrals; initiatives for leadership development; and one-on-one connections for advocacy and ongoing personal support. The center is also a campus-wide resource, promoting the university's efforts to foster diversity while developing and enhancing an already-rich learning and living community.

Summer Transition Education Program

The Summer Transition Education Program (STEP) is an opportunity for selected high-potential students who have faced, social, economic and academic challenges to get a head start on their college education. The six-week residential experience emphasizes academic and personal development, as students gain professional and social skills that will help them adjust to the university. The program's support system includes mentoring and monitoring academic progress, academic advising, counseling, and other referrals. Students are selected for the program during their senior year in high school, having demonstrated academic ability and a strong motivation to positively influence the world around them.

ALANA Student Advancement Program

Through the ALANA Student Advancement Program (A.S.A.P), first- and second-year students are paired with upperclassmen mentors to create a support system for navigating life at Bentley while promoting academic and social development. Mentors and mentees are paired based on common personal interests, academic programs, organization involvement, and other factors.

Both mentor and mentee participants benefit from the program, as they learn from each other, socialize at events, and gain skills to apply in other leadership roles on and off campus.

The ALANA Experience

The ALANA Experience offers intentional personal, professional and academic programming open to all incoming Asian-American, Latino/a, African-American, Native American and multiracial students. The 4.5-day program comprises workshops, information sessions

and social events. ALANA students gain the opportunity to interact with friends, faculty and staff members, starting meaningful relationships with people on campus who will help them succeed at Bentley and beyond. The program precedes First Week activities for freshmen, as a way for students to begin bonding with peers while exploring their personal identity. Additionally, this program fosters diverse interactions throughout campus.

Faculty-Student Receptions

The MCC organizes and collaborates on a variety of initiatives through which faculty can engage with center programs and staff and with the ALANA student population.

Multicultural Student Organizations

The center assists and supports numerous social, cultural and educational programs coordinated by multicultural student organizations. These include the Bentley Association of Chinese Students (BACS), the Bentley South Asian Student Association (SASA), Black United Body (BUB), Fierce Individuals Reaching Excellence (FIRE), La Cultura Latina (LCL), Recognizing Everyone's Attributes and Lifestyles (REAL), the Vietnamese Student Association (VSA), Bentley Asian Student Association (BASA), and the Cape Verdean Student Association (CVSA). The center also supports programs hosted by campus-based professional multicultural organizations: the Association for Latino Professionals in Finance and Accounting (ALPFA) and the National Association of Black Accountants.

Campus-wide Programs

The center has an important role in programs that raise awareness of and appreciation for multicultural issues across the Bentley campus. These include First Friday events, which connect students to other offices and allies on campus; cultural celebrations such as Kwanzaa; and programming for Black History Month, Hispanic-Latino Heritage Month and other occasions. Finally, the center collaborates on diversity initiatives such as the Martin Luther King Jr. Breakfast, the #BentleyVoices series, Intergroup Dialogue, The Standing Out Dialogue Series and Culture Fest.

Academic Monitoring

In collaboration with the Office of Academic Services, MCC staff monitor ALANA students' academic performance. The center staff has access to student progress reports that faculty submit mid-semester. First-year ALANA students and students whose grade point average falls below 2.3 are then asked to meet with a staff member who can offer additional academic support and resources.

The Man-Kind Movement (Men's Group) and Coming Full Circle (Women's Group)

The Multicultural Center seeks to empower men and women in programs that enlighten, enrich and fulfill through various activities and discussions. Men's and women's groups meet separately during the academic year to explore key topics that affect men and women on campus and in the world. Both groups also host monthly programs that help participants grow professionally, socially and academically, via a network of faculty, staff and outside guests. A majority of programs and conversations pertain to race and ethnicity, but the groups welcome all Bentley students searching for their place in life. These groups were created to foster students' diverse interactions with one another and to build a system of support and motivation among members that connects them to the larger Bentley community.

Center for International Students and Scholars

The mission of the Center for International Students and Scholars (CISS) is to support international students and scholars in their campus integration and educational pursuits. The CISS team consists of government-approved Designated School Officials (DSOs) who possess in-depth knowledge of F and J immigration regulations. Through advising, they keep the institution, scholars and students, including new graduates on optional practical training (OPT), in compliance with immigration laws.

In addition to compliance responsibilities, the CISS is committed to the development of international students and scholars. It provides personal counseling and orientation training on academic and everyday life in the United States through a variety of programs, including: career workshops, curricular practical training (CPT) and OPT workshops and Open Dialogues for new students, among others.

Other campus-wide events offered by the center include the fall Culture Fest, in collaboration with the Multicultural Center, and spring Festival of Colors with the International Student Association (ISA). The CISS advises the Global Living Center and many student organizations, including the ISA. The Center is committed to providing a caring and supportive atmosphere for the university's 1400 international students and scholars from over 90 countries.

Cultural and International Awareness Organizations

Students may choose from many culturally-oriented organizations, including the International Students Association (ISA), South Asian Students Association (SASA), and Bentley African Association (BAA), among others. These groups collaboratively sponsor a wide variety of events throughout the academic year to celebrate the cultural diversity represented within the Bentley community.

Health, Counseling and Wellness

Bentley University focuses on the three overlapping components of health, counseling and wellness. The Center for Health and Wellness works collaboratively with the Counseling Center and provides health services and wellness outreach to all full-time undergraduate and graduate students. The Counseling Center offers counseling services and outreach to all undergraduate and graduate students.

The Center for Health and Wellness

Confidential health care is available to all full-time Bentley students through the Center for Health and Wellness, with the cost primarily covered by tuition. The care includes diagnosis and treatment of acute and chronic medical illnesses and injuries, lab testing, men's and women's health care (including pap smears, contraception, pregnancy testing and referrals, STD testing and treatment) and medical and dental referrals. While allergy injections are not administered on campus, the center's staff can help students arrange treatment at nearby clinics.

The Center for Health and Wellness is staffed by nurse practitioners, a nurse, physicians, a nutritionist, a coordinator of immunizations and a health educator as well as an alcohol and other drugs specialist.

The Center for Health and Wellness is located on the first floor of Rhodes Hall. Hours are Monday, Wednesday and Thursday from 8:00 a.m. to 5:00 p.m.; Tuesday from 8:00 a.m. to 6:00 p.m.; and Friday from 8:00 a.m. to 4:30 p.m. The center is closed on school holidays except for those when classes are held. During the academic year, students are seen by appointment, with serious illnesses or emergencies seen immediately and referred if necessary. Usually students are able to obtain same-day appointments. Appointments can be made in person or by calling 781.891.2222.

During June, July and the first two weeks of August, the office is open only for administrative issues. Summer hours are 8:00 a.m. to 5:30 p.m. on Monday to Thursday, from Commencement through the third week of August.

There is no overnight health facility on campus. In an emergency or if a student is very ill while the center is closed, University Police may be called 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). Locations and telephone numbers of local clinics for non-urgent problems are available at bentley.edu/health or at the University Police Station.

Confidentiality is taken very seriously. No information is given to any other parties, including family members, without written authorization by the student, except in emergency situations, when required by law, or if a student is younger than 18.

The Center for Health and Wellness staff provides health counseling and education to individuals and groups, addressing topics such as stress management, alcohol and other drugs, relaxation, nutrition, sexuality, contraception and responsible lifestyle decision-making.

There is no charge for most services rendered at the center as they are covered by tuition for all full-time students. Exceptions include costs for lab tests and immunization, which are either billed to or reimbursed by insurance. Costs for lab tests, X-rays or appointments with specialists at off-campus facilities are also the student's responsibility. Students should call their family or insurance company to find out about coverage for these services, especially if prior approval is needed.

All full-time students must submit a medical history form and immunization record to Bentley. The immunization record should be signed by the student's health-care provider. The state of Massachusetts requires immunizations against measles, mumps, rubella, tetanus, diphtheria, hepatitis B, varicella and meningitis. Immunization requirements should be met before attendance. If these requirements are not fully met, students may not be able to move into student housing. A physical examination is strongly recommended but not required.

In addition, Massachusetts requires all students to have health insurance coverage. Students should be aware of how their insurance works and what restrictions may apply, especially if they are covered by an HMO or have high-deductible plans. Students need to know whether prior approval by a primary-care provider is necessary before lab tests or medications are ordered and before referrals are made.

Website: bentley.edu/health

Wellness

Finding balance is important for academic success. Health promotion and wellness staff create opportunities for students to explore the many avenues that support balance inside and outside of the classroom.

Our staff coordinates and presents workshops for student groups on topics such as sleep, stress, relationships, sexual health, alcohol and other drug use, body image, fitness, nutrition and many others. Peer educators (called wellness educators or "We's") host workshops and events on campus almost every month. Staff members can consult with student leaders and student organizations to develop programming that best meets student needs. In addition, wellness staff members manage weekly fitness classes, coordinate therapy dog visits, and bring other stress-reduction programming to Bentley.

In addition to wellness programming, health promotion specialists also provide consultations on harm reduction related to alcohol and other drug use. Individual and confidential meetings are available for students who wish to learn more about their own alcohol or other substance use as well as that of family or friends. Smoking cessation programs are also available. Students can make appointments to see the staff by calling 781.891.2600.

Website: bentley.edu/wellness

Counseling Center

Located on the second floor of the Callahan Building, the 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. For those students who would benefit, we provide confidential, short-term individual and group therapy. Psychiatric medication services may be available for students who are working with therapists in the Counseling Center.

In addition to direct services, the Counseling Center provides consultation, outreach events, workshops and training for students, staff and faculty on a wide variety of mental health-related topics.

The office is accredited by the International Association of Counseling Services and abides by the ethical standards of the American Psychological Association. No information is released to any

party—including family—without consent by the client, except in emergencies or as required by law. Appointments can be made by phone (781.891.2274) or in person. Emergency hours are available for students in crisis.

Website: bentley.edu/counseling

Dining Services

Bentley Dining Services offers a variety of meal and snack time options for students. The descriptions here serve as a quick reference. Visit bentleydining.com for additional information.

The 921 (formerly Seasons dining room) is located in the Student Center and open seven days a week for continuous service during the school year. The 921 offers an “all-you-care-to-eat” format that aims to suit every taste. Options include a made-to-order deli bar, a grill featuring freshly made burgers, traditional-style entrées, stir-fry dishes, made-to-order omelets, pizza, pasta, soup, salad, fruit and desserts. In addition, The 921 offers a Mongolian dining experience: Fresh ingredients are cooked to order on grills and topped with vegetables and sauces.

Spring 2015 brought some additions to the Student Center dining scene. On the lower level, Russo’s Market is an upscale deli serving sandwiches and salads all day long. This location offers a Take 5 meal option to use for lunch as an alternative to dining at The 921. At night, pub food is added to complement evening events in Harry’s Pub. The pub also houses the Mein Bowl, a make-to-order Asian style concept. On the Student Center’s third floor, look for Argo Tea — an upscale tea shop that offers a unique twist on classics. Sandwiches and pastries are available as well.

The Lower Café and Eatery is located in the LaCava Center and open Monday through Friday. The Lower Café Food Court features sandwiches, salads and sides, a full-service deli, garden tossed salads, Hissho sushi, hand-crafted pizza, soup, grill, cold beverages and a variety of snacks. The Express area features Starbucks beverages and Freshen’s frozen treats and smoothies, along with fresh-baked goods, bagels, fruit cups, cereal and cold beverages.

The Dana Athletic Center has a 100-seat food court featuring Currito, whose menu includes wraps, burritos, salads, sides and smoothies. Currito is open seven days a week during the academic year. A renovation in fall 2015 will redesign space adjoining Currito to serve all-day breakfast. Adjacent to Currito is “The Nest.” The Nest serves omelets, breakfast sandwiches and other staples of students’ favorite meal of the day. Finally, concessions are available throughout the year at selected sporting events.

In the Bentley Library, the 55-seat Deloitte Café features Einstein Bros Bagels. The menu includes fresh baked bagels, breakfast sandwiches, hot and cold classic sandwiches, salads, soup, fresh muffins, sweets, soda and coffee. The café is open seven days per week during the school year.

Collins Hall features the newly renovated full-service Dunkin’ Donuts, open every day during the school year.

Dining Services also offers a full line of catering services from coffee service to BBQs to an elegant plated dinner. Call the Conference Center at 781.891.2273 to make arrangements.

All dining services outlets accept cash, credit/debit cards and Falcon Funds for your convenience.

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 is designed to meet the needs of virtually every student.

An NCAA Division II institution, Bentley is a member of the Northeast-10 Conference and the NCAA Division I Atlantic Hockey Association. Varsity sports for men are baseball, basketball, cross country, football, golf, hockey, indoor and outdoor track, lacrosse, soccer, swimming and tennis. Women compete in basketball, cross country, field hockey, indoor and outdoor track, lacrosse, soccer, softball, swimming, tennis and volleyball.

Intramural competition and recreational events are also available throughout the year. Intramural offerings include flag football, soccer, volleyball, softball, ultimate Frisbee, dodgeball and basketball.

Athletic Facilities

The Charles A. Dana Athletic Center is open daily for general use, unless a special activity is scheduled. An addition, completed in 2006, features a two-floor, 10,000-square-foot fitness facility with state-of-the-art equipment, as well as a dining area and food court.

The field house portion of the Dana Center is home to the university’s basketball and volleyball teams and is also where the indoor intramural action takes place. Surrounding the court is a tenth-of-a-mile oval track. The Dana Center includes a competition-size swimming pool with a separate diving tank, dance studio, therapy room, a weight room for varsity athletes and locker room facilities.

Bentley’s outdoor facilities, most of which have been constructed or renovated since 2000, include a football stadium, multipurpose field, soccer field, baseball stadium, six tennis courts, softball field and outdoor track. The football field is covered with FieldTurf; the multipurpose field, home to Bentley’s field hockey and lacrosse teams, also has synthetic turf.

Center for Career Services

From freshman year to graduation day and beyond, the Miller Center for Career Services 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 Development Introduction (CDI) 101: This six-week course provides first-year students with a comprehensive career toolkit and the opportunity to conduct informational meetings and develop a LinkedIn profile.. The early introduction of career management principles prepares students to apply for highly selective internships and participate in on-campus interviews.

Individual Career Counseling: The center’s professional advisers, who are dedicated to various majors, help students formulate academic and career plans. Students can make an appointment to review job market trends, majors and minors and career goals; to do mock interviews; consult on résumé development; and more.

Career Assessment: Tools such as the Strong Interest Inventory, SkillScan and CareerLeader® help students learn more about their personality and career/major interests. A career adviser interprets the results and discusses academic and career options, including nontraditional choices.

Recruiting Programs: More than 3,000 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 the online resource BentleyLink to learn about open positions, submit résumés and schedule interviews. Last year, companies that recruited at Bentley included Boston Scientific, EMC Corp., Hill Holliday, Digitas, Fidelity Investments, Deloitte Consulting, Liberty Mutual, Boston 2024, Wolverine Worldwide, John Hancock, New England Patriots, Iron Mountain, J.P. Morgan, TJX and the Big 4 accounting firms.

Internship Program: 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, not-for-credit, paid or unpaid, Career Services encourages all students to take advantage of this important experiential vehicle.

Networking: Last year, Bentley hosted more than 500 alumni and area professionals to network and share professional insights with students, through panel discussions, lectures and other events.

Workshops and Panels: From job search to interview skills, Networking 101 to negotiating a salary, Career Services workshops and panel discussions help students increase their knowledge on a range of career topics.

Online Resources: The interactive Career Services blogging website (careeredge.bentley.edu) has a list of valuable links to other web resources for exploring careers and industries. A handout and video series covering job search topics, from assessment to interview etiquette, is available for students in BentleyLink's Virtual Career Center at bentley.edu/bentleylink-career.

ADMISSION TO BENTLEY UNIVERSITY

If you are an adult part-time student, please call 781.891.2803. For additional information, see the *Undergraduate Part-time Programs Guidebook*.

Application Communication

The Office of Undergraduate Admission communicates with prospective students via email regarding applications, special events and campus updates, using the email address provided on the application. *It is essential to check this email account regularly.*

Once an application to Bentley has been received and processed, the applicant receives a MyBentley ID number. This provides students with access to their MyBentley account (<https://applicant.bentley.edu>) and the ability to monitor the Office of Admission's receipt of credentials, as they are recorded electronically. **Please understand that it may take up to 10 business days for credentials to be received, processed and recorded to each account.** It is students' responsibility to regularly check their email and MyBentley account, as the office will communicate through these means.

Freshman Admission

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

1. A completed Common Application, essay and non-refundable application fee. For students attending high school/official secondary school in the U.S., the fee is \$50; for those pursuing high school/secondary school outside the U.S., the fee is \$75;
2. Official secondary school transcript (mark sheets and/or national exam results if applicable), including grades available at the time of application or an official GED score. International students are expected to submit documents with a signature and stamp or seal by their institution and English translations where necessary. Photocopies or facsimiles are not accepted;
3. Two letters of recommendation: one from a teacher and one from a guidance/college counselor;
4. Official results of the SAT Test or the American College Test (ACT), including the writing section. Test scores must be officially reported to Bentley University from the test center or from the secondary school guidance/college counseling office. The Admission Committee will select the testing option and scores that most favorable reflect the student's candidacy. While SAT-II test scores are not required, the committee recommends having the scores sent if a test has been taken;
5. Non-native speakers of English must also submit official results of the International Test of English as a Foreign Language (TOEFL) examination or the International English Language Testing System Examination (IELTS). The preferred minimum TOEFL iBT exam result is a score of 90, with a minimum score of a 20 in each subcategory. The paper-based exam result minimum score is 577, with a score of 57 in each subcategory. The preferred minimum IELTS exam result score is 7, with a score of 7 in each subcategory.

Application materials can be mailed directly to the Office of Undergraduate Admission, Bentley University, 175 Forest Street, Waltham, MA 02452-4705.

High School/Secondary School Preparation

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

- Four units in English
- Four units in mathematics (preferably Algebra I and II, geometry and pre-calculus or its equivalent)
- Three units in history/social science
- Three units in laboratory science
- Three units in a foreign language, preferably with three years proficiency in one particular language

Additional Information for International Students

Admitted students who require an F-1 student visa must also show the ability to finance their first year of education, by submitting a certification of finances form signed by a bank official and by their financial sponsors (usually the parents).

Admitted international students in need of a student visa must submit the non-refundable enrollment deposit before an I-20 document can be issued. All international students are required to purchase the student health insurance plan offered through Bentley. The only exception to this policy is for students who are already enrolled in a health insurance plan through a United States-based insurance company. In such cases, students must contact the Office of Student Financial Services at 781.891.2162 to provide proof of enrollment before the student health insurance plan offered through Bentley is waived.

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

All documents should be submitted as early as possible to ensure that the Office of Admission receives all materials by the application deadline date.

Application Programs and Deadlines

Early Decision (Admission and Financial Assistance)

For more information about the application process with deadlines visit bentley.edu/undergraduate/applying.

For specific transfer application deadline dates and information, visit bentley.edu/undergraduate/applying/transfer-applicants.

Advanced Standing Credit Policies

Bentley students may accelerate their individual program with advanced standing credit, which may be earned through several means.

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

Visiting Bentley

Campus visits are among the best ways to explore the colleges you are considering. Every year, several thousand prospective families visit Bentley, for opportunities that include interviews, information sessions, tours and open houses. The Office of Undergraduate Admission is open Monday through Friday during the academic year. In the summer, the office is closed on Fridays. From January to March, visits are typically not offered while the Admission Committee is in session. Reservations are highly

recommended as space for some offerings may be limited. Call the Office of Undergraduate Admission at 781.891.2244 or go to bentley.edu/undergraduate/visiting to review options and arrange a visit.

Interviews

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

Tours

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

Campus tours at the Athletic Center are scheduled for selected weekdays. The tours are slightly longer and last approximately an hour and a half.

Information Sessions

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

Open House

Attending an open house allows for meeting many members of the campus community during a special daylong program of tours, individual exploration, presentations and discussion forums. The agenda includes talks with professors about various academic majors, chats with students about how to join a club or organization, consultation with staff members about internship possibilities and career options, and much more. Open houses are held in the fall for rising senior prospective students.

For program and scheduling details on information sessions, interviews and similar opportunities, see bentley.edu/undergraduate/visiting.

FINANCIAL AID AT BENTLEY

Bentley administers its financial assistance program on the premise that no academically qualified student should have his or her educational choice restricted by lack of financial resources. The primary responsibility for educational financing belongs to students and their families. Financial assistance from the university is considered supplemental to family contributions. Financial Aid is available to U.S. citizens and permanent Residents. Merit based aid is available to qualifying incoming freshman students. If you are an adult part-time student, please call 781.891.3441.

Applying for Financial Aid

At Bentley, parents and students are asked to complete both the Free Application for Federal Student Aid (FAFSA) and the CSS PROFILE. The CSS PROFILE does not need to be completed if you only wish to be considered for federal and state grants and Federal Stafford Loans. The FAFSA is available on the internet and in most high-school guidance offices. Students must complete the College Scholarship Service PROFILE online. The Office of Financial Assistance (OFA) website offers links to the FAFSA and PROFILE sites. The OFA website address is: bentley.edu/offices/financial-assistance. Filing online is recommended for the FAFSA, as the program has built-in edits that prevent most errors. Filing online will also expedite processing time.

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.

Bentley uses the information students and their families report on the Free Application for Federal Student Aid, the CSS PROFILE form and any other documents that may be required to derive an expected contribution from parents and a contribution from a student's assets and income. These numbers add up to the total expected family contribution. The difference between the student's total expected contribution and the estimated cost of attendance is the student's need — his or her 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 Stafford loans and most state grant aid. A family contribution is determined from the data a family provides on the FAFSA. Because the federal methodology omits some financial information from consideration, Bentley uses another formula, the "institutional methodology," with data taken from the CSS PROFILE, to determine a family's need for Bentley funding.

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

Types of Financial Aid

There are three types of aid:

- Scholarships/grants are funds awarded on the basis of financial need, academic promise, special skills or a combination of these. Such funds do not have to be repaid.
- Loans are funds that must be repaid. This form of aid provides students the opportunity to borrow against future earnings.
- Employment opportunities enable students to use current earnings toward educational expenses.

Bentley Grants and Scholarships

These awards are made available through Bentley funds and do not have to be repaid. Merit scholarships are not based on need, but on academic excellence or outstanding athletic ability. Non-need-based funding is awarded upon entrance to the university and may have grade point average requirements for renewal in subsequent years. If not awarded upon admission to Bentley, they cannot be awarded in subsequent years.

Bentley also offers grants based on financial need. If you received a Bentley need-based grant as part of your aid package, you may be notified during the academic year that your grant was sponsored by an endowed fund. Endowed grants are part of the pool of Bentley need-based funds. These funds are made possible by the generosity of individuals and corporations who believe in providing opportunities for students at Bentley. Our ability to assist all students increases substantially due to this generous support.

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.

Federal Pell Grant

This grant is offered through federal sources based on financial need and does not have to be repaid. Award packages may include a Pell Grant amount that is an eligibility estimate determined by the federal processor. The Federal Pell Grant is made available only to students in undergraduate programs of study.

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 directly to you by the agency of the state in which you have established permanent residency. An award letter may indicate an estimate of what the OFA anticipates that a

student will receive from the state agency. Bentley grant funding may later be adjusted when we receive the actual amount of the grant awarded to you. The states that currently offer funding for Bentley students include:

Massachusetts, Connecticut, and Pennsylvania. Each state has its own application procedure and deadline that needs to be followed for eligibility.

Federal Perkins Loan

Federal Perkins Loan funds are provided to Bentley by the federal government and are reserved for the neediest students. Repayment of the principal (at 5 percent interest) begins nine months after you are no longer enrolled at least half time. Depending on the amount borrowed, repayment may extend up to 10 years.

Subsidized Federal Direct Stafford Loan

These federally subsidized loans are borrowed directly from the federal government. The interest is paid by the federal government while a student is in school attending at least half-time each semester. The maximum annual loan for freshmen is \$3,500, for sophomores \$4,500, and for juniors and seniors \$5,500, if there is financial need. Loan fees set by the government each year will be deducted from the approved amount 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 10 years to repay principal and interest. During the repayment period, the interest rate is fixed at a rate set by the federal government each June. Current rates will be posted to the Office of Financial Assistance web site.

Unsubsidized Federal Direct Stafford Loan

Unsubsidized Federal Stafford Student Loans are available to students without financial need or whose need is not met by other resources. The interest rate is the same as that of the Subsidized Stafford loan, but interest accrues while the student is enrolled. The interest may be deferred and then capitalized when the loan goes into repayment six months after the student ceases half-time enrollment.

Student Employment

The Student Employment Office is responsible for the coordination of all student employment during the academic year and summer months.

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

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

Aid for Continuing Students

Bentley financial aid decisions are made on an academic-year basis. Students must apply in each subsequent year and meet the published deadlines. Financial aid can be higher or lower in future years 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 registration status, which is at least 12 credits each semester. Students must be enrolled in at least two courses (six credits) each semester to be eligible for almost any funding, including work and federal loans.

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 either federal or institutional financial aid. Please refer to the Satisfactory Academic Progress Policy section for more information.

Outside Aid

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

Satisfactory Academic Progress Policy

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

Eligibility for Bentley Need-Based Aid and all Federal Financial Aid (including Federal PLUS Loans): 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 May 1 will be notified in writing by the Office of Financial Assistance during the month of June if they have lost eligibility for aid due to failure to meet these standards. Late applicants will be notified when they submit a Free Application for Federal Student Aid (FAFSA) or a Federal PLUS Loan application. Students who regain eligibility by taking summer courses or as the result of a grade change must notify the Office of Financial Assistance to reactivate their aid application. Likewise, students who enroll for fall without the benefit of aid who re-gain eligibility for the spring should contact the office to have their application reviewed. Students who become eligible in the spring will only receive aid if funds are still available.

Satisfactory Academic Progress Appeals

Students with significant and documented extenuating circumstances may appeal to regain eligibility through the Office of Academic Services. Appeals must be made in writing and are approved or denied at the discretion of the dean. Appeals must address the reason that a student has failed to make satisfactory

progress and describe what has changed to allow the student to make satisfactory progress in the future. Students whose appeals are approved may be granted one additional semester of aid on financial aid probation or they may be placed on an academic plan that will require them to meet specified standards of academic progress before regaining aid eligibility. Students are expected to meet the standards of academic progress upon completion of the semester for which they were granted financial aid probation.

Alternative Financing Options

Many students and their families who do not apply for financial aid or who need to borrow to meet their expected contribution may be interested in other options to meet their educational obligations. Bentley participates in numerous alternative loan programs, including the Federal Direct Parent Loan (PLUS) program. More information on financing options can be found on our website.

ROTC Financial Assistance

The federal government offers two-, three- and four-year scholarships to eligible applicants. Scholarships pay up to full tuition per year. These non-Bentley awards are given on a competitive basis without regard to financial need. In addition to scholarship funding, cadets usually receive additional funding for books, as well as a monthly stipend. Cadets participate in the Air Force and Army ROTC through Boston University. For more information on Airforce ROTC, please call 617.353.6316 or 617.353.4705. For more information on Army ROTC, please call 617.353.4025.

Veterans' Benefits

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

For More Information

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

ADMISSION AND FINANCIAL AID CALENDAR

Spring Semester 2017 (January)

Admission — Freshmen and Transfers

Application deadline November 1
Notification date Rolling
Enrollment deposit deadline Rolling

Financial Aid — Freshmen and Transfers

Free Application for Federal Student Aid submitted December 1
CSS/Financial Aid PROFILE application mailed to CSS December 1
Parent and student IRS 1040 forms December 1
Award notification Rolling

Fall Semester 2017 (September)

Admission — Early Decision (Freshmen only)

Application deadline November 15
Decision notification late December
Enrollment deposit deadline late January

Admission — Regular Decision (Freshmen)

Application deadline January 7

Decision notification date late March
Enrollment deposit deadline May 1

Admission — Regular Decision (Transfer students)

Priority Application deadline April 15
Decision notification date Rolling
Enrollment deposit deadline Rolling

Financial Aid — Early Decision (Freshmen only)*

Free Application for Federal Student Aid (FAFSA) February 1
CSS PROFILE December 1
Award notification Mid-January

Financial Aid — Regular Decision (Freshmen only)

Free Application for Federal Student Aid (FAFSA) February 1
CSS PROFILE February 1
Award notification Beginning in April

Financial Aid — Regular Decision (Transfer students)

Free Application for Federal Student Aid (FAFSA) April 15
CSS PROFILE April 15
Award notification Rolling

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

Financial Aid Checklist

- CSS PROFILE and Free Application for Federal Student Aid Form (FAFSA)
- Complete online or obtain a paper copy (FAFSA only, PROFILE must be done online) from your high school, college or university
- Indicate on applications that a copy should be sent to Bentley
- Mail completed form in envelopes provided to the appropriate addressee, or submit online
- Keep copies of all pages of your parent and student previous year federal tax returns and W2 forms. You will need to submit them
- Keep copies of all forms you file for easy reference and in the event copies are requested

Bentley University Codes

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

The websites to file the forms online are:

FAFSA: fafsa.ed.gov
PROFILE: collegeboard.org

PAYMENT CALENDAR 2016-2017

Commitment deposit (nonrefundable)

New U.S. students and international students	
Residents	\$1,000
Commuter	\$500

Tuition

Day Students: Undergraduate full-time tuition	\$44,210
Evening Students (per three-credit course)	\$2,250
Graduate (per three-credit course)	\$4,225

Student Activity Fee

Undergraduate full-time	\$350
Graduate full-time	\$240
Graduate part-time	\$50
Evening	\$26

Student Health Insurance

Undergraduate and Graduate per year \$1,758

Board

Unlimited meal plan \$5,950

Room

Average room rate \$9,180

Computing Fee

Undergraduate Day Microcomputer Program \$1,200

Full-time Graduate Students \$240

Part-time and Graduate Students \$110

Parking Fees: Resident \$125

Day Commuter \$75

Graduate-Evening Commuter \$50

TUITION AND FEES

Tuition

The yearly 2016-2017 undergraduate tuition for a normal course load (12 to 18 credit hours) is below. Full-time students who pay this fee are permitted to take courses in the day and evening.

Tuition	Yearly Rate	
Day undergraduate tuition	\$44,210	
	Resident	Commuter
Room and board	\$15,130	
Books and supplies	\$1,200	\$1,200
Personal	\$1,200	\$1,200
Activity fee	\$350	\$350

Evening students are charged \$2,250 per three-credit course.

Total fall bill due: August 1, 2016

Total spring bill due: January 3, 2017

Bentley University Payment Plan

Bentley University has developed a new payment plan which allows students to split up their balance owed on their student account over a maximum of five payments for a nominal fee of \$35. Please visit bentley.edu/sfs for more details on this plan.

Room and Board

The housing and meal plan contract is calculated for the entire academic year. Charges are not refunded when students withdraw from housing, unless they meet all three of the following conditions:

- Students do not register at Bentley for the following semester (full or part time), or graduate, or accept an internship off campus, or are academically dismissed
- Students inform the Residential Center of these situations in writing before August 1 for the fall semester or December 3 for the spring semester (this condition does not apply to academic dismissals)
- Students gain the approval of the director of housing

No room refunds are made to those who leave housing but continue to attend Bentley, to those who fail to notify the university by the required dates, or to those who are suspended or dismissed from housing and/or classes for disciplinary reasons. Only in extraordinary situations, such as serious illness or family catastrophe, is the room charge refunded if the aforementioned conditions are not met. Exceptions are determined by the director of residential services.

It is the responsibility of students to cancel their meal plan through MyBentley. Termination of residency in the residence halls does not automatically result in withdrawal from the meal plan. Students remain financially responsible for their meal plans until the Residential Center officially approves withdrawal from the plan. Board payment is then refundable; it is prorated from the date on which students' withdrawal from the contract is approved.

Other Expenditures

In general, students spend more than \$1,000 for books and supplies during an academic year. Books and supplies issued to military veterans under Public Law 894 and 815 are billed to the government. All students living in university housing must pay a refundable damage deposit of \$100. Deposits are refundable in August, after inspection of the premises and deduction of applicable charges. Students who bring cars on campus are required to register them with University Police. Resident freshmen are not allowed to park their vehicles on campus.

Tuition Refunds

All refund requests must be submitted in writing to Student Financial Services, in the Rauch Administration Building, Room 132.

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.

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. The law requires that, when a student withdraws, the amount of federal aid that has been earned up to that point is determined by a specific formula. If he/she received (or had applied to their account) less assistance than the amount that was earned, a student will be able to receive those additional funds. If he/she received more assistance than was earned, the excess funds must be returned.

The amount of assistance that a student has earned is determined by the percentage of the semester completed. For example, if he/she has completed 30 percent of the semester, he/she earns 30 percent of the federal aid they were originally scheduled to receive. Once a student has completed more than 60 percent of the semester, he/she is considered to have earned all of their federal assistance.

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

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

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

Example

A student has tuition charges of \$16,515 and no room or board charges for the fall semester. The student pays \$14,765 toward

the bill and the rest is covered by a federal Stafford Loan for \$1,750. The student withdraws from the university after completing 40 percent of the semester. The student is considered to have earned 40 percent of the aid received, or \$700. The remaining 60 percent, or \$1,050, must be returned. Bentley will return \$1,050 of the loan from the student's account to the lender. This leaves an unpaid balance of \$1,050 on the student's account. The student will be billed by the university for this amount and is responsible for paying, since not all of the aid used to pay the initial bill was considered to have been earned by the student.

Application of Financial Assistance to Student Account

Financial assistance is generally awarded for the full academic year; however, one-half of the aid is credited to the student's account each semester. Institutional grants and scholarships are generally credited at the start of each term. Grants from the federal government or state agencies are also disbursed each term but may be credited later than institutional aid due to additional processing requirements. Loans cannot be disbursed until promissory notes are completed and any counseling requirements are met and may also be delayed due to additional processing steps.

Student Financial Services Billing and Collection Policy

Student Financial Services is responsible for billing and collecting fees for tuition, housing, meal plans, health insurance, computers, parking violations and any other applicable 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. However, those plans are only available to students prior to the due date of their bill.

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.

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 registering for classes through MyBentley. Click here to view these terms and conditions.

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 the housing lottery, senior week activities, the graduation ceremony and from obtaining diplomas and/or transcripts. If applicable, the student may also be required to move out of housing.

Accounts with unresolved balances are subject to late payment fees of \$100 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:

1. The account will be reported in a default/collection agency status to the credit bureau. This may prevent the student from obtaining credit in the future.

2. The student will be assessed collection fees between 25 percent and 50 percent and possible legal fees in addition to the outstanding balance owed to Bentley University.
3. Any future classes that the student plans on taking at Bentley University must be prepaid (in full) via certified funds.

COURSE DESCRIPTIONS

As the largest business school in New England, Bentley offers the broadest range of business-related majors, concentrations and programs of study as well as several that are arts and sciences related.

Course descriptions are listed by department. Course numbers represent the respective department's evaluation of the content and level of the course in a particular discipline.

Many courses are offered yearly, but some are scheduled every other year. Fall and spring schedules are fuller than summer. Unless otherwise noted, each course carries three credits.

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.

Communication Intensive, Diversity and International Focused Course Requirement

For more information, see page 5. Also, see legend at the end of individual course descriptions:

D = diversity

I = international

Some course may have term-specific focused course requirements. See term schedule.

ACCOUNTING

AC 310 Cost Management (3 credits)

Prerequisite(s): GB 202 or GB 212

Introduces the concepts of cost management and strategic cost management. Presents comprehensive coverage of principles involved in the determination of the cost of a product or service. Covers operational budgeting, standard costing, and activity-based costing as tools for planning and control. Emphasizes analysis, interpretation and presentation of information for management decision making purposes, especially those decisions as they relate to cost management.

AC 311 Financial Accounting and Reporting I (3 credits)

Prerequisite(s): GB 202 or GB 212

Note: Not open to students who completed AC 211. Students will not receive academic credit for both AC 311 and AC 260.

First in a two-course sequence of financial accounting courses at the professional level. Examines the principles and practices of external financial reporting, with particular emphasis on balance sheet valuations and their relationship to income determination. Reviews basic accounting concepts and the essentials of the accounting process. Covers the application of present value techniques to accounting valuations. Studies in depth the measurement and disclosure problems associated with cash, receivables, inventories, fixed assets and intangibles. Alternative accounting procedures and their impact on financial statements are also examined.

AC 312 Financial Accounting and Reporting II (3 credits)

Prerequisite(s): AC 311

Note: Not open to students who completed AC 212

Continues the two-course sequence begun in AC 311 by exploring additional topics involving external reporting and disclosure. Covers, in depth, such topics as current liabilities, long-term debt, stockholders' equity, earnings per share, revenue recognition, accounting for income taxes, accounting changes, and Statement of Cash Flows.

AC 331 Governmental and Not-for-Profit Reporting (3 credits)

Prerequisite(s): GB 202 or GB 212

Introduces financial and reporting issues related to state and local government and nonprofit organizations. Deals with the preparation, analysis and interpretation of financial statements. The course incorporates a project to enrich the student's classroom experience. Students research, analyze, and interpret the financial performance of an actual governmental or nonprofit organization. Web sites unique to governmental and nonprofit organizations are used in the course.

AC 332 Fraud Examination (3 credits)

Prerequisite(s): GB 202 or GB 212

Fraud Examination introduces concepts and techniques useful for accountants, managers, business owners, and criminal investigators. The course covers many types of financial statement fraud, including asset misappropriation, fraudulent financial statements, tax fraud, and electronic fraud. Topics include the detection, prevention, investigation and resolution of various types of fraud, and guest speakers and videos will be used to enhance the real-world nature of the course.

AC 340 Accounting Information Systems (3 credits)

Prerequisite(s): AC 311 (CPR) and GB 310 (CPR)

Prepares students to be effective users, evaluators, developers, 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 technology advances. Hands-on experience with the process and control implications of enterprise systems coupled with an in-depth field-based business process analysis gives the student exposure to state-of-the-art AIS.

AC 350 Federal Taxation (3 credits)

Prerequisite(s): GB 202 or GB 212

Note: Not open to students who completed AC 352

Gives a broad training in federal income tax law and Treasury Department regulations. Introduces a broad range of tax philosophy, tax concepts, and types of taxpayers. Emphasizes the role of taxation in a business decision-making environment for all types of entities. Introduces basic skills of tax planning and tax research.

AC 381 International Accounting (3 credits)

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. I

AC 402 Seminar in Accounting (3 credits)

Prerequisite(s): Department chairperson's permission

Note: Not offered regularly. Check with department chair for availability.

Offers opportunity for advanced students to study selected topics in small groups. Allows repetition for credit.

AC 412 Advanced Accounting (Formerly AC 320) (3 credits)

Prerequisite(s): Junior-level standing

Note: Not open to students who completed AC 320

Presents the theory and related problems of specialized topics in financial accounting. Examines leases, pensions, investments, and the particular problems associated with the partnership form of business organization. Topics also include business combinations through purchase and pooling of interests, with emphasis on consolidated financial statements of parents and subsidiaries and elimination of intercompany transactions; and accounting for foreign operations.

AC 421 Internship in Accountancy (3 credits)

Prerequisite(s): By the beginning of the internship period, the student must have completed 10.5 credit hours of accounting (including GB 201 and GB 202) or (GB 112 and GB 212). In addition, two semesters of full-time course work, including a minimum of six credit hours in accountancy, must be completed at Bentley.

The course is open to superior students recommended by a committee of the Accountancy Department. Involves each student in an internship of a minimum of three months' duration in the spring semester of the junior year, the summer following junior year, or the fall of senior year.

Provides the interning student with a valuable experiential learning opportunity. Includes on-the-job training in either public, corporate or government

accounting. Requires the student to work closely with a faculty adviser to develop a term project related to the work experience and to complete other relevant academic assignments.

AC 440 Design and Control of Data and Systems (3 credits)

Prerequisite(s): Senior-level standing and AC 340

Develops an integrating framework to illustrate the evolving role of current and emerging information technologies in supporting accounting and business activities. Students explore several current issues, including data and knowledge management, using contemporary tools to capture, store, retrieve and analyze data; the design and control of complex information systems, such as a networked interorganizational system; and an overview of assurance services. A group project showing the integration of all the major business processes in a typical business provides a capstone experience.

AC 450 Advanced Federal Taxation (3 credits)

Prerequisite(s): AC 350

Note: Not open to students who completed AC 362

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 competent tax research and tax planning skills.

AC 470 Financial Statement Auditing (3 credits)

Prerequisite(s): AC 311 and AC 340

Note: Not open to students who have previously taken AC 371 or AC 400 or AC 471

Develops an understanding and appreciation of the philosophy of the audit process and its practice. Presents the preparation of audit working papers supporting an examination of the records and procedures of an enterprise. Covers the report and opinion of the auditor to management, stockholders and others. Discusses internal auditing procedures as opposed to those performed by the independent public accountant. Considers the ethical and legal responsibilities of the auditor. Includes an introduction to operational auditing as a tool to increase the efficiency and effectiveness of a firm's accounting system.

AC 472 Internal Auditing (3 credits)

Prerequisite(s): AC 311 and AC 340

Develops an understanding and appreciation of the role of internal auditing in an organization. Discusses the operational approach of the internal auditor in areas such as purchasing, production, personnel, financial management, computer operations and international operations. Considers the planning and organizing of an internal audit department and coordination with the outside auditor. Uses sampling and statistical techniques and various software packages available to the internal auditor.

AC 475 Information Technology Auditing Principles and Practice (3 credits)

Prerequisite(s): AC 470 or AC 472

Note: Not open to students who completed AC 477 or AC 478

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 adviser to management.

AF 450 Performance Management and Evaluation (3 credits)

Prerequisite(s): FI 380

Modern finance professionals need to evaluate the effectiveness of business strategy, which is very reliant on the way companies manage their internal processes and external opportunities to accomplish strategic objectives. Students will develop the necessary business analysis skills and be given the opportunity to apply them to business situations in this course.

CAREER DEVELOPMENT

CDI 101 Career Development Seminar (0 credit(s))

Prerequisite(s): Required for all students taking CDI 102 Career Development Internship (one credit internship)

Note: 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 is an essential part of the undergraduate experience, as students need to be well prepared to not only enter into the unknown world of the college recruiting and internships, but to succeed in both. Career Development Introduction Seminar will introduce the foundation of this critical tool development (personal and professional goal self-assessment, resume and cover letter development, interview skills, networking and informational interviewing exploration, utilization of social media, and extended four year career development stages). This course will teach incoming first year students how to identify their own interests and skills as they relate to their careers and how to best develop and utilize these necessary tools for their lifelong career development and evolution.

CDI 102 Career Development Internship (1 credit)

Prerequisite(s): CDI 101 and good academic standing

Note: May be taken a maximum of two times. Credit does not apply to degree requirements but will appear on the transcript.

Offers a field-based learning experience for students who have obtained an internship and satisfactorily completed CDI 101. Requires the student to participate and complete an internship, appropriate paperwork, evaluations and a thank you note to the employer with the supervision of Undergraduate Career Services faculty. For more information and to register for this class, you must contact Undergraduate Career Services in LaCava 225.

COMPUTER INFORMATION SYSTEMS

All courses required for the CIS major are full semester, three credit-hour courses, some of which focus on concepts and others on applied technology.

CS 150 Introduction to Data and Information Management (3 credits)

Prerequisite(s): IT 101

The course introduces information management and relational databases; data collection, storage, and retrieval; query/report design and generation; logical database structures; basic transaction architecture; and systems analysis for database design.

CS 180 Programming Fundamentals (3 credits)

Prerequisite(s): IT 101

Students will develop basic programming and problem solving skills through a variety of assignments that explore the use of fundamental control and data structures using the Java programming language. Students learn about the concepts of classes and objects without being exposed to the advanced principles of object orientation. Testing and debugging techniques, the development of sound programming logic, and the writing of well-structured code are also emphasized.

CS 213 The World Wide Web (3 credits)

Prerequisite(s): IT 101

Note: This course cannot be used toward the CS major. It can be used toward the minor or toward art/science electives.

This course explores the World Wide Web as an educational resource. Emphasis is on the use of HTML and JavaScript as programming tools to develop web pages that include text, graphics, animation, internal and external linkages, frames, forms and, with JavaScript, alert boxes, remote windows, events and cookies. In addition, such concepts as the architecture of the web, the use of browsers, effective search strategies, multimedia and web security are addressed to familiarize the student with the web as a business tool and resource. Teaches a contemporary IT technology by using a computer-based software package. Students are expected to perform operational exercises to gain experience and facility with the particular technology designated for this course section. Students have a broad choice of technology appropriate for those with some experience beyond IT 101.

CS 240 Business Processing and Communications Infrastructure (3 credits)

Prerequisite(s): IT 101

A detailed overview of information technology infrastructure components used by modern organizations: underlying principles, concepts, and terminology of computer architecture and digital communication networks; Organization of computer hardware, data representation, input/output, instruction sets, file and memory organization, and operating - enabling evaluation of the hardware capabilities and performance of a computer system; Assembly, compilation, and execution of computer programs will be addressed as the basic operations of a computer system at the machine level. Foundational technologies and fundamental principles of digital communication: ISO, IETF, and IEEE standards, concepts relevant to physical, data link, and network layers of communication including analog and digital signaling, communications media, data representation, communications protocols, and addressing.

CS 280 Object-Oriented Application Development (3 credits)

Prerequisite(s): CS 180

This course teaches object-oriented programming and development using the Java programming language. Students will complete several programming assignments designed to reinforce their comprehension of object-oriented concepts, including encapsulation, class hierarchies, and polymorphism. Developing both Java applications and applets will strengthen their understanding of abstract classes and interfaces, event-driven programming, and exception handling. This course will include required lab sessions and regularly scheduled lab hours.

CS 350 Database Management Systems (3 credits)

Prerequisite(s): CS 150 or AC 340 (AIS or ISAC majors)

This course is a comprehensive introduction to data management in organizations. It establishes the data management foundation in the computing and AIS majors. Topics include conceptual and logical data modeling, entity relationship and relational data modeling and database design and implementation using the SQL programming language. Students will complete exercises in database modeling, design and programming.

CS 360 Business Systems Analysis and Modeling (3 credits)

Prerequisite(s): (CS 150 and CS major or CS minor) or (AC 340 and AIS or ISAC majors only)

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. The student learns 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 from the core of formal methods in systems development using the Unified Modeling Language (UML).

CS 401 Directed Study in Computer Systems (3 credits)

Prerequisite(s): Department chairperson's permission

Permits superior students to study special topics. Allows repetition for credit.

CS 402 Advanced Computing Topics Seminar (3 credits)

Prerequisite(s): CIS senior-level standing or instructor's permission

Note: Not offered regularly. Check with department chair for availability.

Discusses current topics in computing based on readings in the professional literature, guest speakers, and field and individual research projects.

CS 421 Internship in Computer Systems (3 credits)

Prerequisite(s): CS 350 and CS 360 and status as CIS sixth-semester full-time major with at least two full semesters at Bentley University.

Provides an opportunity to develop an extensive project relating computer systems concepts to a specific organization in combination with a work assignment. Involves both full-time employment with an organization and close work with a faculty member.

CS 440 Advanced Net-Centric Computing (3 credits)

Prerequisite(s): CS 180, CS 240

Building on the foundation of CS240, CS440 provides the students with an in-depth understanding of the planning, design, implementation, and operation of organizational information technology infrastructures. It covers network and transport layer protocols and related addressing and routing issues at a detailed level. The course focuses on network and systems architecture design for the entire enterprise at the campus, metropolitan area, and wide area network levels. It helps the students understand issues related to ensuring business continuity, including network and IT systems security and management. It pays special attention to the integration of processing, storage, and communication capabilities, and the continuing convergence of telecommunications and networking technologies in the enterprise context.

CS 460 Applied Software Project Management (3 credits)

Prerequisite(s): CS 360; recommended completion of CS 350

Students learn and experience the process of information systems development through managing team dynamics and performing software engineering project management. Specific topics discussed include the value of different software development life cycles, project management tools and techniques, software process management practices and software quality management practices. This course fuses students' prior IT and business education, preparing them to launch their professional IT careers.

CS 476 E-Business Infrastructure and Policy (3 credits)

Prerequisite(s): CS 350

This course examines the network and computer technology that is the World Wide Web. It covers Internet architecture: domain name service, HTTP, FTP, packet switching, TCP/IP, XML, DHTML, media formats, search engines and industry standards. It covers web site management: servers, load balancing, security, hacking, spoofing, encryption and fire walls. It reviews the social, business and governmental environment that enables and constrains web commerce. Students implement an E-Business application by developing a fully functional business web site using the database skills and theory learned in the IT minor (or CS major) prerequisite courses.

CS 480 Advanced Application Development Technology (3 credits)

Prerequisite(s): CS 280 or Instructor's Permission

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.

IT 101 Information Technology and Computer System Concepts (3 credits)

Provides a comprehensive and current introduction to information technology in general and computer system concepts and personal computers in particular. Focuses on the role and underlying concepts of computer technology in the information age. Personal, organizational and social implications of information technology are explored. Problem-solving skills using Microsoft Office software and the World Wide Web are also developed. The World Wide Web will be extensively used as the platform for conceptual understanding.

ECONOMICS

EC 111 and EC 112 are prerequisites to all other courses in economics.

Managerial economics and economics-finance majors should contact their academic advisers for information with respect to course sequencing.

EC 111 Principles of Microeconomics (3 credits)

Prerequisite(s): 3 credits of 100 level math

Provides students with an understanding of fundamental economic principles and tools. Presents economic analysis with respect to demand, supply, market equilibrium, costs of production and resource pricing. Examines the market structures of pure competition, oligopoly, monopolistic competition and monopoly. Analyzes the markets for labor and capital.

EC 112 Principles of Macroeconomics (3 credits)

Prerequisite(s): 3 credits of 100 level Math and EC 111

Analyzes the determinants of aggregate economic activity and the effects of government policies intended to achieve full employment, price stability and economic growth. Topics include inflation, unemployment, interest rates, fiscal policy and the public debt, monetary policy, the balance of payments, and exchange rates. Introduces the economic analysis of international trade, comparative advantage and selected current economic problems.

EC 224 Intermediate Price Theory (3 credits)

Prerequisite(s): MA I and EC 111 and EC 112

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 the economic modeling techniques are developed through the course. This is a required course for all economics and economics-finance majors.

EC 225 Intermediate Macroeconomics (3 credits)

Prerequisite(s): MA I and EC 111 and EC 112

Analyzes the environment in which business operates, including the influence of the government and Central Bank policies, recessions and expansions, inflation and growth on a business. Provides the tools to analyze the effect of various economic events on production, employment and prices. The course also introduces important debates in economics, such as "supply-side" economics, the impact of a balanced budget amendment, and the role of the Federal Reserve in keeping inflation and unemployment low. Periodic writing assignments help students use the tools learned to analyze current events and policy discussions. This course is required for all economics and economics-finance majors.

EC 245 Business Forecasting (3 credits)

Prerequisite(s): EC 111, EC 112 and (GB 210 or GB 213)

Presents an analysis of techniques and models useful for business forecasting of sales and other business variables. Allows the student to give quantitative answers to the questions of business planning in an uncertain environment. Includes judgmental, simulation and statistical forecasting methods. Provides an assessment of alternative techniques and examines the implementation of forecasts in the context of business planning.

EC 251 Development of Economic Thought (3 credits)

Prerequisite(s): EC 111 and EC 112

Examines the development of economic thinking with regard to topics such as value, production, distribution, employment and inflation. Outlines the progression of ideas from the classical school, through Marxism and neoclassical thinking to the Keynesian revolution of this century. Examines the post-Keynesian direction of economics and provides an overview of recent theoretical developments in the context of past approaches.

Traces the development of economic concepts in the context of economic conditions of the period and concludes with a discussion of the current direction of economic thought.

EC 271 Economics of Regulation and Antitrust (3 credits)

Prerequisite(s): EC 111 and 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.

EC 272 Economics of Information Technology (3 credits)

Prerequisite(s): 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.

EC 273 Technology, Innovation and Economic Performance (3 credits)

Prerequisite(s): EC 111 and EC 112

Note: This course is considered business.

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. Micro-economic 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 macro-economic level, interrelationships among technology, innovation and economic growth are analyzed. Factors underlying the ability of regions (such as Silicon Valley and along Route 128), and of countries (such as Ireland, India and China) to succeed or fail in generating technology-based firms and in high-tech economic growth and development are explored.

EC 275 The Economics of Sports (3 credits)

Prerequisite(s): EC 111 and EC 112 and (GB 213 or GB 210)

Note: This course is a business course.

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 sporting industry. Topics include: competitive balance issues, such as, revenue sharing, salary caps, and luxury taxes; government's role in the sports industry, and; player issues, such as, racial and wage discrimination, free agency, and superstar effects.

EC 311 International Economics (3 credits)

Prerequisite(s): 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. **I**

EC 315 The Economics of Multinational Corporations (3 credits)

Prerequisite(s): EC 111 and EC 112

Analyzes the unique nature of multinational corporations and how multinational corporations are affected by, and affect, the national and world economies. Evaluates the impact on multinational corporations of many economic events such as capital flows and asset markets, exports, competition, labor relations and foreign exchange rates. Includes a critical examination of tax policies with regard to multinationals and the effect of such policies on the transfer (intersubsidary) prices of the firm. Examines the future role of multinational firms in the U.S. and world economy.

EC 321 International Economic Growth and Development (3 credits)

Prerequisite(s): 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 the developed economies as well as their prospects for continued growth. Presents an overview of the economic performance of the 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. **I**

EC 331 Modern Economic Systems (3 credits)

Prerequisite(s): EC 111 and EC 112

Describes and analyzes the different approaches to organizing economic systems in the latter half of the twentieth 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. **I**

EC 333 Economics of the European Union (3 credits)

Prerequisite(s): EC 111 and EC 112

Economics of the European Union analyzes the implications of European integration for international business and public policy. Emphasis is given to theories and issues in international trade and finance. Examines EU-U.S. trade disputes and the introduction of the Euro. The role of monetary and fiscal policy in resolving problems of unemployment and inflation in the European Union is discussed. Other issues covered in the course include rigidities in the European labor market, migration and agriculture. The course concludes with a module on the prospects for and implications of EU expansion. **I**

EC 341 Urban and Regional Economics (3 credits)

Prerequisite(s): EC 111 and EC 112

Analyzes the economic forces determining where cities develop and grow. Studies the location decision of firms and how land and housing prices are determined in a regional economy. Examines the role and effects of city government on the metropolitan economy. Discusses urban problems such as poverty, discrimination, housing, pollution and crime. Problem-solving, economic analysis, and analytical writing are emphasized in the course.

EC 343 Health Economics (3 credits)

Prerequisite(s): 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 like Health Maintenance and Preferred Provider organizations on the functioning of health-care markets.

EC 346 Environmental Economics (3 credits)

Prerequisite(s): EC 111 and EC 112

Uses a modular approach to investigate the economics of environmental issues and policy solutions. Economic modeling is used to illustrate how environmental damage can be viewed as a market failure. Using this approach, analytical tools are developed to evaluate environmental policy solutions such as direct regulation, pollution taxes, abatement subsidies, and the trading of emissions rights. In addition to analyzing environmental policy, the course examines the importance of environmental issues to the corporate sector and the ways in which businesses are responding both to new regulations and consumer awareness of environmental risks.

EC 351 Contemporary Economic Issues (3 credits)

Prerequisite(s): EC 111 and EC 112

Applies the principles of economics to critically analyze current economic problems and issues. Treats such problems as poverty, population, pollution, health, economic welfare, American business in an evolving global environment, ecology, income redistribution programs, agricultural policy, economic discrimination, foreign trade, and balance of payment problems.

EC 361 Introduction to Econometrics (3 credits)

Prerequisite(s): EC 111, EC 112 and (GB 210 or GB 213)

Note: May not be taken by students who have completed MA 252.

Introduces the student 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 370 Behavioral and Experimental Economics (3 credits)

Prerequisite(s): EC 111, EC 112 and GB 213

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 themselves out of concerns for fairness or altruism. Frequently, we will review how standard economic theory predicts people will behave in a given situation, and compare that to how people actually behave. **D**

EC 381 Research in Managerial Economics (3 credits)

Prerequisite(s): Senior-level standing and EC 224. Open to Managerial Economics or Economics-Finance majors, others by permission of the instructor.

This capstone course analyzes business problems in terms of microeconomic principles and methods. Students are required to apply economic reasoning to managerial decisions in demand forecasting, production and cost analysis, pricing and competitive strategies. Course material integrates economic theory with statistical techniques through a series of case studies and analytical models. As a capstone course, requires students to prepare a research project that integrates the principles and methods developed in this course with their area of concentration (or in finance for economics-finance majors).

EC 391 Monetary Economics (3 credits)

Prerequisite(s): Senior-level standing, (FI 305 or FI 310), FI 320, and EC 225. Open to economics-finance or finance majors, others by permission of the instructor.

Note: May not be taken by students who have completed EC 211 (Money and Banking).

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 we will also examine the relative merits of fixed and flexible exchange rate systems. 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. We will examine the tools, targets and goals of Federal Reserve policy, with particular emphasis on some of the current debates of U.S. monetary policy.

EC 401 Directed Study in Economics (3 credits)

Prerequisite(s): Department chairperson's permission.

Permits superior students to study special topics. (Allows repetition for credit.)

EC 402 Seminar in Economics (3 credits)

Prerequisite(s): Department chairperson's permission.

Note: Not offered regularly. Check with department chair for availability.

Makes it possible for small groups of advanced students to work on selected topics. (Allows repetition for credit.)

EC 420 Managerial Economics Internship (3 credits)

Prerequisite(s): Senior level standing. Open to superior full-time students who are accepted into the program by the department's internship coordinator.

The internship provides the student with an opportunity to apply 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 a contact for possible employment upon graduation.

EC 421 Economics-Finance Internship (3 credits)

Prerequisite(s): Senior level standing. Open to superior full-time students who are accepted into the program by the department's internship coordinator.

The internship provides the student with an opportunity to apply principles of economics and finance 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 a contact for possible employment upon graduation.

EC 454 College Fed Challenge (3 credits)

Prerequisite(s): EC 111 and EC 112 and junior standing or higher. EC 225 is preferred but not required.

Note: Course requires instructor permission. 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. 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.

ENGLISH AND MEDIA STUDIES

The English and Media Studies Department offers courses in several areas: Expository Writing and English for Speakers of Other Languages (EXP courses); Literature and Creative Writing (LIT); Cinema Studies (CIN); Media and Culture (MC or EMS); and Language Studies and Communication Theory (COM).

Please note that all LIT and CIN courses fulfill the Literature requirement in the General Education core. They also count as Arts and Sciences electives and unrestricted electives. The COM courses do not fulfill the Literature requirement, but they do count as Arts and Sciences and unrestricted electives.

Cinema Studies

Note: All CIN courses fulfill the Literature requirement for general education. They also count as Arts and Sciences electives and unrestricted electives.

CIN 270 Introduction to Cinema Studies (3 credits)

Though it's barely a century old, the medium of cinema has quickly become one of the most popular and influential of all the arts, and has played a major role in shaping modern civilization.

Because it shares many of the main qualities of novels (it tells stories); of painting (it involves framed images); of theater (actions are presented before an audience); and even of dreams (it gives us fantasies while we relax in the dark), it is also perhaps the richest of all art forms. Surveys the first 100 years of movie making with emphasis on four related issues: the characteristics of the cinema medium; cinema history; authorship in literature and film; and implications of cinema as a cultural institution. Films may include foreign and American films of both the silent and the sound eras.

CIN 370 Selected Topics in Cinema Studies (3 credits)

Note: Formerly LIT 370

Cinema is often considered the most significant art form of the 20th century. Because of its importance and complexity, there are many ways of approaching films. They may be seen as escapist fantasies with a powerful influence on people's lives; as expressions of the attitudes of a culture; as works of art shaped by a great director; or as commercial and industrial products. Focuses on one or another of this wide range of subjects. In recent years, topics for CIN 370 have included: The Films of Alfred Hitchcock; Feminism and Film; Horror Movies; European Art Cinema; and Romantic Comedy. Allows repetition for credit.

CIN 371 Great Directors (3 credits)

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 and Hawks; and Orson Welles.

CIN 372 Genre Studies (3 credits)

This course, focusing on a single genre, will be concerned to identify the characteristic themes and techniques of that genre, to explore the meaning of different genres and the function that these genres play in organizing our social or psychic lives. The specific genre studied will vary from year to year and will include such significant genres as mysteries, westerns, musicals, Film Noir, comedy and romantic comedy and horror.

CIN 375 Women and Film (3 credits)

This course will focus on the major contributions that women have made to cinema, as characters in the stories being told, as actresses playing the parts, as filmmakers directing and producing films, and as critics who have, in the past thirty years, substantially reshaped the way we think about, talk about, and even make films. The specific emphasis will vary from semester to semester, but each version of this course will pay special attention to the issue of gender in cinema. **D**

CIN 376 International Cinema (3 credits)

This course will focus on one of the wide variety of important national cinemas or film movements that have played a major role in the development of film as a virtually universal artistic language. Topics to which the course might be devoted include German Expressionism; Soviet Cinema and Montage Theory; Post war Italian Cinema, Rosellini through Bertolucci and beyond; The French New Wave; Japanese Cinema; and Bollywood and the development of film in India. **I**

CIN 378 Hollywood Genres: Classical Forms and Contemporary Re-inventions (3 credits)

This course focuses on the historical forms of Hollywood genres from the classical period of the

studio system in the 1930s to the present. Class readings 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. The course material also examines the specific ways that different genres create audience expectations and promote particular interpretive strategies. In general, the class will look at two examples of each genre, a film from the studio period and a contemporary example. Class discussions will ask what features characterize the earlier film, and what changes (if any) are evident in the contemporary instance. **D**

CIN 380 The Male Image in American Film (3 credits)

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. **D**

CIN 381 Wonder Women (3 credits)

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. **D**

CIN 382 The City in American Film (3 credits)

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.

Creative Writing

LIT 310 Creative Writing: Poetry (3 credits)

Develops the student's ability to recognize, analyze, and design effective structures of imaginative language and poetic form. Classroom methods include workshops to critique student work, in-class exercises, analysis and exposition of works by noted poets, and frequent writing assignments. The class is limited in size so that every student writer's work can get full attention.

LIT 311 Creative Writing: Fiction (3 credits)

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 in 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 get full attention.

LIT 312 Creative Writing: Drama/Screen Writing (3 credits)

Develops students' ability to recognize, analyze, and design effective structures of imaginative language and dramatic form. Emphasizes writing for the theatre vs. the screen; may vary from semester to semester. Classroom methods include workshops to critique student work, in class exercises, analysis and exposition of the work of noted playwrights and/or screenwriters, and frequent writing assignments. The class is limited in size.

LIT 313 Creative Writing: Nonfiction/Essay (3 credits)

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 sellers list in the *New York Times*. Emphasizes creativity of expression and provides an opportunity to practice these genres. Encourages experimentation with a variety of first-person forms and shows how to treat subjects that they know about and that are important to them. Conducted as a workshop in which students share their work with and learn from one another. Frequent individual conferences with the instructor. The class is limited in size.

LIT 314 Creative Writing: Mixed Genres (3 credits)

Each student chooses his or her own work (family history or memoir, love poetry or satire, nature or adventure writing, whatever you want). 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. Include 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.

LIT 367 African American Women Writers (3 credits)

Toni Morrison has a compelling explanation for the rising popularity of black women's fiction: "white men, quite naturally, wrote about themselves and their world; white women tended to write about white men because they were so close to them as husbands, lovers and sons; and black men wrote about white men as the oppressor or the yardstick against which they measured themselves. Only black women writers were not interested in writing about white men and therefore they freed literature to take on other concerns." This course includes autobiographical and fictional works by such black women writers as Harriet Jacobs, Zora Neale Hurston, Gwendolyn Brooks, Nella Larsen, Toni Morrison, and Gloria Naylor to illustrate the richness and diversity of the black woman writer's literary tradition, as well as the ways in which contemporary writing by African American women has revolutionized American literature. **D**

Expository Writing Program

Writing is not simply a way to express thoughts that have already been formulated. Writing is also a generative source of thoughts. The Bentley College Expository Writing Program aims to help students strengthen their ability to write about academic material through an approach to knowledge that connects critical thinking, reading, and writing. Courses develop the rhetorical strategies and linguistic skills necessary for students to grapple with complex issues. The Program recognizes that learning to write well is a process requiring continued practice and informed guidance over time.

All Bentley students, except those who have advanced standing, must complete the requirements for Expository Writing I and Expository Writing II.

Expository Writing I: Critical Thinking and Writing

Students in Expository Writing I learn to summarize, analyze, evaluate, and synthesize the published views of others. The course addresses questions such as: What does it take to "crack" a difficult text? to assess the soundness of a text? to position other sources and oneself in relation to a text? Instructors assign readings that advance students' learning, challenge them intellectually, and engage them in the process of thinking critically about the issues raised. ESOL (English for speakers of other languages) sections of Expository Writing address linguistic, rhetorical, and cultural issues that arise for students whose primary language is not English.

Students are expected to complete Expository Writing I by the end of the first year.

EXP 101 Expository Writing I: Critical Thinking and Writing (3 credits)

Designed for students who are native speakers of English.

EXP 101L Expository Writing I: Critical Thinking and Writing with Lab (3 credits)

Designed for native speakers of English who can benefit from an intensive writing lab.

EXP 102 Expository Writing I: Critical Thinking and Writing (3 credits)

Designed for international and bilingual students.

EXP 102L Expository Writing I: Critical Thinking and Writing with Lab (3 credits)

Designed for international and bilingual students who can benefit from an intensive writing lab.

Expository Writing II: Advanced Inquiry in Writing

Expository Writing II reinforces and advances the lessons of Expository Writing I, leading students toward understanding and mastery of the processes involved in sustained inquiry: questioning, hypothesizing, testing, re-hypothesizing, and re-testing. Students undertake an ambitious intellectual project that culminates in a final paper in which they report on the progress they have made through extensive, in-depth inquiry. Projects may draw on library and Internet sources and/or may entail original research such as interviews, observations, surveys, and service-learning experiences.

Students are expected to complete Expository Writing II by the end of their junior year.

EXP 201 Expository Writing II: Advanced Inquiry in Writing (3 credits)

Designed for students who are native speakers of English.

EXP 201L Expository Writing II: Advanced Inquiry in Writing with Lab (3 credits)

Designed for students who can benefit from an intensive writing lab.

EXP 202 Expository Writing II: Advanced Inquiry in Writing (3 credits)

Designed for international and bilingual students.

EXP 202L Expository Writing II: Advanced Inquiry in Writing with Lab (3 credits)

Designed for international and bilingual students who can benefit from an intensive writing lab.

Language Studies and Communication Theory

Prerequisites: Satisfactory completion of Expository Writing I

Note: Communication courses do not fulfill the literature requirement for general education.

They do count as Arts and Sciences and unrestricted electives.

COM 210 Effective Speaking (3 credits)

Success in every aspect of business life, from interviewing to meetings to giving reports and presentations, from sales to management to client relationships in accounting and finance; all depend on the ability to speak confidently, and to project oneself and one's message effectively. Developing these skills strengthens presentations in other classes as well. These skills consist of techniques and tools for developing, organizing and delivering a variety of strong presentations. Covers effective use of PowerPoint and other visual aids, and methods for overcoming stage fright and anxiety about public speaking.

COM 311 Money, Power, Communication (3 credits)

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. **D**

COM 320 Intercultural Communication (3 credits)

This course explores theories of intercultural communication and the ways specific cultural knowledge informs communication. We 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 which has the potential to impact intercultural communication in a variety of ways. We 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. **I**

COM 321 Mass Communication (3 credits)

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, 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.

COM 322 Theories of Persuasion (3 credits)

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. Covers all these forms, and topics such as the relation between truth and rhetoric, 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.

COM 328 Writing and Design for Multimedia (3 credits)

Note: Formerly COM 390

This course provides an introduction to media writing for digital environments, with specific emphasis on news stories, feature packages, web pages and blogs. Students learn about the history of the Internet, the impact of hypertext and multimedia on storytelling, the development of network digital information production/retrieval environments, the forms and practices of writing for a web page, and principals of information architecture. Activities occur in the classroom and in a web-based online lab.

COM 390 Special Topics in Language Studies and Communication (3 credits)

Prerequisite(s): Expository Writing I

Explores a special topic, theorist, or theme in language studies and communication. (Allows repetition for credit).

COM 410 Communication Research Design (3 credits)

Students learn to research issues in the field of communication, concentrating on the tools used in applied and basic communication research, with special attention given to developing research questions and objectives. The course explores a variety of research methodologies, including surveys, interviews, computerized literature searches, experimental designs, and textual analyzes. Students design and implement their own research projects and report the results.

COM 411 Research Project (3 credits)

Students select, in consultation with the departmental adviser, a topic related to communication or literary studies. They undertake both bibliographical and field research, as appropriate and prepare a substantial documented report.

COM 420 Internship in Communication (3 credits)

An internship introduces the student to the real world of communicating to the several public served by organizations that deal with communication, culture, literature, or the arts. It emphasizes the practical aspects of internal and external communication by assigning the student to a professional in the field under whose supervision the intern plans and prepares documents and messages. The internship is both task-oriented and research-oriented; the intern's progress is monitored jointly by the field supervisor and the faculty coordinator during the semester of internship.

Literature

LIT 214 Forms of the Novel (3 credits)

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. 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.

LIT 216 Forms of the Short Story (3 credits)

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? Studies the different forms a short story can take and the different ends to which individual writers subject the form. 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). Incorporates the stories of visiting writers who come to Bentley to share their work. **I**

LIT 218 Forms of Nonfiction (3 credits)

Examines the most protean of literary forms, the essay, and explores its development into a flexible medium capable of reflecting on personal matters as well as sports, business, politics, food, and science exploration. Authors vary from Michel de Montaigne and Samuel Johnson to such contemporary American writers as Annie Dillard and Stephen Jay Gould. The theme varies from year to year.

LIT 230 Literature and Culture I (3 credits)

How do some texts come to be seen as foundations of cultures? And when they do come to be seen in this way, what do they tell us about what different civilizations regard as essential to their evolving cultural identities? Explores the connections between literary texts, generally of the ancient and medieval world such as Homer, the Bible and the Tao Te Ching, and the circumstances in which they were composed. Asks whether there are indeed universal human values, or whether the attitudes, beliefs, and societies we as readers live by or take almost for granted can be usefully contrasted with those revealed in the older texts we study. Queries what cultural assumptions we bring to the act of reading these texts, and how our outlook helps to shape our understanding and is challenged by them.

LIT 233 The Bible as Literature (3 credits)

Selections from both the Hebrew Scriptures and the New Testament will be discussed in considerable detail: Genesis, Exodus, Samuel, Kings, Ecclesiastes, Job, Matthew, Acts, and perhaps some selections from the prophets, Psalms, and other books as well. These books include stories about human origins, families, love, war, sex, betrayal, politics, prophets and kings, and the development of a stormy relationship between God and humankind. The books of the Bible also contain laws, histories, philosophy, and prophecies, all of which can help us understand the ancient cultures that so influenced the world.

LIT 243 The New Testament (3 credits)

Today more is known about Jesus as a historical figure than at any other time in the past two thousand years. The same is true for the founding and development of Christianity and for the transition of Judaism into its modern form, both of which occur in the middle to late years of the first century of the Common Era. We will read the New Testament in the context of this knowledge, which comes from archeological discoveries and careful scholarly research. We will also look at samples of other texts from the period: the Apocrypha, the Dead Sea Scrolls, and non-canonical gospels.

LIT 260 Introduction to African American Literary and Cultural Studies (3 credits)

Employing the methods of several disciplines, including literature, history, philosophy, and anthropology, introduces the dramatic and detailed documentation of the presence and legacy of Africans in Ancient America (or Pre-Columbian America). Explores the major genres, themes, and criticisms which compose the literary and cultural traditions of African Americans. Selected oral narratives, essays, slave narratives, poetry, short stories, autobiographies, drama, and novels will be critically studied. Attention is given to historical, cultural, and socio-political backgrounds. **D**

LIT 261 American Traditions (3 credits)

The United States has always been a contact zone, a meeting place of a variety of cultures. 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.

LIT 330 Literature of the Holocaust (3 credits)

In attempting to write about the genocide that took place during World War II, writers have struggled with the dilemma, "how does one represent the unrepresentable?" This course will examine the attempts of writers writing originally in English, French, Italian, Hebrew, Polish, and German to come to terms with this issue of "fictional representation" of the Holocaust. The reading list will be complemented by films that have also tackled the problem of turning the "unrepresentable" into art.

LIT 332 Images of the Hero (3 credits)

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. 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. **D I**

LIT 333 Literature and Film of the Vietnam War (3 credits)

The year 1995 marked the twentieth anniversary of the end of the Vietnam War. In the intervening twenty years many novelists and poets—some of them veterans, some not—have attempted to transform their immediate experience of it or its effect on their lives into an art form that will have meaning for us all. In this they join the many writers throughout the world history of war who have written in the genre of war literature. This course addresses the genre of war literature and the questions, issues, and values it raises by looking closely at the literature and films of the Vietnam War. **D**

LIT 334 Women in Literature (3 credits)

Explores the literary representation of women's nature, lives, and issues. The literary definitions and dynamics of Woman appear in such terms as self, voice, autonomy, relation to men, and position and agency in the world. Considers whether the gender of the writer affects the literary treatment of the subject. The texts studied will vary each semester. **D**

LIT 336 The Irish Tradition (3 credits)

Irish writers have made a remarkable contribution to 20th century literature; three Nobel Prize

winners hail from Ireland, a country of fewer than four million inhabitants. Presents elements of a literary and oral tradition in Ireland that extends from the pre-Christian mythological stories to the modern novels of Joyce and Beckett. We will attempt to understand the concerns of writers and storytellers in a social and historical context and to explore the contribution of Irish authors to a variety of literary forms. Writers studied include Swift, Maria Edgeworth, Wilde, Shaw, and Frank O'Connor. Modern works may include George Moore's novel *The Lake*, James Joyce's story collection *Dubliners*, Samuel Beckett's play *Waiting for Godot*, and J. M. Synge's *The Aran Islands*. **I**

LIT 337 Caribbean Literature (3 credits)

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, Spanish colonials, white creoles, mulattoes, 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. **D I**

LIT 340 Graphic Novel (3 credits)

Note: Formerly LIT 391

Are graphic novels lowbrow, juvenile comics or a more complicated format expressing ideas, creating complex characters, addressing issues and telling stories in a fashion unmatched by other media? This course explores a recent and still emerging genre of narrative literature. We will investigate several significant modern novels that use both words and images to tell their tales. What literary and social values do these novels reflect? Students will sharpen their critical thinking and writing skills while examining both the textual and visual messages of these novels and the criticism that has surrounded them.

LIT 350 Chaucer's World (3 credits)

Chaucer's century, the 14th, saw major changes in society and culture, some caused by the Black Death, which often killed up to one-third of a country's population. Centers on Chaucer and his great work, *The Canterbury Tales*, and the various genres that make up medieval literature such as debates, beast fables, romance, dream visions, and allegory. Other works, such as *Sir Gawain and the Green Knight* may be included.

LIT 352 Shakespeare I (3 credits)

Referring to the hero of an early Shakespearean play, *Elizabeth I* is reputed to have said, "I am Richard II, know you not that?" 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.

LIT 353 Shakespeare II (3 credits)

It is said that the sun never sets on productions of *Hamlet*; it is always being performed somewhere in the world. The saying is only slightly less plausible if applied to Shakespeare's other tragedies

and romances or final comedies. Explores these masterworks of the English Renaissance and their continuing appeal not only to later generations of English speakers, but to cultures and nations around the world. Emphasis varies from year to year, but may include the representation of cultural others, gender, parent-child relations, or the nature of power.

LIT 355 English Romanticism, 1790-1850 (3 credits)

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. 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.

LIT 356 The Victorian Period (3 credits)

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. Presents some of the great authors and works that mark this remarkable period.

LIT 357 Jane Austen in Fiction And Film (3 credits)

Students study the novels of Jane Austen and their cinematic adaptations. In addition to developing insight into the novels and movies, students also analyze selected critical, historical and biographical contexts. Students can thus incorporate scholarly and popular views into their analyses of the novels and films. Participants get to focus on the work of a single major author whose writing established many of the traditions of modern fiction, and become immersed in an important historical period. They also learn to think and write critically about social, artistic, and commercial motives behind the enduring interest in Austen.

LIT 362 American Literature, 1830-1870 (3 credits)

In the early 19th century, transcendentalist writer Ralph Waldo Emerson proclaimed the need for American literary independence. By the time of the Civil War, the emerging nation of the United States had produced literature worthy of international recognition, leading some 20th-century scholars to call this period the "American Renaissance." Covers some of the authors and texts (such as *Walden*, *Moby-Dick*, and *The Scarlet Letter*) often considered at the heart of this period, alongside the slave narratives, sentimental fiction, gothic tales, and women's poetry that were popular in their own day and have recently emerged as objects of literary study.

LIT 363 American Literature: Realism and Naturalism (3 credits)

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. 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."

LIT 364 Modern American Literature (3 credits)

Considers the major developments in twentieth century American Literature, with special emphasis on issues of race, class, and gender. 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.

LIT 365 Immigrant and Ethnic Literature (3 credits)

The United States has been called "a nation of immigrants." Certainly most of us, if not immigrants ourselves, 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. **D**

LIT 366 American Icons (3 credits)

Meet three commonly identified American icons-the cowboy, the capitalist, and the feminist-to see what they reveal about themselves and the U.S. culture. Through literature, film, historical documents, and narratives, we 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 the ethnic, racial, and other variations in American life embodied in these American icons. **D**

LIT 369 Sexual Identity and Culture (3 credits) *Note: Formerly LIT 395 Sexual Identity and Difference*

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. **D**

LIT 371 American Cities in Literature (3 credits)

This course uses literary texts as a lens through which to look at American cities and their significance for 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. We'll examine five important US cities – New York, New Orleans, Chicago, Nashville and Los Angeles – as case studies of American life at moments of dramatic technological and cultural change. We 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 countercultural activists of San Francisco. Readings for the course include texts by Henry James, Theodore Dreiser, Tennessee Williams and Joan Didion.

LIT 377 Transgender Literature (3 credits)

"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 its variety, which include cross-dressers, transsexuals, drag queens and kings, and any person whose gender identity or expression does not fit traditional categories. **D**

LIT 381 Sitcom Nation: The American Family in Fiction and Film (3 credits)

Note: Formerly LIT 335

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. **D**

LIT 391 Selected Topics in Literary Form (3 credits)

In reading books, hearing songs, or watching films we tend to focus on the "content" of the work, on what it seems to be "about." Still we recognize that the form through which that content is communicated makes a big difference in how we respond to the work, even in what the work means. Two different versions of what seems to be the same story may differ greatly because of different formal characteristics. Similarly, the meaning of a song is likely to be very different than the meaning of the same words without the music. A writer, in choosing to present material in a specific form, is thus making an important decision. Examines one specific form and consider the ways in which it shapes a variety of different works. Possible forms include the short story, the bildungsroman, the sonnet sequence, science-fiction, and the mystery novel. (Allows repetition for credit.)

LIT 392 Selected Topics in Literary Themes (3 credits)

Certain themes and concerns have such a powerful hold on the human imagination that they have appeared over and over again in the literature of very different cultures and in very different periods. Some examples are obvious and include such themes as love and marriage; war, religion and faith. More surprising themes that nevertheless occur repeatedly are horror and the monstrous; the journey; utopias and dystopias; stories of the Holocaust; and the crippled hero. Chooses one such theme, which will vary from semester to semester, and traces it in the creative work of a variety of times and places. Emphasizes the way different cultures share certain preoccupations but differ in the way they treat them. (Allows repetition for credit.)

LIT 393 Selected Topics in World Literature (3 credits)

Explores the literature that speaks of and for a particular nation, ethnic group, or cultural situation. Includes the literature of Italy, Africa, or Latin America; colonial and post-colonial literature; or the literature of East Asia. Emphasizes the way in which the works read reflect the characteristics concerns of the culture. (Allows repetition for credit.) **I**

LIT 394 Selected Topics in African American Literary and Cultural Studies (3 credits)

Explores a specific genre, period, movement, or theme of African American literature and culture such as the oral tradition; slave narratives, theory and criticism; the Harlem Renaissance; Black women and resistance; the Civil Rights Movement. (Allows repetition for credit.) **D**

LIT 395 Selected Topics in American Literature (3 credits)

Explores a specific genre, period, author, or theme in American Literature. Includes Literature of the Vietnam war; Literature and Baseball; American Frontier Fictions. (Allows repetition for credit.)

LIT 396 Selected Topics in British Literature (3 credits)

Explores a specific genre, period, author, or theme in British Literature. Could include: non-Shakespearean renaissance drama; the Gothic tradition; contemporary British working class fiction. (Allows repetition for credit.)

LIT 397 Selected Topics in Cultural Studies (3 credits)

Explores a specific issue or theme in cultural studies. Could include: diasporic literatures; literary responses to colonialism; third world feminism; the politics of literary canons and traditions. (Allows repetition for credit.) **I**

LIT 402 Seminar in Literature (3 credits)

Note: Not offered regularly. Check with department chair for availability.

Permits a small number of students to pursue a particular topic in a seminar format. Topics may range from a subgenre (such as the theatre of the absurd) to a particular author, to a large field not covered in other courses (such as modern approaches to literary criticism). Limited to 12 students. (Allows repetition for credit)

LIT 491 Methods of Research (3 credits)

Surveys the techniques and resources available for scholarly investigation in the humanities.

LIT 492 Directed Study in English (3 credits)

Directed study permits qualified single students or a small group of students, in consultation with a faculty member, to study material and topics not covered in other courses. (Allows repetition for credit.)

Media and Culture

EMS 200 Introduction to Film, Literature and Media (3 credits)

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. **D**

EMS 201 Introduction to Cultural Studies (3 credits)

Note: Formerly run as LIT 397 under special topics

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. **D**

MC 200 Introduction to Media Theory (3 credits)

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.

MC 220 Introduction to Media Production (3 credits)

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.

MC 222 Digital Photography (formerly ART 260) (3 credits)

Photography has permeated our world within the last 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 last 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.

MC 224 Video Production (3 credits)

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.

MC 250 Principles of Globalization and the Media I (3 credits)

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. I

MC 260 The Television Industry (3 credits)

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. D

MC 300 Selected Topics in Media Studies (3 credits)

Note: Allows repetition for credit.

Examines a different film, television and new media theme or themes each semester. Recent topics include: Imagining the Culture Industries; Storytelling and the Studio System; Theory of Gaming and New Media, and Media and Democracy.

MC 320 Selected Topics in Advanced Production (3 credits)

Develops the basic techniques covered in Introduction to Video Production, concentrating on more conceptual and advanced approaches to image and sound creation. Emphasizes specialization in a particular area of professional production. Allows repetition for credit.

MC 321 Audio Production and Sound Design (3 credits)

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 envi-

ronments 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.

MC 322 Documentary Production (3 credits)

This course will teach the basic skills of documentary production, including hand-held 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 we 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. D

MC 323 Animation Production and Motion Design (3 credits)

This course provides a focused study in design and visual effects for timebased media narratives, specifically in the areas of video and animation. Examples of time-based media approaches to be explored include animation, interactive comics, narrative film and video, videogames, and some forms of video art.

MC 340 Producing Media: Industry Perspectives (3 credits)

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.

MC 341 Creative Industries (3 credits)

We consume media every day, but we rarely think about the people and institutions responsible for the look and sound of what we see and hear. In its focus on the narratives through which the production cultures in different creative industries describe themselves, this course addresses not only what it means to be a director, writer, cinematographer, music supervisor, composer, and/or web/game/graphic/costume designer, but also how those definitions frame creative work as well as the relationship of production cultures to fans, consumers, and American and global cultures. In addition to analyzing how film, television, music, gaming, and new media firms construct corporate cultures via narrative and rhetorical strategies, the course considers how creative industries establish business models governing content production and distribution.

MC 342 Media Industry Convergence (3 credits)

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.

MC 345 The Music Industry (3 credits)

This course examines changes in the structure of the music industry and the evolution of popular music forms and genres. Industrial topics include the rise and fall of various playback technologies, cultural anxieties surrounding genres such as jazz and rap, and intellectual property. This course provides an introduction to the organization and structure of the music industry through an examination of the activities and strategies of labels, publishers, performance rights organizations, startups, and subscription services. Students learn about how globalization and new technologies challenge production and distribution norms. Through course readings and listening sessions, students are introduced to debates about commerce and creativity in rock, pop, indie rock, hip hop, electronica, world, and remix music.

MC 350 The Video Game Industry (3 credits)

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.

MC 420 Capstone Project in Media and Culture (3 credits)

Prerequisite(s): Senior standing and approval of department chair.

Undertaken in the last year of coursework in Media and Culture, the final project requires students to write a media analysis or produce an original media text (for example, a video or website). If a student chooses to produce a creative work, he or she must also write an essay explaining how the project reflects his or her understanding of and engagement with key issues and categories of the study of Media and Culture.

MC 421 Internship in Media and Culture (3 credits)

Prerequisite(s): Junior- or senior-level standing. Pre- or corequisite(s): Internship coordinator's permission.

Introduces the student to some aspect of the media industry; emphasizes the particular operations of a media company by assigning a student to a professional in the field under whose supervision the intern undertakes tasks and participates in analyzing the practical applications of media theories. The intern's progress is monitored and evaluated jointly by the field supervisor and the faculty coordinator during the semester internship.

FINANCE**FI 305 Principles of Accounting and Finance (3 credits)**

Prerequisite(s): GB 212 and MA I and (EC 112 and GB 213 Concurrent Pre-Req (CPR)) and (CC4 or WP)

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, risk and return, valuation of financial securities, estimating the cost of capital, working capital management and financial planning and forecasting.

FI 306 Financial Markets and Investment (3 credits)

Prerequisite(s): FI 305

Note: Formerly: FI 320

Introduces students to important topics in bond, equity and options markets. To this end, the course focuses on issues surrounding the nature and functioning of these markets and the key models used in valuing securities that are traded on them. Students will enhance their understanding of how these markets operate to establish asset values by engaging in exercises in the Trading Room.

FI 307 Advanced Managerial Finance (3 credits)

Prerequisite(s): FI 305

Note: Formerly: FI 380

This course builds on materials covered in FI 305. Topics covered include capital budgeting under uncertainty, capital structure and payout policy, investment banking and public offerings of securities, lease financing and hybrid securities, mergers, acquisitions and other forms of corporate restructuring, bankruptcy and liquidations, and an introduction to derivative securities and corporate risk management. Course pedagogy includes the use of cases to bridge the gap between finance theory and real-world applications.

FI 312 Advanced Topics in Investments (3 credits)

Prerequisite(s): FI 320 or FI 306

Topics covered include in-depth treatment of modern portfolio theory - attitudes toward risk, derivation of portfolio models, and applications using active and passive approaches. Other topics include bond portfolio strategies, options pricing and financial futures.

FI 318 Real Estate Investment Decisions (3 credits)

Acquaints the student with the basic concepts and principles of real estate and urban economics that affect real estate investments. Equips students with essential tools needed for comprehensive real estate investment analysis. Emphasizes

the financial aspects of real estate, e.g., appraisal, feasibility analysis, and primary and secondary markets of real estate.

FI 320 Financial Markets and Investments (3 credits)

Prerequisite(s): Junior-level standing and FI 305

Introduces students to important topics in bond, equity and options markets. To this end, the course focuses on issues surrounding the nature and functioning of these markets and the key models used in valuing securities that are traded on them. Students will enhance their understanding of how these markets operate to establish asset values by engaging in exercises in the Trading Room.

FI 325 Operations of Financial Institutions (3 credits)

Examines the structure and operation of financial institutions including commercial banks, thrifts, and financial services companies. Covers the techniques used to analyze profitability, liquidity, structure, short-run versus long-run decisions, and the particular difference between small, large, domestic and international banks.

FI 327 Insurance and Risk Management (3 credits)

Prerequisite(s): Junior-level standing

Studies insurance as an economic and legal relationship dealing with personal and property risks, subjective and objective risks, and insurability. Reviews contract and agency law; insurance coverages including life, health, liability, fire, homeowners and commercial special multiperil policies; Social Security and social insurance; pension plans including IRA accounts; estate planning; and risk management and self-insurance. Surveys the insurance industry, including its structure and regulation.

FI 331 Capital Markets (3 credits)

Prerequisite(s): (FI 320 or FI 380) or (FI 306 or FI 307)

Presents the organization and operation of U.S. and international financial markets. Emphasizes factors influencing interest rates, including inflation, risk and term to maturity. Discusses the supply of, and demand for, funds from various economic sectors. Includes the current functioning of money and capital markets as providers of liquidity, short-term credit, long-term investment capital, and assets for hedging against adverse price and interest rate movements. Also discusses foreign exchange and Eurocurrency markets. Topics of current interest included.

FI 333 Seminar in Micro-Lending (3 credits)

Prerequisite(s): FI 320 or FI 306 or department permission

Note: Formerly FI 402C

This course is a reading seminar designed for students who have an interest in micro-lending or -enterprises. The course will use journal articles and cases to present and develop the micro-lending issues. Much of the article and case identification and presentation, as well as the management of the class discussion will be lead by the students in the class. Students will be expected to do a coordinated research project to learn how other universities, banks, enterprises and governments have become involved in micro-lending programs. This research will study micro-finance from both the international and the domestic perspectives, with discussions and coordinated research working toward a final course project developing a recommendation that can be implemented by the students operating the Bentley Microfinance Club and managing the loan fund. I

FI 335 Derivatives (3 credits)

Prerequisite(s): FI 380 or FI 307

Note: Formerly FI 402B

This course is an intensive introduction to derivatives. The course will enable you 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. We will use the trading room extensively. Those of you who do well in the course will be well on your way toward understanding the material in the derivatives sections of the three CFA exams.

FI 340 Introduction to Professional Financial Planning (3 credits)

Provides an overview of the personal financial planning process, including the establishment of goals and objectives, forecasting of lifetime income and expenditures, evaluation of alternative investments, money management, taxation, and retirement and estate planning. Covers the concepts, theories and analytical methods used in professional financial planning. Investments considered include home ownership, securities, money market funds, investment partnerships, insurance, business ownership, real estate, and retirement programs. Analyzes the effects of inflation, changing interest rates and taxation on these investments. Designed to give an in-depth exposure to financial planning issues to students with a professional interest in the field.

FI 345 Applied Corporate Finance (3 credits)

Prerequisite(s): FI 380 or FI 307

Note: Formerly FI 402A

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. Our learning method will be intensive case analysis. Student involvement in case discussion is an integral part of the learning process.

FI 346 Corporate Treasury Management (3 credits)

Pre- or corequisite(s): FI 380 or FI 307

Note: Formerly: FI 385

Examines short-term financial concepts and their application in the corporate financial management area. Focuses on the management of cash and corporate liquidity by focusing on the roles of banking relationships and disbursement and collection systems. Sources of short-term financing and credit and inventory policies will also be examined.

FI 347 Financial Modeling (3 credits)

Prerequisite(s): (FI 320 or FI 306) or (FI 380 or FI 307)

Financial Modeling is an advanced elective focused on applying sophisticated Excel techniques to the most common modeling problems in finance. First, the skill set is expanded to include advanced features of Excel including TVM and statistical functions, array manipulation, text and date usage, regression, conditionals, Boolean operators, data tables and random number generation. Subsequently the course will cover macro recording as well as custom subroutine and function construction in the Visual Basic for Applications (VBA) development environment. All techniques learned will be applied to the most

common financial modeling problems of the day including present value, cost of capital, financial statement forecasting, valuation, portfolio theory and options. Lectures will not only discuss the Excel application and relevant financial theory, they will also cover topics such as linear algebra, programming style, enhanced readability, reuse and large-scale deployable model development.

FI 351 International Finance (3 credits)

Prerequisite(s): (FI 320 or FI 380) or (FI 306 or FI 307).

Surveys systematically the theory of international finance, international investing and international business. Areas covered include foreign exchange with emphasis on exchange rate determination, exchange risk, hedging and interest rate arbitrage, international money and capital markets and international financing, multinational capital budgeting and the cost of capital.

FI 352 International Project Finance (3 credits)

Prerequisite(s): FI 380 or FI 307

Note: Formerly: FI 392

The course relies on a case-study approach to an increasingly important field that requires excellent financial management skills. We provide an overview of project finance employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. Students will be introduced to substantial research data and informational resources. The course stresses decision making and prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up. Large investment projects across a variety of geographic regions, industrial sectors, and stages of project execution are examined, including relevant data on default and loss characteristics. We will contrast the important differences in risk between domestic and export sector projects, including management of foreign exchange issues and the role of host gov.

FI 360 Introduction to Professional Financial Planning (3 credits)

Note: Formerly FI 340

Provides an overview of the personal financial planning process, including the establishment of goals and objectives, forecasting of lifetime income and expenditures, evaluation of alternative investments, money management, taxation, and retirement and estate planning. Covers the concepts, theories and analytical methods used in professional financial planning. Investments considered include home ownership, securities, money market funds, investment partnerships, insurance, business ownership, real estate, and retirement programs. Analyzes the effects of inflation, changing interest rates and taxation on these investments. Designed to give an in-depth exposure to financial planning issues to students with a professional interest in the field.

FI 361 Advanced Topics in Financial Planning (3 credits)

Prerequisite(s): FI 340 or FI 360

This course explores the complex issues involved in planning for specialized client circumstances. As a result, the course highlights the effects of marriage, separation, and divorce, childbirth, career changes, inheritance, health difficulties, and the retirement or death of household members on financial planning activities. The course work also illustrates actual uses of financial planning tools and a technology in the development of segmented and comprehensive plans to help refine students' research, communication, and decision-making abilities.

FI 362 Insurance and Risk Management (3 credits)

Note: Formerly FI 327

Studies insurance as an economic and legal relationship dealing with personal and property risks, subjective and objective risks, and insurability. Reviews contract and agency law; insurance coverages including life, health, liability, fire, homeowners and commercial special multiperil policies; Social Security and social insurance; pension plans including IRA accounts; estate planning; and risk management and self-insurance. Surveys the insurance industry, including its structure and regulation.

FI 372 Mergers and Acquisitions (3 credits)

Prerequisite(s): (FI 320 or FI 380) or (FI 306 or FI 307)

Mergers and Acquisitions is an advanced finance course which is designed to examine various aspects of corporate mergers, acquisitions and other changes in control of a company. The course will discuss such matters as the strategy and rationale for such transactions, corporate governance, valuation, structuring, due diligence, private equity and leveraged buyouts and the seller's perspective in a transaction. Other topics will include a discussion of alternatives to mergers and acquisitions such as joint ventures and licensing, as well as a discussion of post-merger integration.

FI 380 Advanced Managerial Finance (3 credits)

Prerequisite(s): FI 305 and junior level standing

This course builds on materials covered in FI 305. Topics covered include capital budgeting under uncertainty, capital structure and payout policy, investment banking and public offerings of securities, lease financing and hybrid securities, mergers, acquisitions and other forms of corporate restructuring, bankruptcy and liquidations, and an introduction to derivative securities and corporate risk management. Course pedagogy includes the use of cases to bridge the gap between finance theory and real-world applications.

FI 392 International Project Finance (3 credits)

Prerequisite(s): FI 320 and junior level standing

The course relies on a case-study approach to an increasingly important field that requires excellent financial management skills. We provide an overview of project finance employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. Students will be introduced to substantial research data and informational resources. The course stresses decision making and prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up. Large investment projects across a variety of geographic regions, industrial sectors, and stages of project execution are examined, including relevant data on default and loss characteristics. We will contrast the important differences in risk between domestic and export sector projects, including management of foreign exchange issues and the role of host gov. I

FI 398 Advanced Topics in Financial Planning (3 credits)

Prerequisite(s): FI 340

This course explores the complex issues involved in planning for specialized client circumstances. As a result, the course highlights the effects of marriage, separation, and divorce, childbirth, career changes, inheritance, health difficulties, and the retirement or death of household members

on financial planning activities. The course work also illustrates actual uses of financial planning tools and a technology in the development of segmented and comprehensive plans to help refine students' research, communication, and decision-making abilities.

FI 401 Directed Study in Finance (3 credits)

Prerequisite(s): FI 380 and department chairperson's permission

Permits selected superior students to study special topics. (Allows repetition for credit.)

FI 402 Seminar in Finance (Special Topics) (3 credits)

Prerequisite(s): Depends upon the topic, and can include FI 320 and/or FI 380 and FI 351 as a co-requisite; and/or department chairperson's permission.

Note: Not offered regularly. Check with department chair for availability.

Covers a broad range of topics in corporate finance and financial services. The seminars offered under this designation focus on contemporary issues to which financial principles and information technology can be applied.

FI 421 Internship in Finance (3 credits)

Prerequisite(s): At least nine hours of finance courses earned before the beginning of the internship period and permission of the internship coordinator

Note: Open to superior full-time students, selected by the finance faculty.

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 adviser to develop a report relating academic course work to the work experience.

FIRST YEAR SEMINAR

FS 111 First Year Seminar (1 credit)

This course is designed to assist student's with their intellectual, social, and personal transition to the world of higher education and, more particularly, to Bentley. Utilizing group discussions, the seminar focuses on issues relevant to the Bentley community. Students are introduced to a variety of topics organized around four themes: becoming a successful student, making the right choices, living in a diverse world, and pursuing academic and career choices. Topics focus on academic expectations, learning styles, time and money management, drug and alcohol education, cultural and gender differences, and careers. The class format requires that students take an active role in classroom discussions through a number of learning activities which include journal reflections and appropriate readings for each topic.

GENERAL BUSINESS

GB 110 Legal and Ethical Environment of Business* (3 credits)

Prerequisite(s): Class Code (CC) 1

Note: *Available starting in Fall 2009

Provides an overview of the legal and ethical issues that confront business managers and executives in both starting a business and operating an existing business. Provides an analytical framework to identify legal and ethical issues. Discusses the relationship between business professionals and legal counsel. Discusses topics in contracts, sales, torts, crimes, securities law and Sarbanes-Oxley, business organizations, employment and discrimination and E-commerce. Interweaves international and ethical issues into the topics covered. Includes team assignments where appropriate.

GB 112 Tools and Concepts in Accounting and Finance* (3 credits)

Prerequisite(s): CC1

The primary objective of this course is to provide a foundational understanding of accounting and finance concepts and tools. This course takes students from double-entry accounting through to an elementary understanding of how to construct financial statements. It introduces the use of these statements as the basis for ratio analysis and budgeting. Students begin their study of the basic time value of money concepts that are the foundation for basic valuation techniques for both financial securities and projects valuation.

GB 212 Practice and Applications in Accounting and Finance* (3 credits)

Prerequisite(s): GB 110 and GB 112

The primary objective of this course is to extend the foundational understanding of accounting and finance concepts and tools introduced in GB112. This course takes students from an elementary understanding of the prepared financial statements and introduces how to use them in financial decision-making. It covers the analysis of these statements using ratio analysis and the budgeting process using these statements as a starting point for future forecasts. Students will study the funding decisions facing the firm. They will extend their understanding of basic valuation techniques by learning more advanced techniques for valuing both the securities used to raise these funds and the projects to be funded.

GB 213 Business Statistics (3 credits)

Prerequisite(s): IT 101 and GB 112 and Sophomore standing

Modern businesses rely on well-educated professionals who can effectively use data to enhance and support decision-making processes. The primary objective of this course is to use data to illustrate key concepts for making decisions throughout each of the primary business disciplines; accounting, economics, finance, information systems, management, and marketing. Focuses on learning skill sets necessary to access and manipulate large amounts of data and the techniques that enhance the individuals' decision-making process. Introduces some elementary Microsoft Access methods for transferring a sample of data from a database into Microsoft Excel. Illustrates how to make effective decisions using simple and multiple regression models. Provides balanced presentations illustrating the manual use of statistical techniques for understanding purposes and how to implement those techniques using the computer.

GB 214 Marketing-Operations Fundamentals* (3 credits)

Prerequisite(s): Class Code 3

Strategic competitive advantage is derived from the value a company creates for its customers through five primary value-adding activities: Designing products and services, logistics, operations, marketing and sales strategies, and bringing products and services to the market to meet customer needs and requirements. Most of these activities fall within the boundaries of operations and marketing, the two primary value adding functions within organizations. This course, therefore, covers topics that span the marketing and operational disciplines, and focuses on the fundamental concepts and processes of marketing and operations management and how effective coordination and the interface between these two primary functional areas create value for the customer, the company, and society at large.

GB 215 Human Behavior and Organizations* (3 credits)

Prerequisite(s): Class Code 3

Human Behavior and Organizations examines the behavior of people in organizations and the relationship between this behavior and organizational effectiveness. Particular attention is given to the issues and dynamics that result from the increasing diversity of the workforce and the global contexts in which people work. The course introduces students to analytical frameworks for understanding and influencing individual, group, inter-group and total organization dynamics. It increases students' awareness of and competence in dealing with people different from themselves. Through case studies, self-reflection instruments, experiential exercises, lectures and readings students develop knowledge and skills for working effectively with a diverse set of people in complex environments, diagnosing managerial problems and developing effective plans for action, taking into account the impact of external stakeholders on internal organizational dynamics.

GB 310 Business Processes and Systems (3 credits)

Prerequisite(s): GB 212, GB 213, GB 214

This course introduces students to the concept of a business as an integrated set of business processes and associated systems designed to deliver value to customers. Hands-on experience with SAP, a market leading enterprise system, will demonstrate how information systems can be used to support and improve business processes. Hands-on experience with a process modeling application will demonstrate how information technology can be used to model, analyze, and simulate typical business processes. Learning about emerging technologies and basic infrastructure concepts will enable students to envision creative IT solutions to business problems. Throughout the course, students will be learning how people, processes, and systems can be integrated most effectively to achieve organizational objectives.

GB 320 Integrated Business Project (3 credits)

Prerequisite(s): GB 212 and GB 213 and GB 214 and GB 215 and Junior Standing

In this course, students work on a project team to solve real world problems for real organizations. The project enables students to develop a better understanding of how the traditional business functions are integrated in the workplace. Students review key principles in accounting, business processes, finance, management, marketing and operations within the context of project management. They will analyze the problem facing the client company, develop and evaluate a set of alternative solutions and present a program of recommendations to the sponsoring organization at the end of the semester. The project enables teams to analyze real firms' potential to introduce new goods and/or services, introduce existing goods and/or services to new markets, and/or develop other growth opportunities, as well as to present a business proposal.

GB 410 Global Strategy (3 credits)

Prerequisite(s): GB 310 and (Corequisite or Prerequisite GB 320)

Global strategy focuses on the role of the general manager or top management team in formulating and implementing short and long-term business and corporate level strategies. In business, strategy is formulated in a multi-faceted, international environment of social, political, economic, and legal entities. In global strategy students will be analyzing the internal and external environments of the organization, formulating recommendations with respect to actions firms can take to enhance firm-level performance and sustainable competitive advantage, and suggesting ways in which

those actions can be implemented which recognizing the critical long and short-term implications of their recommendations for the total enterprise.

GLOBAL STUDIES

Global Studies (GLS) is an interdisciplinary department with faculty trained in political science, geography, communication, and culture. As such, we offer an array of regionally and globally focused courses from a variety of perspectives. Our courses examine contemporary global issues and international relations with emphasis on politics, commerce, and culture.

GLS courses serve students in the Global Studies Major and Minor as well as the Liberal Studies Major. US, Comparative, and State and Local Government and Politics courses fulfill Bentley's General Education Requirement. These and other GLS courses can also be used to satisfy degree requirements in other programs as indicated in the descriptions below.

GLS 100 US Government and Politics (3 credits)

Note: Formerly GO 100

Introduces the institutions, background and processes of American national government. Surveys the governmental structures created by the Constitution as well as the informal substructures (parties, interest groups, etc.) that animate our political system.

GLS 101 Globalization (3 credits)

Note: Formerly Experimental Course: INT 199 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 to show how nations react to the challenges of globalization. I

GLS 102 Comparative Government and Politics (3 credits)

Note: Formerly GO 120

This course offers an introduction to comparative politics. It provides students with the basic knowledge and conceptual tools for analyzing the varieties of national states, regimes (democratic, nondemocratic and hybrid), political institutions and processes. It is designed to help students learn about the historical, economic and cultural contexts of political change (such as democratization, revolution or reform), and understand how and why political systems function differently and the consequences of the differences. I

GLS 105 US State and Local Government and Politics (3 credits)

Note: Formerly GO 105

Sub-national 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 sub-national 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 sub-national and national government

shifts over time.

GLS 110 Global Regions (3 credits)

Note: Formerly INT 100

In this survey course, we examine the world's major global regions, adopting a geographic perspective to better understand contemporary global landscapes, people, and events. In other words, we 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. Our 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. **I**

GLS 114 Cross-Cultural Understanding (3 credits)

Note: Formerly INT 104

Offers an introduction to effective communication between people of different cultures. Helps students develop and clarify their own concept of culture, and see how differences and similarities in this concept affect communication. Students learn to identify cultural assumptions and perceive how differences in assumptions affect cross-cultural communication. Cultural elements of several specific countries are examined, and strategies for effective communication are developed and applied through readings, case studies and experiential exercises. The course also includes guest speakers, films, and small-group discussions. **I**

GLS 116 International Relations (3 credits)

Note: Formerly INT 106

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. **I**

GLS 205 Social Policy: Privatization of Public Benefits (3 credits)

Note: Formerly GO 305. May be used toward INT major and in the GOV minor as well as in the American Perspectives LSM.

The United States stands out in international comparison for the degree to which it has relied on the private sector to provide social benefits, like 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, we will consider current social policy debates that emphasize shifts in the role of the private sector: Should social security be privatized? Who should provide health

insurance and who should pay for it? Should employers be obligated to pay a living wage? Would market-based reforms improve public schools?

GLS 226 US Foreign Policy (3 credits)

Note: Formerly GO 242

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. **I**

GLS 230 Politics and Public Policy (3 credits)

Note: Formerly GO 250

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 policy making 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. **I**

GLS 236 Campaigns and Elections (3 credits)

Examines political campaigns and elections in the United States and other democracies. The course covers the core principles and practices of modern campaigns, including who runs for office and why; how are campaigns organized; what makes a good campaign strategy, and what is the best way to communicate a theme to the voters; how are campaigns financed; what is the impact of money, polling, political advertising, and grass-roots 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. **I**

GLS 238 Immigration (3 credits)

Note: Formerly GO 258

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. **D**

GLS 240 Special Topics: Global Studies (3 credits)

Note: Formerly INT 402

Permits students to study selected topics in Global Studies. (Allows repetition for credit). **I**

GLS 242 Current Political Issues (3 credits)

Note: Formerly GO 230

Focuses on a specific current event or public policy debate at the forefront of U.S. or international politics. The course will examine current issues in their political context, with emphasis on the actors, institutions or organizations, and processes that shape them. **I**

Topic changes: With department approval, course may be taken more than once.

GLS 243 The Developing World (3 credits)

Note: Formerly INT 108

As the forces of globalization increase the flow of goods, services, capital, people, ideas and images across borders, many social, political and economic consequences have arisen for developing, as well as developed, countries. This course takes an interdisciplinary approach to examining the dynamic interaction of the social and political factors with regional and transnational economic forces in the developing world. More specifically, it discusses the social and political conditions for successes or failures of development as well as the consequences of development and underdevelopment. The United Nations Human Development Index is used to analyze the consequences of global socioeconomic interactions. Students in this course will acquire a deep understanding of the global and socioeconomic interactions measured by HDI and develop skills to analyze the multifaceted impact of globalization on the developing world. **I**

GLS 248 Business and Politics of News Media (3 credits)

Note: formerly GO 218

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. Examined is 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. **I**

GLS 251 Latin American Cinema (3 credits)

We 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, we 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 this course is to identify key themes and styles of representation in Latin American cinema and investigate the ways in which this cinema expresses concerns and experiences of Latin Americans. **I**

GLS 255 Global Commerce and Human Rights:STP Chile (3 credits)

We 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, we 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 communication professor, a filmmaker and blogger, and a TV journalist/host, among others. |

GLS 262 Politics in the Middle East (3 credits)

Note: Formerly INT 205

This course examines the modern (post World War I) origins of states in the Middle East and attempts to explain the various forces at flux, which determine the national and regional politics of the region. For the purposes of this course the Middle East is defined as the Arab countries of Egypt, Iraq, Jordan, Lebanon, and Syria, and the non-Arab countries of Iran, Israel and Turkey. The course will also consider non-state actors such as the Kurds and the Palestinians and their relations with the states that they operate in. |

GLS 265 Study Tour to Asia (3 credits)

Note: Formerly INT 252

Examines the on-going socio-economic transformation of China as 1.3 billion people are developing a market-based economy and coping with the challenges of globalization. The course involves a two-week study tour to China, preceded by two evening seminars and one Saturday orientation on the Bentley campus. During the two-week stay in China, the group will visit the city of Beijing, Xi'an, and Shanghai where the participants will study the Chinese economy, society, history, and foreign relations, visit key historical and cultural sites, and exchange views with Chinese scholars and students. Students are required to complete a term paper as part of the requirement in this course. |

GLS 270 Contemporary Europe (3 credits)

Note: Formerly INT 270.

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. Throughout the course, we focus upon contemporary issues including European Union integration and the competing forces of devolution, as well as the Euro, the welfare state, tourism management, and environmental issues. The ultimate objective of the course is to build a fundamental understanding of Europe's landscapes, diverse populations, and contemporary issues, and for each student to develop a geographic expertise on one European state. This course may be offered with an intensive travel component to Europe over spring or summer break. |

GLS 272 European Politics and Societies (3 credits)

Note: Formerly GO 220

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 EU politics. |

GLS 276 Case Study: Transforming Econ-

omies of Europe: Short Term Program to Europe (3 credits)

Prerequisite(s): Permission of instructor.

Note: Formerly INT 320.

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. We look 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-Herzegovina, Croatia, (eastern) Germany, or another location that illustrates the course content. This course may be taken multiple times for credit when traveling to different locations. |

GLS 303 Dictatorship or Democracy? (3 credits)

Note: Formerly INT 303

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. The course analyzes how and why transitions from authoritarian rule toward democracy occurred in many countries around the globe in the late-20th and early-21st centuries, such as in southern Europe, the ex-communist world and the developing world, and it explores the quality of the new regimes, the challenges they face and their prospects for survival. The course analyzes questions, such as: Is democracy only for the rich? Is Islam incompatible with democracy? Does ethnic diversity hinder democracy? Can democracy be imposed by the US? Is women's equality essential for democratic development? What is the effect of inequality on the sustainability of democracy? What are the chances for democracy in the Middle East? |

GLS 310 Perspectives on Global Commerce (3 credits)

Note: Formerly INT 310. May be used as an elective for INT majors and minors. May be used as a social sciences, humanities or unrestricted elective for other students.

Surveys the phenomenon of global commerce within a broad interdisciplinary context. Considers the meaning and changing nature of global commerce and examines contemporary trade patterns from a geographic perspective. Reviews the history of global commerce and its impacts, and provides an overview of the development of economic ideas concerning trade and commerce. Examines specific areas of interest such as commerce and culture, the role of government and international organizations, the legal framework of global commerce, selected contemporary issues, and possible future scenarios for trade and commerce. |

GLS 312 International Organizations (3 credits)

Note: Formerly INT 312. May be used as an elective for INT majors and minors. May be used as a social sciences, humanities or unrestricted elective for other students.

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, UN Development program and Oxfam. Since sustainable development is a primary activity of international organizations today, we will focus on development projects and activities in Africa. The course provides an understanding of the work of international organizations in the field of development and of the practical skills required to work in international governmental and nongovernmental organizations. |

GLS 315 Human Rights in Global Media (3 credits)

This course looks at how media covers themes of human rights across the globe. It focuses primarily on documentary and feature films, but includes television, radio, print journalism, music, poetry, textiles, and the Internet, and will explore styles, forms, and techniques of media production and reception. Many films and videos will be in languages other than English, with English subtitles. The course examines how media influence and are influenced by recent history, politics, violence, and culture in different parts of the world, with emphasis on media influence in judicial human rights cases. The course will emphasize team projects, fieldwork and student creativity. |

GLS 316 International Politics (3 credits)

Note: Formerly GO 240

Momentous events occurred in 1989 when the Communist regimes of east Europe collapsed and the Soviet government instituted major reforms. Clearly, with the end of the Cold War, the world was entering a new era of a new order. This course offers an overview of the critical international issues with which policymakers will grapple in the years leading into the 21st century. The course pays special attention to the controversies that illuminate the more perplexing questions that confront U.S. foreign policy, which range from international competitiveness to the conditions requiring U.S. military intervention. |

GLS 325 Global Transportation and Tourism (3 credits)

Prerequisite(s): GLS 101, GLS 110 or GLS 116 or instructor's permission.

Note: Formerly INT 285

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. We give 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, natural disasters. From a spatial perspective, we also look at the many economic, social, and environmental impacts of tourism upon destinations. Students apply course concepts by researching the tourism industry in one specific country and sharing their insights with the class. The ultimate objective is to develop a fundamental knowledge of the industry and to obtain skills for involvement in a variety of capacities. |

GLS 335 Contemporary Issues in Global Politics (3 credits)

Prerequisite(s): GLS 102 or GLS 116 or GLS 226 or instructor's permission.

Note: Formerly GO 262

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. Topic changes: With department approval, course may be taken more than once with a different topic. **I**

GLS 401 Directed Study in Global Studies (3 credits)

Prerequisite(s): One GLS course and Instructor's permission.

Allows superior students to pursue independent study in a specialized topic under the guidance of a faculty member. May be repeated for credit.

GLS 402 Directed Study in Government (3 credits)

Prerequisite(s): Department chairperson's or instructor's permission

Permits advanced students to study special topics. May be repeated for credit.

GLS 403 Model United Nations (3 credits)

Prerequisite(s): One GLS course or instructor's permission.

Note: Offered only in spring.

What is the impact of the United Nations on the world today? How does it contribute to peace, development, and human rights? Students in the seminar will learn about the operation of the United Nations, will research an issue currently before the United Nations, and will participate in the Model Security Council where they serve as ambassador for a member state. This Model Security Council will develop your personal skills for researching, conducting parliamentary procedure, negotiating with other countries, public speaking and resolution writing. The reading, discussion, research and Model SC participation will enable you to understand the changing nature of global society and the role the United Nations plays in this new world. **I**

GLS 404 Seminar in Global Studies (3 credits)

Prerequisite(s): Junior or Senior class standing and one GLS course or instructor's permission. Note: Formerly INT 360. Not offered regularly.

Check with department chair for availability.

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. **I**

GLS 405 Seminar in Government (3 credits)

Prerequisite(s): Junior or senior class standing and one GLS course or instructor's permission. Note: Formerly GO 402. Not offered regularly.

Check with department chair for availability. Permits advanced students to study selected topics in government. May be repeated for credit.

GLS 421 Internship in Global Studies (3 credits)

Prerequisite(s): One GLS course and permission of the internship coordinator and a GPA of 3.0 or higher.

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 adviser. **I**

GLS 422 Internship in Government (3 credits)

Prerequisite(s): One GLS course and permission of the internship coordinator

Note: Formerly GO 421

Offers students the opportunity to arrange, in conjunction with the college, employment in a public or nonprofit organization. A major paper will be required.

HISTORY

HI 200 The Making of Our Contemporary World (3 credits)

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. **I**

HI 236 History of Ireland: From St. Patrick to "The Troubles" (3 credits)

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 upon the rich and lively culture they created over the centuries and their impact on the larger world community. **I**

HI 261 Latin America (1800-present) (3 credits)

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. **I**

HI 264 History of China: Before Confucius, After Mao (formerly HI 270) (3 credits)

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. Exam-

ines 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. **I**

HI 265 History of Japan: Samurai and Salary-men (formerly HI 272) (3 credits)

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. 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. **I**

HI 266 Middle East: Islamic and Contemporary (formerly HI 284) (3 credits)

Studies geography and peoples of the Middle East today. Examines Muhammad's teachings, Arab conquests, 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. **I**

HI 267 The Past and Present in Africa (3 credits)

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. **I**

HI 279 Modern South Asia (3 credits)

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. **I**

HI 280 The Caribbean: Past, Present, Futures (3 credits)

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. **I**

HI 304 History of Espionage (3 credits)

This course surveys the world of espionage from ancient times to the present. We shall study historically important spies, spymasters and organizations and their methods and motivations. In the final analysis we shall be looking 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, we shall need 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 we shall explore include the differences between the realities of espionage and how it is portrayed in fiction and film, and lastly we shall explore ethical questions surrounding both corporate and state espionage. **I**

HI 305 Arts and Society (3 credits)

Arts and Society 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 count as a class).

HI 306 War and Society (formerly HI 218) (3 credits)

War has had a decisive impact on past civilizations and is a preoccupation in our own. It 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. **I**

HI 307 Through Children's Eyes: Crises of the Twentieth Century (3 credits)

This course examines selected crises in twentieth century history through literary, film and other recorded or remembered experiences of children. Emphasizing primarily the history of Europe, it also discusses other areas of the world deeply influenced by European ideas, imperialism and economic domination. **I**

HI 308 Drugs Trades in World History (3 credits)

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.' **I**

HI 311 Revolutions and The Modern World (3 credits)

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. We will examine the conditions that led to these revolutions, key revolutionary players and their opponents, as well as revolutionary values, beliefs and strategies. We 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 develop a better understanding of our modern world. **I**

HI 314 History of the World Economy (3 credits)

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. Focuses on the competition for world markets and the struggle for empires. Also considers the impact of this struggle on foreign relations and the quality of life in industrial nations. **I**

HI 315 Fashion Film and Food in South Asia (3 credits)

Film, Fashion and Food in South Asia introduces students to major historical examples of architecture, painting, sculpture, clothing, cuisine and film in the Indian subcontinent. An emphasis will be 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. **I**

HI 316 Women and Gender in South Asia (3 credits)

This course is an interdisciplinary investigation into the meaning of gender in South Asia. We will look into the way women's lives and gender constructions have been influenced by the major historical events of colonialism, imperialism and post-colonialism. We 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 postcolonial South Asian consciousness. On a broader level, our 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 postcolonial South Asia and diasporic South Asian communities. **I**

HI 317 South Asian Religions (3 credits)

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 reli-

gious traditions. We 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 twentieth 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. **I**

HI 323 The Medieval West (3 credits)

Covers approximately 1,000 years of Western history from the decline of the Roman Empire to the beginnings of the Italian Renaissance. Includes topics such as early Christianity, Germanic invasions, Byzantine and Islamic cultural influences, Carolingians, feudalism and manorialism, Vikings, church-state controversies, monasticism, Romanesque and Gothic architecture, Crusades, growth of towns and universities, Scholasticism, the Black Death, and everyday life.

HI 331 Modern British History (3 credits)

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 will 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. **I**

HI 334 The Soviet Union and After (3 credits)

Introduces the main currents of Soviet history from the Bolshevik Revolution to the present. Treats social and cultural factors and their interrelation with politics, Stalinism, World War II, growth and expansion of the Soviet bloc, and the post-Stalin era. Discusses the breakup of the Soviet Union and the development of the successor states. **I**

HI 340 Colonial America (1400-1750) (formerly HI 253) (3 credits)

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. **D**

HI 342 The Revolutionary Generation in the United States (1750-1815) (formerly HI 254) (3 credits)

Studies intensively the causes, course and result of the War for Independence. Examines the formation of the national state.

HI 343 Modern United States History (1920-present) (3 credits)

Note: Formerly HI 256

This course provides an overview of U.S. history from the aftermath of World War I to the present. Some of the possible topics covered include Prohibition, the Depression, the New Deal, World War II, the Korean War, the McCarthy Era, campaigns for civil rights (including rights for African Americans, gays and women), the Vietnam War, the countercultural Sixties, the Watergate Scandal, the Reagan Revolution, and 9/11. **D**

HI 344 Constitutional History of the United States (3 credits)

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. **D**

HI 346 Economic History of the United States (3 credits)

This course provides an overview of American economic development from the colonial period through the twentieth century. It considers political and social issues (e.g., slavery and race) in the creation of the American nation and examines the shift from an agricultural to an industrial environment. In that context, it pays special attention to the emergence of rationalized corporate structures and the political/regulatory responses to these changes.

HI 347 Work and the American Worker (formerly HI 260) (3 credits)

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. **D**

HI 349 History of Modern U.S. Foreign Policy, 1945-Present (3 credits)

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, HI 249 analyzes the twists and turns of recent U.S. foreign affairs. Meant to hone one's powers of analysis, this course is especially valuable to students with interests in international business and the general "global mission" of Bentley University.

HI 350 Serfs, Slaves and Sojourners: The Minority Experience in the United States (3 credits)

Examines the historical experiences of minorities in the United States. Looks specifically at Mexican-American, Afro-American, Native American and Asian American peoples. Discusses their experiences in the development of the United States and their contributions to contemporary American society and culture. Focuses on major figures, events, presidential actions and legislative acts that have impacted the American experiences of these minority groups. The diverse nature of contemporary American society will be examined and discussed. **D**

HI 351 The American Religious Experience (3 credits)

This course explores the role of religion in American life from the colonial settlements of the early 17th century to the present. **D**

HI 353 20th Century US Economic History (3 credits)

This course examines the history of economic development in the United States since the 1890s. It considers the emergence of mass production and consumption, changes in the organization of business, changes in the role of government, the impact of depression and war on the economy, globalization and the impact of international economic activity, and gender and race as they

relate to the economy. Other topics may include (but are not limited to) agriculture, labor, the environment, health, education, and technology in the economy.

HI 354 The New Nation (3 credits)

This course will focus on the monumental changes that took place in the first half of the nineteenth 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 a 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. **D**

HI 355 American Environmental History (3 credits)

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 will also encourage students to confront changing definitions of wilderness and nature and enable them to appreciate the role that ideologies play in shaping American's relationship with their environment.

HI 356 The United States: From Nation to Empire (1865-1920) (3 credits)

Focuses on the history of the United States in the "Gilded Age" and "Progressive Era" periods. Begins with an overview of Reconstruction in the South and ends with and account of World War I. Along the way, topics for discussion will 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. **D**

HI 357 America and Its Arts (3 credits)

An introduction to the arts of America (painting, sculpture, decorative arts, architecture, photography, prints and print advertising) as they relate to the unfolding of American history from the time of the American Revolution to the present.

HI 358 US Women's History (3 credits)

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. **D**

HI 359 Immigration in US History (3 credits)

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. We will be examining 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, we will be reading several biographical accounts. **D**

HI 362 Ten Ideas That Shook The World (3 credits)

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. **I**

HI 370 History of American Sports (3 credits)

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-nineteenth-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. **D**

HI 372 History of Boston (3 credits)

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. **D**

HI 380 Modern East Asia (formerly HI 275) (3 credits)

Considers East Asia's response to Western penetration from 1840 to the present. Includes collapse of traditional cultures in China, Japan, Korea and Vietnam, and the building of new societies in these areas; rise and fall of Japan as an imperial power; nationalist and communist revolutions in China; decolonization and nationalism in East Asia; and the Cold War (Korea and Vietnam) and its aftermath. **I**

HI 381 The Civil War (3 credits)

Note: formerly HI 355

The Civil War was arguably the most cataclysmic event in American history. This course explores reasons for the war, the war itself, and consequences of the war. **D**

HI 382 World War I (formerly HI 235) (3 credits)

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. **I**

HI 383 World War II (formerly HI 329) (3 credits)

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. **I**

HI 385 The Vietnam War (3 credits)

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 a 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 wars were fought, the battlefield experience of American troops, the media

and the war, the American antiwar 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 South East Asia and in the U.S.. I

HI 388 Europe Since 1945 (formerly HI 230) (3 credits)

This course explores and analyzes post-World War II reconstruction, decolonization, the growth and development of consumer economies, contrasts in familial and societal roles of women, European economic integration and continuing sources of conflict. I

HI 391 Selected Topics in American History (3 credits)

Explores a specific topic, location, period, or theme in U.S. history, such as cultural/social, political, economic, and intellectual history.

HI 392 Selected Topics in European History (3 credits)

Explores a specific topic, location, period, or theme in European history, such as cultural/social, political, economic, and intellectual history. I

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. I

HI 394 Selected Topics in Latin American/Caribbean History (3 credits)

Explores a specific topic, location, period, or theme in Latin American/Caribbean history, including cultural/social, political, economic, and intellectual history. I

HI 395 Selected Topics in World History (3 credits)

Explores a specific topic, location, period, or theme in World History. I

HI 401 Directed Study in History (3 credits)

Prerequisite(s): Department chairperson's permission

Presents opportunity for superior students to engage in specialized study. (Allows repetition for credit.)

HI 402 Seminar in History (3 credits)

Prerequisite(s): Department chairperson's permission

Note: Not offered regularly. Check with department chair for availability.

Gives opportunity to small groups for study of selected topics. (Allows repetition for credit.)

HI 421 Internship in History (3 credits)

Prerequisite(s): Junior-level standing, 3.0 cumulative average, and permission of liberal arts internship coordinator

An internship provides the student 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 adviser, and develop a final paper or special project.

HONORS

HONR 440 (H) Honors Capstone Project (3 credits)

Note: Business course

Bentley Honors program capstone course.

HONR 445 (H) Honors Capstone Project (3 credits)

Note: Art/Science course

Bentley Honors program capstone course

INFORMATION DESIGN AND CORPORATE COMMUNICATION

In addition to the courses listed below, the following courses with an "COM" designation may be applied to all Information Design and Corporate Communication (IDCC) programs of study:

COM 210 Effective Speaking

COM 320 Intercultural Communication

COM 321 Mass Communication

COM 322 Theories of Persuasion: From Plato to Vance Packard

COM 323 Small-Group Communication

COM 324 Design as Communication

COM 325 Introduction to Linguistics

COM 390 Special Topics in Language Studies and Communication

COM 410 Communication Research Design

COM 411 Research Project (EN 411)

COM 421 Internship in Communication

IDCC 230 Fundamentals of Content Development (3 credits)

Prerequisite(s): Expository Writing I

If information is the commodity of the information age, effective content is the key to building value for organizations. This course teaches the basics of content development about business and technical subjects. You'll develop how-to articles intended for publication on the Web, procedures, catalog entries, and proposals geared towards high tech, biotech, e-commerce and financial services. In the process, you'll be introduced to the profession, and learn how to sharpen your writing, use page design to attractively present content, and communicate ideas visually.

IDCC 240 Fundamentals of Visual Communication (3 credits)

Prerequisite(s): Expository Writing I

The business world is dominated by visual images, and this course explores how to choose and present them. Build your visual literacy as you learn about typography, color, layout, pictures, and symbols. Learn to master principles such as rhythm and balance. You will redesign pages and screens, prepare corporate identities, and develop brochures and quick references, which are all intended as potential portfolio pieces.

IDCC 250 Public Relations Theory and Practice (3 credits)

Prerequisite(s): Expository Writing I

A survey of the main sectors of public relations activity: from marketing to issues management to crisis communications. Students explore real public relations problems - including some still in progress - with both a domestic and international perspective. They also survey the ethical challenges faced in this profoundly influential field, and prepare recommendations and pitch proposals on behalf of a specific organization.

IDCC 255 Public Relations Writing (3 credits)

Prerequisite(s): Expository Writing I

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 an-

nouncements, articles, profiles, brochures, flyers, in-house public relations, and the construction of a media information pack for a specific organization.

IDCC 320 Managerial Communication (3 credits)

Prerequisite(s): Expository Writing I

Approaches effective communication both as an essential personal-professional skill and as an important function of management. Discusses the elements of communication (argumentation, structure, style, tone and visual appeal) and presents techniques for increasing effectiveness in each area. Students read, discuss and write about cases based on tasks that managers commonly face, such as explaining changes in policy, writing performance evaluations, analyzing survey results, and communicating with employees, shareholders, the press, and the public.

IDCC 340 Advanced Visual Communication (3 credits)

Prerequisite(s): Expository Writing I and IDCC 240 highly recommended.

Prepares you to apply design methods and tools to professional communication projects. Building on the discussions of typography, color, layout, images, and symbols in Fundamentals of Visual Communication (IDCC 240), this course explores how to integrate their use and apply them to complex communication projects. Working in teams on projects for real clients, you'll use design methodology to identify their needs and project constraints. You will also develop a visual identity, estimate the budget, set the schedule for the project, and produce design copy suitable for delivery through multiple channels.

IDCC 345 Environmental Graphic Design (3 credits)

Prerequisite(s): EXP 101

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 (EGD) discipline through lectures, and assigned projects. Examples of Environmental Graphic Design include wayfinding systems, architectural graphics, signage, interpretive graphics, exhibit design, identity graphics, pictogram design, retail and store design, mapping and themed environments.

IDCC 350 Journalism for the Web (3 credits)

Prerequisite(s): Expository Writing I

This class teaches students how to write for online and traditional news publications with an emphasis on getting published. Students will learn the basics of print journalism and how the Internet's explosive growth has changed journalism. Assignments include generating story ideas in a newsroom environment, learning how to pitch stories to editors and writing articles. Students will try to sell stories to publications, from *The Vanguard* to national magazines to Internet news sources.

IDCC 355 Strategies in International Corporation Communication (3 credits)

Prerequisite(s): Expository Writing I

With globalization and the information revolution, it's important to understand the communication strategies needed to connect companies, consumers, rights groups, and governments worldwide. A good relationship with these groups is essential for international consultancies, companies and nonprofits operating across one or more countries. We explore communication strategies, and look at global communication in action in ways that can help or damage the reputation of nonprofits, companies and their products.

IDCC 356 Effective Business Presentations: Crisis Communication (3 credits)

Prerequisite(s): Expository Writing I

Companies face the ongoing likelihood that, due to factors both within and outside their control, crises will emerge which require timely and effective oral responses to multiple stakeholders: the public at large, including government and regulators; employees; victims; and corporate leaders inside the company. In this class students will learn how to prepare and deliver statements at press conferences; respond to questions from reporters; prepare video statements for employees; prepare for and effectively interact with victims and survivors in one-on-one settings; and craft and deliver persuasive presentations to corporate boards regarding crisis planning and prevention. In addition to public and interpersonal communication development, students will also develop skills in creating dynamic and effective PowerPoint presentations, and professional-quality videos.

IDCC 360 Digital Public Relations (3 credits)

Prerequisite(s): Expository Writing I

Note: Formerly Public Relations and Information Technology

Introduces students to the tools, critical thinking, and skills needed to manage and exploit information technology in high tech public relations and public relations generally. Whether promoting a product or controlling a rumor, high tech plays an important role in public relations strategy. High tech opens the door to new audiences and shortens timelines. High tech provides an immediate means of dialogue, criticism, and persuasion among companies and their audiences, both internal and external. The explosion of online media presents new opportunities for companies to deliver key messages about their products, services, activities, and reputation.

IDCC 361 Sports Public Relations (3 credits)

Prerequisite(s): Expository Writing I

Sports are important socially and economically, globally and locally. Businesses, teams, athletes, nonprofit organizations and governments turn to PR 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, a sport, an athlete, a location or corporate involvement. You will also learn how Sports PR goes beyond traditional media relations to include specialist activities like issues and crisis management, reputation management, community relations and emerging technology.

IDCC 365 Crisis Communication Management (3 credits)

Prerequisite(s): Expository Writing I

Crises are an increasing fact of corporate life, and you will be involved in them. Disasters, scandals, rumors, panic are forcing corporations, governments, and nonprofits to reevaluate their approach to communication both nationally and internationally. Shortening timeframes, 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 introduces you to the business of managing communication under pressure across and inside continents and cultures, the close relationship between communication and operational decisions, the importance of digital and traditional media in surviving the opening moments through to rebuilding and recovering damaged corporate, product or personal reputations on a global scale and also domestically. I

IDCC 370 Web Design I: Information Design, Principles and Practices (3 credits)

Prerequisite(s): Expository Writing I

A revolutionary development in communication, the World Wide Web offers unprecedented access to mass audiences. This introductory course focuses on the principles and best professional practices necessary to create effective pages for the web. Students will learn the importance of designing web pages based on client brand identity. The course focuses on purpose, scope, and audience considerations in page design, navigation and the importance of site-maps and wireframes in the development of a web site. Students will also learn the importance of employing the fundamental principles of color theory, typography, layout and visual communication design for the web. Combining lab, lecture, and discussion, students learn the best practices of page design to create their own interactive web site using Photoshop design techniques for creative web page design.

IDCC 375 User Interface Design (3 credits)

Prerequisite(s): Expository Writing I

Everything we interact with has a user interface, from newspapers and grocery stores to cell phones and web sites. Designing such a user interface is an important and difficult process, which we will learn and practice with hands-on activities. Understanding how to approach a design problem also helps doing research for almost any ill-defined problem as real-world problems often are. More concretely, you will learn and practice, among other things, how to brainstorm, do a contextual inquiry, iteratively approach an ill-defined problem, come up with and evaluate alternative solutions, and build models.

IDCC 380 Web Design II: Information Architecture and Site Management (3 credits)

Prerequisite(s): IDCC 370 or instructor's permission

This course develops the generally accepted concepts and applications of information architecture, human factors, and usability in creating and managing web sites. Topics include page layout and design, navigation systems, interface design, web graphics and multimedia, interactivity, writing for the web, site architecture, management, and maintenance. The projects focus on a continued understanding of client brand identity. Students will work with Photoshop to create essential site elements. By the end of the course, students will design and create web user experience based on mobile application design; creating interactive prototypes based on smart design and organized wireframe mock-ups.

IDCC 385 Elements of Usability and User Experience (3 credits)

Prerequisite(s): Expository Writing I

In this course, students will learn how people interact with different interfaces, how people think and reason about them, how they remember how to use them, how to use them to make decisions, and what makes people trust systems or have fun with them. This requires that the students will gain knowledge of the human cognitive processes from perception to action and learn about human cognitive and physical limitations and strengths. Students will undertake a thorough user analysis, including scenario writing and persona creation. Finally, students will plan and conduct a usability and user experience evaluation.

IDCC 390 Selected Topics in IDCC (3 credits)

Prerequisite(s): Expository Writing I

Discusses current topics in information design and corporate communication based on readings in the professional literature and assigned texts. Examines a different topic each semester offered. Students undertake individual or group research projects. (Allows repetition for credit.)

IDCC 401 Directed Study in IDCC (3 credits)

Prerequisite(s): IDCC chair's permission

Permits superior students to study special topics in information design and corporate communication. (Allows repetition for credit.)

IDCC 411 Research in IDCC (3 credits)

Prerequisite(s): Permission of IDCC internship director

Requires the student to select, in consultation with the departmental adviser, a topic related to information design and corporate communication; to undertake both bibliographical and field research, as appropriate; and to prepare and submit for approval a substantial documented report.

IDCC 421 Internship in IDCC (3 credits)

Prerequisite(s): Junior- or senior-level standing

Introduces the student to the "real world" of communicating to the several public serviced by a corporation or an agency; emphasizes the practical aspects of internal and external communication by assigning the student to a professional in the field under whose supervision the intern participates in planning and implementing various types of communication. The internship is both task-oriented and research-oriented; the intern's progress is monitored jointly by the field supervisor and the faculty coordinator during the semester internship.

INFORMATION AND PROCESS MANAGEMENT

IPM 140 Adding Value with Information and Processes (3 credits)

Every day we participate in processes that are supported by information. For example, you might decide which concert to attend based on on-line reviews, or search and apply for a job on-line. Organizations that are successful at deriving value from their information and processes can achieve better outcomes than those that don't recognize this potential or know how to take advantage of it. This course introduces principles of good design and management of information and processes. It provides the foundation for developing skills in process design, definition, modeling, and analysis, as well as for identifying good information strategies. As a culminating experience, student teams will create value for a non-profit organization through an information and process design competition.

IPM 210 Information Security and Computer Forensics (3 credits)

Prerequisite(s): IT 101

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, we will delve into information security risks and related protection of data, networks and application software. In addition, we will cover computer forensics issues, including discussion on what organizations can do to collect evidence from various types of computer systems that might be employed to commit a crime, how to manage computer crime investigations and how to preserve evidence from various platforms including mobile devices.

IPM 320 Decision Support and Business Intelligence (3 credits)

Prerequisite(s): CS 150 or IPM 140 or GB 310

Business intelligence provides applications and technologies used to gather, provide access to, and analyze information about company operations. Today's managers rely on decision support tools, which utilize the Web and graphical user interfaces, for analysis. New tools support collaborative work, have embedded artificial intelligence and assign intelligent agents for routine work. This course will cover all facets of management support systems (MSS): business intelligence for enterprise decision support, decision support systems, expert systems, and knowledge based systems. Cases are used throughout the course to exemplify concepts and provide students with analysis problems. Hands on experimentation and testing will be done in Excel.

IPM 450 Enterprise Systems Configuration for Business (3 credits)

Prerequisite(s): GB 310 or Instructor's Permission

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 reengineering and organizational change. In this course, students will gain hands-on experience configuring the world's leading enterprise software product, SAP R/3. Students will gain a deep understanding of how business processes work in a company setting, and how carefully configured software can lead to efficiency and effectiveness gains and support competitive strategy. The course will prepare students to participate in the enterprise system implementation process as a consultant, a business systems analyst, an auditor, or an expert user.

INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies program supports the development of courses that integrate major concepts, issues and question from multiple business and arts and sciences disciplines. Since many ID course are new and/experimental in nature, course descriptions do not always appear in the college catalogue. However you may obtain compete course information from the Associate Dean of Arts and Sciences in Morison Hall, Room 312 (781-891-2868). See departmental listings for additional courses with interdisciplinary components.

ID 211 Introduction to Gender Studies (3 credits)

Prerequisite(s): Sophomore-level standing or permission of instructor

Note: Can be used as a social sciences, humanities or unrestricted elective.

Helps students develop a critical framework for thinking about gender. Drawing on disciplinary perspectives from the arts and sciences and business, we will consider open-ended questions such as: What are the implications of saying sex roles are not "natural"? What are the benefits and drawbacks of sex roles? How can or should we talk about power relations between the sexes? We will also investigate more immediate gender concerns: How critical should we be of gender stereotypes? Are women's entry into the labor force and men's involvement in parenting positive or negative? How do race, class, gender and sexual preference issues interact? **D**

ID 260 Sex and American Culture (3 credits)

Despite the assumption that sexual acts are personal experiences conducted in private, everyday 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. Is 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? We will study 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 upon sexual identity. **D**

ID 306 Community Service in a for-Profit Organization (3 credits)

Develops an understanding and appreciation of the issues related to the integration of community service initiatives and social responsibility in a profit-motivated organization. Considers the academic, theoretical and practical issues involved in planning and implementing a service-learning project that emphasizes the professional and social responsibilities of profit-motivated organizations and their employees. Assesses the social and ethical responsibilities of profit-motivated organizations as well as develops the skills and competencies needed in this area of the workplace.

ID 421 Interdisciplinary Internship (3 credits)

Prerequisite(s): Internship coordinator's permission and a 3.0 cumulative average

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, 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.

LAW, TAXATION AND FINANCIAL PLANNING

The Department of Law has courses designed to acquaint students with the legal and ethical consequences of their business decisions. The choice of law courses provides Bentley undergraduates with the necessary knowledge to function as ethically responsible business leaders in an ever-expanding complex business technology environment.

LA 101 Law and Society (3 credits)

Note: May be used as social science, art science or unrestricted elective.

Introduces the subject of law and the social order; illustrates how changes in our laws reflect changes in society. Includes treatment of the basis and theory of the legal order and legal institutions. Uses lecture, case and class discussion method as well as the legal approach in solving contemporary social problems. Discusses and debates such issues as privacy rights, sexual harassment, DNA testing, pornography, drug use testing, right-to-die legislation, and abortion. Students will identify legal and ethical issues as they relate to the topics discussed. Alternative social arrangements will be proposed within our constitutional framework.

LA 102 Environmental Law (3 credits)

Prerequisite(s): GB 103 or GB 110

Note: May be used as social science, art science or unrestricted elective.

This course will discuss the origins, history and trends that have evolved in environmental law. It will explore 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. The course will focus 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 will attempt 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 continue to be a major concern to life as we know it.

LA 103 Consumer Law (3 credits)

Note: May be used as social science, art science or unrestricted elective.

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 health care 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.

LA 104 Gender and the Law (3 credits)

Prerequisite(s): GB 110

Note: May be used as social science, art science or unrestricted elective.

Explores the law both as a force in maintaining the second-class citizenship of women and as a tool in dismantling gender discrimination throughout society. Examines ways in which the law, in the name of patriarchy and protection of women, has been unfair to men. Reviews legal milestones in women's history whereby women gained such

rights as the right to vote, to serve as jurors, to serve in the military. Studies the evolution of law as a tool for empowerment of women from early caselaw through modern statutes that seek to prevent gender discrimination in such societal arenas as the workplace, education, and health care. Addresses what many believe is the failure of the legal system to adequately handle areas in which women arguably have unique needs, by examining such topics as the laws surrounding pregnancy, rape and domestic violence. **D**

LA 105 Race and the Law (3 credits)

Prerequisite(s): GB 110

Note: May be used as social science, art science or unrestricted elective.

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. 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; examines legal efforts to liberate and empower racial minorities. 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). Looks at the intersection of gender and race to identify issues unique to female members of racial minorities. **D**

LA 106 "Outsiders" and the Law (3 credits)

Prerequisite(s): GB 110

Note: May be used as social science, art science or unrestricted elective.

This course provides a focused study of the law as a dynamic force in social change by examining law as both an instrument of institutionalized oppression and a tool for liberation and empowerment of oppressed groups—those "outside" the majority. This particular course will focus on traditionally disenfranchised groups other than women and racial minorities. (For a parallel study of these groups, the Law Department offers LA 104, Gender and the Law, and LA 105, Race and the Law, respectively.) Groups studied in this course include: religious minorities, the physically challenged, the elderly, minors (including students), gay and bisexual persons, non-citizens, the homeless, the mentally ill, and criminals. The course will address the law's historical and current role both in maintaining the second class citizenship of these groups and in dismantling discrimination against them. **D**

LA 108 Moot Court (3 credits)

Prerequisite(s): GB 110 or LA 101

Note: May be used as social science, art science or unrestricted elective.

This upper-level law course simulates a moot court exercise as conducted in law school. In the course, you prepare and present a legal argument before a simulated appeals court. Working in teams of two, you are assigned a contemporary legal problem, which you are required to analyze, research, prepare, and argue. Argument is made both in writing with the submission of a formal legal memorandum and orally in a simulated appellate court setting. The course also includes a visit to the Supreme Judicial Court of Massachusetts where students observe an actual hearing.

LA 109 Law and Ethics for Cybersociety (3 credits)

Prerequisite(s): GB 110

Note: May be used as social science, art science or unrestricted elective.

This course will discuss the latest news and events relative to cybersociety from a Constitutional and national security perspective including a focus on recent anti-terrorism legislation. The balance between preserving civil rights and protection of our national security will be explained. Other topics will include the legal, social and ethical concerns relative to online privacy rights, the use of databases containing personal information, and copyright encryption that may interfere with an individual's fair use of downloading digital products. Cybercrimes including hacking, digital forgery, online gambling and embezzlement will be discussed along with government censorship of obscene material. Government regulation of the internet and proposals for a non-regulated internet will also be discussed. Emphasis will be placed on a discussion and explanation of the ethical theories as they relate to the development of a Cyberethics policy.

LA 145 English Origins of the Law (3 credits)

Prerequisite(s): (Formerly ID 245) Instructor permission required.

Note: Includes travel to England during Spring break.

Students study the developments in early English history that form the basis of the American common law system. As part of the study students travel to London during spring break to enrich their understanding of this English foundation by visiting places and people relevant to course materials. The materials are in the form of readings, case studies, and discussion that focus on the period 1066-1215. Specifically, topics include the historical origins of the common law system under Henry II and the establishment of limits on royal authority under Magna Carta. These topics are developed in relation to the king's interest in protecting real property rights and protecting individuals from criminal activity, both of which came to be the basis of common law jurisdiction in the royal courts. **I**

LA 210 Business Law I (3 credits)

Prerequisite(s): GB 110

Note: This course fulfills a business or unrestricted elective

Provides an understanding of contract law by discussing and explaining the formation, avoidance, discharge and enforcement of a contract. The Uniform Commercial Code is studied with emphasis on the law of sales, commercial paper, banking law and secured transactions. Personal property law and accountant's and auditor's liability conclude the course, with emphasis on ethical issues as they relate to legal obligations.

LA 211 Business Law II (3 credits)

Prerequisite(s): LA 210 or Instructor's Permission

Note: This course fulfills a business or unrestricted elective.

Includes topics on the business law section of the CPA exam not covered in Legal Environment of Business and Business Law I and is of special interest to the accountancy major. Acquaints the student with laws relevant to agencies, partnerships, limited partnerships, corporations, limited liability companies, limited liability partnerships, real estate, securities regulations, bankruptcy, insurance, wills, trusts and estates. Tax laws are discussed throughout the course as they relate to the subject matter.

LA 300 Cyberlaw (3 credits)

Prerequisite(s): GB 110

Note: This course fulfills a business or unrestricted elective

The course discusses on-line contracts, tax, privacy, obscenity and defamation issues relevant

to the on-line environment. Case study, federal and state statutes and government regulation are reviewed and explained. Applying the principles and concepts of the laws discussed, the students will create their own startup e-business. This will include the selection of the appropriate business organization, a business plan and model suitable for funding, a copyright of the web site, registration of the domain name and federal registration of the trademark and domain name, and a patent of the unique "business method" used by the company. In addition, an e-business web site will be developed by the students displaying the appropriate "terms of use" and "privacy policy" statements. Students present the business plan and web site to the class. The course syllabus, cases, and readings can be viewed on the Bentley web site.

LA 302 Marketing Law (3 credits)

Prerequisite(s): GB 110

Note: This course fulfills a business or unrestricted elective

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 4 P's 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.

LA 308 International Business Law (3 credits)

Prerequisite(s): GB 110

Note: This course fulfills a business or unrestricted elective

Surveys the leading principles in international business law as applied in decisions of domestic and international courts; the sources, development and authority of international business law, such as the laws of the European Common Market; the making, interpretation and enforcement of treaties; and the organization and jurisdiction of international tribunals. **I**

LA 309 Management and Human Resources Law (3 credits)

Prerequisite(s): GB 110

Note: This course fulfills a business or unrestricted elective

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 voice-mail; employment discrimination; workplace romances; sexual harassment; drug testing; wages and other terms of employment; union representation; collective bargaining; unfair labor practices; occupational safety regulation; and public sector employment topics. Classes will employ student analysis of textual material, including court and

agency decisions, and discussion of relevant current events, supplemented by lectures, role playing, student presentations, and films.

LA 311 Real Estate Law (3 credits)

Prerequisite(s): GB 110

Note: *This course fulfills a business or unrestricted elective*

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 are addressed as well as environmental issues related to real estate. Satisfies Massachusetts real estate salesperson licensing requirements.

LA 313 Securities Regulation (3 credits)

Prerequisite(s): GB 110

Note: *This course fulfills a business or unrestricted elective*

Discusses, within a legal context, the roles and ethical considerations of corporate management, the underwriter, CPA, directors and "insiders." The nature of a security, the registration process, exemptions from registration, and civil liability are explained within the Securities Acts and regulations promulgated thereunder by the Securities Exchange Commission.

LA 315 Court and Alternatives (3 credits)

Prerequisite(s): GB 110

Note: *This course fulfills a business or unrestricted elective. Formerly: Alternative Dispute Resolution in Business.*

Litigation has decreased 75% over the last twenty years. How are companies and consumers solving their legal issues if they are not going to court? This class discusses the fundamentals of a trial, emphasizing those aspects that have led to an increase in the use of alternative means of resolving legal disputes. In addition to preparing students for the costs and risks of business litigation, the course focuses on the evolution of negotiating settlements, mediations, and arbitration along with collaborative law, summary jury trials, mini-trials and private judging. Develops dispute resolution skills, business considerations on a domestic and international level and ethical concerns in selecting and using alternative dispute resolution.

LA 316 Sports and Entertainment Law (3 credits)

Prerequisite(s): GB 110

Note: *This course fulfills a business or unrestricted elective*

An examination of the sports and entertainment industry requires delving into the law of contracts, labor, anti-trust, intellectual property, torts, Internet and the U.S. Constitution. Our analysis begins by studying college sports, amateur sports, Olympic sports, and Title IX's impact on athletic opportunities for women. A significant amount of the classroom material is devoted to surveying the major professional team sports including looking at collective bargaining agreements, labor discord, privacy, salaries, drug testing and freedom of movement from team to team. The economic aspects of both professional sports and movie industry are explored. This includes looking at team franchise movement in professional sports and financing, producing, and distributing movies and TV. The role of the Screen Actors Guild is reviewed at length. Agency law is also examined in the context of the relationships involving agents (and/or managers) who represent celebrities and athletes.

LA 317 Media Law (3 credits)

Prerequisite(s): GB 110

Note: *This course fulfills a business or unrestricted elective*

The study of media is the study of the lifeblood of world culture, art, entertainment, politics, knowledge and transmission of information. From the invention of movable type by Johannes Gutenberg through the evolution of media technology including radio, television, cable television, satellite radio, the internet, VCRs, DVDs, CDs, TiVo's, IPODs, cell phones and numerous other technologies, there have been constant expansions of information while the world has shrunk and truly become a global village. Regulation of media through law is essential to an orderly, positive utilization of media in the public interest. Rules and regulations established through legislatures, administrative agencies, court rulings and industry-established regulations are of primary importance. In addition, as media has become more of a global phenomenon, the interworking of the law and ethical business practices of countries around the world has become a major factor in today's media law.

LA 318 White Collar Crime (3 credits)

Prerequisite(s): GB 110

Note: *This course fulfills a business or unrestricted elective*

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; health care, insurance, and mortgage fraud, identity theft; credit card fraud; data base hacking; and an ever expanding list of scams. Explores the history of white collar crime and its evolution as a framework for understanding the current wide scope and rapidly growing prevalence of these criminal acts which endanger everyone. Considers efforts to combat white collar crime through civil and criminal statutes and regulations.

LA 401 Directed Study in Law (3 credits)

Prerequisite(s): *Department chairperson's permission*

Permits superior students to engage in specialized study. (Allows repetition for credit.)

LA 402 Seminar in Law (3 credits)

Prerequisite(s): *Department chairperson's permission*

Note: *Not offered regularly. Check with department chair for availability.*

Provides opportunity for small groups of advanced students to study selected topics. (Allows repetition for credit.)

LA 421 Internship in Law (3 credits)

Prerequisite(s): *Completion of either GB 110, LA 101 or LA 103, junior level standing, 3.0 cumulative grade point average, and permission of the internship coordinator*

Note: *May be used to fulfill unrestricted elective 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 3 days a week additionally to earn money outside the internship especially if it is an unpaid one.

MANAGEMENT

MG 225 Career Management (3 credits)

Prerequisite(s): GB 102 or GB 215

Career Success stems not only from technical experience and knowledge, but also from an understanding of your abilities, character, and emotions. This course aims to help you gain a sense of purpose, engagement, and wellbeing in your life and career preparation. Through concepts, self-reflection and experiential exercises, including mindfulness meditation, you will develop skills to: 1) effectively navigate stressors and challenges you may experience in your career journey, and 2) cultivate and maintain your personal wellbeing in your professional life.

MG 228 Managing Diversity in the Workplace (3 credits)

Prerequisite(s): GB 102 or GB 215

Explores the opportunities and challenges of the United States' increasingly diverse work force. Addresses the knowledge and skills that managers must develop in working with others who are different from themselves. Special attention is paid to the effect of gender and racial diversity on individuals, work groups, and the organization as a whole. **D**

MG 240 Interpersonal Relations in Management (3 credits)

Prerequisite(s): GB 102 or GB 215

Increases awareness of the process of understanding and relating to others in an organizational setting. Designed to deepen insight into the dynamics of relationships and to improve interpersonal competence. Builds a conceptual foundation for understanding interpersonal communication, developing skills in listening, assertiveness and conflict management, and helping students understand the importance of interpersonal issues in a managerial role.

MG 241 Leadership, Power and Politics in Organizations (3 credits)

Prerequisite(s): GB 102 or GB 215

Provides an extensive look at the nature of leadership at work. Analyzes how power is distributed, gained and lost in organizations. Examines problems of influence with respect to major actors in organizational life: superiors, subordinates, peers, clients and government. Pays special attention to the problems of managing one's boss.

MG 242 Emotional Intelligence at Work (3 credits)

Prerequisite(s): GB 215

Developing one's emotional intelligence is very much in keeping with working and managing in organizations attempting to meet the challenges of our modern era: globalization, the pervasive impact of technology on communication and human functioning, and the need to adapt to the increasing demands of constant change and uncertainty. It is here that "EQ" is at the center of working, managing and leading effectively. This course provides in-depth study and application of the principles of emotional intelligence to working in organizations. Students will formally assess their own emotional intelligence prior to the start of the course, and each class meeting will be devoted to interpreting and putting a component of emotional intelligence in perspective. Through reading, open discussion, and experiential learning, students will build their emotional self-awareness and crucial competencies such as managing emotions, increasing empathy, self-expression, and creativity.

MG 250 Human Resources Management (3 credits)

Prerequisite(s): GB 102 or GB 215

Examines various aspects of human resources management, including employment planning, recruitment and selection, performance appraisal, training and development, compensation and benefits, and labor relations. Focuses on personnel problems of major concern to managers in general as well as to professionals in the field of human resources management.

MG 315 Supply Chain Management (3 credits)

Prerequisite(s): GB 214

Supply chain Management has been recognized as an untapped source of competitive advantage. This course will develop your 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 you work for a service or manufacturing company, you will need to understand the supply chain process and its interactions both within your organization and with your firm's customers and suppliers. We will understand how supply chain strategy informs and enables business strategy as well as key business activities such as new product development. We will also address how supply chain functions relate to the use of technology, as well as to the issues of ethics and corporate social responsibility. A variety of teaching methods will be used including case discussions, hands-on exercises and computer simulations.

MG 316 Service Operations Management (3 credits)

Prerequisite(s): GB 301 or GB 214

Service operations constitute a major, growing segment of the U.S. economy. Although many of the concepts developed for manufacturing firms can be applied to service firms, the unique characteristics of services suggest that these concepts are not directly transferable. Through text assignments, readings and case discussions, the differences between services and manufacturing are identified in areas such as prices design, facility layout, job design, site locations and quality control. A major portion of the course involves a group project on the design, analysis and implementation of a new type of service.

MG 317 Managing Quality (3 credits)

Prerequisite(s): GB 214 or GB 301

In today's highly competitive business environment, companies recognize the importance of providing high quality goods and services. Quality once provided a firm with a competitive advantage in the marketplace, but this is no longer the case. High quality products are now considered only an "ante" to enter the race to become a world class competitor. The goal of this course is to introduce students to modern quality management principles, methods and tools and to identify the various requirements for the successful implementation of a quality management program.

MG 331 Management of International Operations (3 credits)

Prerequisite(s): GB 102 or GB 215

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. Includes the various cultural and ethical issues confronting the local manager, organizational problems of international companies, and the problems of control and communication. I

MG 332 Managing in the Global Business Environment (3 credits)

Prerequisite(s): GB 102 or GB 215

In business, scanning the environment for changes in global forces and issues is critical to forming and implementing strategies for managers. The course takes an in-depth look at socio-cultural and ethical issues, global and regional economic issues, natural environment forces and natural resource issues, political/legal forces and issues (including security issues), and global technological forces and issues. Students will also learn to scan the global business environment using analytical frameworks and to recognize the implications of key forces and issues on the firm's or industry's ability to compete both domestically and globally. Students will learn about the intersection of business, government and society on a global level. I

MG 334 International Management Behavior (3 credits)

Prerequisite(s): GB 102 or GB 215

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 manager's problems. It contributes to the development of knowledge and skills needed to manage effectively in other cultural environments and/or to work effectively with people from other cultures and develops awareness of the pervasive and hidden influence of culture on behavior, particularly with respect to management and management practices; familiarity with the types of situations and issues which managers often confront when working internationally; and appreciation of the impact on personal behavior of living and working in another culture.

MG 335 Entrepreneurial Thinking (3 credits)

Prerequisite(s): GB 102 or GB 215

Focuses on all aspects of starting a business: selecting promising ideas, initiating new ventures, and obtaining initial financing. 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. Explores business plan development, legal and tax considerations.

MG 336 New Venture Planning and Financing (3 credits)

Covers a broad range of planning and financial activities that occur throughout the life of an entrepreneurial venture. Students gain a "real world" experience in identifying a product or service based on their understanding of a potential customer's needs and wants, selecting a flexible low cost business concept to deliver these products or services, determining the financial and human resources needed and detailing the myriad actions and decisions required to transform the vision into reality. Students also focus on the issues related to funding an entrepreneurial venture by exploring the basics of attracting start-up and growth capital, valuing a company and going public.

MG 337 Managing Strategic Alliances (3 credits)

Prerequisite(s): GB 102 or GB 215

Note: Formerly: Managing Collaborative Relationships

The course begins by introducing students to the rationale for establishing strategic partnerships, alliances, and collaborations in the contempo-

rary global business world. We then discuss the major managerial issues associated with alliance creation, implementation and evolution. Based on these foundations, we move on to learn tools and frameworks that enable managers to respond effectively to the challenges of strategic alliances and maximize their value. The course explores the mindset, skillset and toolset of partnering, its value as a strategic tool, the pitfalls to avoid and ultimately to help improve the probability of partnering success.

MG 338 Launching Your Business (3 credits)

Prerequisite(s): MG 335 and pre or corequisite MG 336

Note: Formerly MG 340E. This course may be used as an MG elective, business elective, unrestricted elective and toward the Entrepreneurship minor.

Launching Your Business provides the students with the knowledge and skills necessary to (1) select the businesses that are right for them and (2) execute on their business plans and successfully launch their businesses. During the semester, students will systematically learn and do what is required for the successful launch of most new ventures.

MG 340 Selected Topics in Management (3 credits)

Prerequisite(s): GB 102 or GB 215

Examines a different management theme or themes in each semester. Currently planned are the following topics: organizational change, management of innovation, managerial and professional negotiations, and managing effective work groups.

MG 341 Introduction to Management Consulting Skills (3 credits)

Prerequisite(s): GB 102 or GB 215

This course introduces students to the fundamentals of management consulting. Students will learn about the basics necessary for internal and career consulting and to be good consumers of consulting services. Course topics include the consulting process, skills for project, team, and client management, the ethics of consulting, careers in consulting, practice areas in the consulting industry, and issues surrounding effective use of consultants. Case studies and experiential exercises will be used extensively.

MG 343 Project Management (3 credits)

Prerequisite(s): GB 102 or GB 215

Discusses the specific concepts, systems and techniques for managing projects effectively. Leads the student 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 conceptual understanding and operational skills needed for effective managerial role performance.

MG 345 Organization and Environment (3 credits)

Prerequisite(s): GB 102 or GB 215

Explores issues in organizational theory and macro-organizational behavior. Focuses on the changing environment of business and the implications raised for organizational structure and design, organizational effectiveness, internal organizational dynamics including culture and culture change, and organization-environment relations.

MG 350 Human Resource Staffing (3 credits)

Prerequisite(s): MG 250

Explores the repercussions in organizations of human resource policies in such areas as recruitment, selection, promotion, performance appraisal and compensation. Considers the impact of various human resource guidelines and rules on such critical factors as productivity, turnover, employee morale and managerial flexibility.

MG 351 Human Resource Training and Development (3 credits)

Prerequisite(s): MG 250

Note: Formerly MG 340

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 of training and development practices, policies, and environments impacting businesses. While the training and development tools of human resource management are the business tools discussed, these tools will be studied and learned in the context of business impact, human dynamics, and organizational as well as individual capacity.

MG 352 Motivating Through Total Rewards (3 credits)

Prerequisite(s): MG 250

This course focuses on Total Rewards programs, including compensation, benefits and work-life programs. Base pay programs, internal equity, external equity, market-based salary structures and short and long-term incentive program design steps are evaluated as means to improve organizational performance and increase employee commitment. The course also covers qualified and non-qualified benefits programs, as well as the specifics related to designing and implementing effective work-life programs.

MG 360 Negotiating (3 credits)

Prerequisite(s): GB 102 or GB 215

Explores the theory and practice of negotiating, with a special emphasis on developing students' analytical, communication and interpersonal skills. Develops both an understanding of bargaining concepts and models and the skill to apply this knowledge in actual negotiating situations. Uses role plays and simulations to increase student involvement and to deepen understanding of negotiating principles.

MG 365 Theory; Management of Nonprofit Organizations (3 credits)

Prerequisite(s): GB 215 or GB 102

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 theatre 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; short research papers, examinations/quizzes and a term project.

MG 401 Directed Study in Management (3 credits)

Prerequisite(s): Instructor's and department chairperson's permission

Permits superior students to study special topics. (Allows repetition for credit.)

MG 421 Internship in Management Practice (3 credits)

Prerequisite(s): GB 102 or GB 215, internship coordinator's permission <i>and</i> 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 in management courses)

Offers a field-based learning experience for selected full-time students in business and management. Requires the student to select a seminar project related to his or her internship experience in consultation with the internship adviser. Requires students to attend regular seminar meetings, submit progress reports, and prepare a substantial report on academic concepts related to the work experience.

MARKETING

In offering a variety of products and services, every institution practices some form of marketing. The major in marketing enables students to understand this vital area of business and organizational activity. In assisting students to understand concepts, apply theory to practice and integrate technology, the marketing major also helps them respond to the challenges, opportunities and risks facing marketing professionals.

MK 321 Consumer Behavior (3 credits)

Prerequisite(s): GB 301 or GB 214

This course provides students with an understanding of the process of consumer decision-making, the individual and group level influences on consumer behavior, and the implications of consumer behavior for marketers. The course focuses on concepts and theories initially developed in psychology, sociology, demography, anthropology, and other behavioral disciplines and their application to understanding individuals as consumers. Relevant information technology concepts are incorporated into analysis of consumer trends and patterns.

MK 322 Marketing Research (3 credits)

Prerequisite(s): (GB 301 or GB 214)

Note: This course is required for marketing majors

Introduces tools and techniques of marketing research as an aid to marketing decision-making. Covers definitions of research problems, research methodologies, design of research projects, analysis and interpretation of research results. Emphasizes practical aspects of conducting and evaluating marketing research studies.

MK 330 New Product Development and Marketing (3 credits)

Prerequisite(s): GB 301 or GB 214

Considers the role of new products in the survival and growth strategies of organizations. Focuses on the major problems firms encounter in directing and managing their product development and marketing activities. Examines the development process from conception of ideas to commercial introduction using best practices information technology. Also considers the shorter marketing life cycle from introduction to deletion of products in the information age.

MK 332 Promotional Strategy (3 credits)

Prerequisite(s): GB 301 or GB 214

Explores promotional goals and processes as they related to the total marketing program of the organization. Examines advertising, personal selling, sales promotion and publicity as promotional techniques. Includes detailed analysis of planning and implementing promotional campaigns.

MK 340 Customer Centric Marketing (3 credits)

Prerequisite(s): Junior-level standing and GB 301 or GB 214

It focuses on application of databases for relationship marketing decisions. Examines segmentation, targeting, customer loyalty, lifetime value of customer as a part of relationship marketing plan. Also includes discussion of hardware, software, and implementation issues. A primary emphasis throughout the course will be placed on hands-on experience with leading-edge relationship marketing technologies in a variety of industries.

MK 342 Advertising (3 credits)

Prerequisite(s): GB 301 or GB 214

Considers the role of advertising and sales promotion within an institution and within society. Examines the advertising function in its social and ethical, economic, historical, legal and technological contexts. Explores a firm's advertising and sales promotion decisions, and focuses on the design, content and delivery of advertising messages from a communication standpoint. Investigates media, budget and measurement issues in advertising, and explores the increasing use of technological tools used by today's advertising professionals to enhance the effectiveness and efficiency of a firm's communication effort.

MK 344 Retailing (3 credits)

Prerequisite(s): GB 301 or GB 214

Examines various types of retail formats from the perspective of a professional manager and from that of an entrepreneur. Includes analysis of competitive strategies, information technology in relation to distribution and merchandising, operating in multiple channels, site analysis, e-tailing, store layout and design, merchandise selection, inventory control, pricing, promotion, and integration of the retail mix.

MK 361 eMarketing (3 credits)

Prerequisite(s): GB 301 or GB 214. Internet, computer communication and presentation skills.

The development of information technology has changed how individuals and organizations acquire and market goods and services. This course adopts a managerial, applied perspective to examine continuing technology-driven changes in consumers, business activities, and the marketplace itself.

MK 365 Marketing of Services (3 credits)

Prerequisite(s): GB 301 or GB 214

Examines the dimensions of the service sector, including the structural differences between services and consumer/industrial products. Explores service marketers' difficulties in using traditional marketing concepts. Focuses on new marketing approaches in service sectors in the information age economy.

MK 366 Marketing for Nonprofits (3 credits)

Prerequisite(s): GB 214 or GB 301

It has only been in the past twenty years that marketers have recognized the possible contribution that marketing could make to not-for-profit organizations. This course examines a wide range of nonprofit organizations, focusing especially on the unique needs and challenges that distinguish nonprofits from for-profit organizations. In this course, students will read and present research articles on various topics, discuss case studies, demonstrate their grasp of assigned reading by completion of exams and/or quizzes, and complete a term project that will be presented at the end of the semester.

MK 367 International Marketing (3 credits)

Prerequisite(s): GB 301 or GB 214

Analyze the decision-making process of mar-

keting products and services in the international marketplace. A strong emphasis on the emerging role of information technology as it affects marketing managers' decisions on the product, pricing, distribution, and advertising/promotion. Through the appreciation of the differences and similarities of the international environment, students will gain a better understanding of how marketing divisions need to be adapted for overseas markets. I

MK 368 Business-to-Business Marketing (3 credits)

Prerequisite(s): GB 301 or GB 214

Examines the processes and activities that enable the profitable development and delivery of goods and services in business-to-business (B2B) markets. Focuses on the strategic importance of information technology (IT) in managing relationships when both buyers and sellers are organizations. Areas of study include customer value assessment, organizational buying behavior, value-based segmentation, and the creation and evaluation of integrated business marketing programs. An interactive B2B marketing simulation and in-depth case analyses require the application of the concepts and tools discussed in the course.

MK 369 Sports Marketing (3 credits)

Prerequisite(s): GB 301 or GB 214

Sport permeates daily life from both a social and economic viewpoint. Often, businesses, teams, athletes, nonprofit organizations and governments depend on sports to as an integral part of their marketing campaigns. The political and financial impact of these decisions will have global and local ramifications. Students will be introduced to the fundamental issues related to the industry of sport. The course examines the aspects of sport and its impact on business and marketing. Specifically, the course examines sports marketing from the following perspectives: 1. the strategic planning process associated with team sports 2. the marketing of sporting goods and related products 3. the use of sports in the marketing of other goods and services

MK 372 Pricing Strategies (3 credits)

Prerequisite(s): GB 214

The objective of this course is to provide a useful conceptual framework as well as analytical techniques that can be applied in understanding and managing prices from a marketing perspective. The conceptual framework consists of three modules including setting an initial price, modification of existing prices, and developing a price structure by applying different price-segmentation fences. Specific topics to be covered include assessing value to the customer, customer cognitive and emotional responses to price changes, identifying price-segmentation fences, pricing strategies, tactical issues related to pricing, pricing methods, consideration of competition, legal and ethical limitations and role of price in customer buying decisions for both consumer and industrial goods and services.

MK 400 Marketing Management (3 credits)

Prerequisite(s): Senior-level standing, (GB 301 or GB 214), and six credit hours of MK courses
Note: This course is required for marketing majors

Serves as a capstone course for marketing majors. A case driven course that integrates materials covered in the marketing curriculum and relates them to the design and implementation of marketing strategy. Selected cases will emphasize the integration of technology into the marketing process. Students are expected to demonstrate competency in analytical and presentation skills. Additionally, students will be required to utilize contemporary hi-tech tools.

MK 401 Directed Study in Marketing (3 credits)

Prerequisite(s): Department chairperson's permission

Permits superior students to study special topics. (Allows repetition for credit.)

MK 402 Seminar in Marketing (3 credits)

Prerequisite(s): (GB 301 or GB 214), Senior-level standing and/or Instructor's permission

Note: Not offered regularly. Check with department chair for availability.

Covers in-depth examination of contemporary and emerging marketing practices, issues and topics as well as other advanced or scholarly marketing topics, depending upon interests of participants and/or instructor. Teaching pedagogy includes journal articles, field project, and individual assignments.

MK 403 Special Topics in Marketing (3 credits)

Prerequisite(s): GB 301 or GB 214

Examines a specific and major marketing topic(s) or theme(s).

MK 411 Marketing Project (3 credits)

Prerequisite(s): Senior-level standing and (GB 301 or MK 160)

Focuses on the design, developments and execution of a marketing project on a team basis for an actual client organization. Studies management issues in implementing marketing plans and activities. Examines how specific projects relate to an organization's overall marketing strategy and the resources needed to implement such activities. Discusses criteria used to measure effectiveness of specific marketing activities.

MK 421 Internship in Marketing Practice (3 credits)

Prerequisite(s): (GB 301 or GB 214) and two marketing courses. Must be approved by internship coordinator.

Note: May be used as marketing, marketing-related, business-related or unrestricted electives.

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. Requires students to attend regular seminar meetings, submit progress reports, and prepare a substantial report on academic concepts related to the work experience.

PROFESSIONAL SALES

PRS 339 Effective Selling (3 credits)

Prerequisite(s): GB 215

Note: Formerly MG 339

This course is intended to provide the student 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 your 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 a buyers "pain" and solve his/her "pain" problems. Good salespeople solve problems for their customers. Understanding how to sell yourself, your ideas, and your products/services is crucial to your success. Everyone can benefit from a better understanding of the sales process and its role in the marketplace. In a sense, we are all salespersons.

PRS 343 Sales Management (3 credits)

Prerequisite(s): GB 301 or GB 214

Note: Formerly MK 343

Examines the establishment and maintenance of an effective sales organization. Explores decision-making responsibility at the three primary levels in a sales organization: salesperson, field sales manager and sales executive. Includes a topical analysis of sales-force policies, forecasting, budgeting, expense control, selling strategies, time and territory management, sales automation and corporate sales planning.

PRS 373 Sales Strategy and Technology (3 credits)

Prerequisite(s): GB 214

This course focuses on the intersection of sales, operations and technology in driving the growth of organizations of all sizes. The use of technology to speed collaboration between sales, marketing and operations functions is examined. Students will develop insight and knowledge about the strategic role of systems and technology for sales force automation, customer relationship management and customer acquisition. Student will learn strategic sales methods and revenue generation for a variety of business models along with the variety of software and technology that supports sales strategy including Customer Relationship Management, Sales Force Automation, Gamification, Compensation Planning and Tracking, Inbound Lead Management, and more.

PRS 421 Professional Sales Internship (3 credits)

Prerequisite(s): Minimum overall GPA of 3.0 and junior or senior standing.

The internship offers a field-based learning experience for selected full-time students in professional sales. Requires the student to select a seminar project related to his/her internship experience in consultation with the internship advisor. Requires students to attend regular seminar meetings, submit progress reports, and prepare a substantial report on academic concepts related to the work experience.

MATHEMATICAL SCIENCES

MA 123 Applied Calculus for Business I (3 credits)

Presents basic concepts of functions, graphs and differential calculus. Special emphasis is placed on business applications such as break-even analysis, depreciation, marginal profit/revenue/cost and optimization. Topics include the notion of a function; properties of linear, quadratic, exponential and logarithmic functions; and basic techniques of differential calculus.

MA 123L Applied Calculus for Business I with Lab (3 credits)

Same content as MA 123 with one additional class period per week.

MA 126 Applied Calculus for Business II (3 credits)

Prerequisite(s): MA 123 or MA 123L

Continues MA 123. Presents the basics of math of finance, integral calculus and probability. Specific emphasis is placed on business applications. Math of finance topics include simple/compound interest, present/future value, annuities and amortization. Other topics include evaluating indefinite and definite integrals using substitution, improper integrals and an introduction to probability.

MA 126L Applied Calculus for Business II with Lab (3 credits)

Prerequisite(s): MA 123 or MA 123L

Same content as MA 126 with one additional class period per week.

MA 131 Calculus I (3 credits)

Prerequisite(s): Solid foundation in algebra and trigonometry.

Note: Students who have completed MA 123 may not receive credit for MA 131.

Presents a thorough treatment of differential calculus that assumes a solid foundation in algebra and trigonometry. Topics include limits and continuity; the differentiation of single-variable functions; implicit and logarithmic differentiation; curve sketching; optimization; and applications to business, economics and the social and natural sciences.

MA 139 Calculus II (3 credits)

Prerequisite(s): MA 131

Note: Students who have completed MA 126 may not receive credit for MA 139

Continues MA 131. Presents a thorough treatment of integral calculus. Topics include integrating single-variable functions, including indefinite, definite and improper integrals by substitution, parts and partial fraction expansion; an introduction to ordinary differential equations; and applications to probability, business, economics and the social and natural sciences.

MA 141 Accelerated Calculus with Business Applications (3 credits)

Prerequisite(s): One year of high school calculus; enrollment in the Bentley University Honors Program. Students who take this course may not receive credit for other non-honors freshman courses.

Note: Fulfills the mathematics general education requirement when followed by honors MA 249 (Mathematics II) or any other MA elective.

Reviews techniques of single-variable differential and integral calculus. Class time is devoted primarily to business applications such as depreciation, present/future value, capitalized cost and internal rate of return. Written reports and oral presentations for weekly projects are required.

MA 205 Chaos, Fractals and Dynamics (3 credits)

Prerequisite(s): MA 126 or MA 139 or MA 141

Introduces basic concepts of dynamical systems through lectures, slides, films and computer experimentation. Students predict system behavior based on mathematical calculations and on observation of computer results (no computer programming experience is necessary). Topics include iteration of functions, Julia sets, Mandelbrot sets, chaos and fractals.

MA 207 Matrix Algebra with Applications (3 credits)

Prerequisite(s): 3 credits of math

Includes such topics as matrix algebra operations, simultaneous linear equations, linear programming, Markov chains, game theory, graph theory, linear economic models, least square approximation and cryptography. Business applications are emphasized and computer solutions (using MATLAB and/or Excel) are used for selected problems.

MA 215 Mathematics of Sports (3 credits)

Prerequisite(s): GB 213 and (MA 126, MA 139 or MA 141)

Mathematics and sports will help students understand how analytic ideas can aid in understanding athletic competitions and improving individual and team performances. The mathematical topics will include some with a statistical component (expectations, probability and risk/reward judgments) and some with a deterministic bent (optimization, ranking and validation.) A variety of software packages will be used to demonstrate the many ways that a mathematical point of view can inform participants and fans alike.

MA 223 Linear Models for Business Decision-Making (3 credits)

Prerequisite(s): 3 credits of math

An introduction to linear optimization models as they apply to problems in business and economics. The potential and limitations of various models are discussed. Emphasis is placed on developing models from written descriptions and interpreting model solutions, typically computer-generated. Specific topics include linear and integer programming models.

MA 225 Probability Models for Business Decision-Making (3 credits)

Prerequisite(s): GB 210 or GB 213

An introduction to probabilistic models as they apply to management, economic and business administration problems. The potential and limitations of various models are discussed. Emphasis is placed on developing models from written descriptions and interpreting model solutions, typically computer-generated. Specific topics include an introduction to basic probability, decision analysis, queuing models and simulation.

MA 227 Mathematical Modeling in Environmental Management (3 credits)

Prerequisite(s): MA 123 or MA 131 or MA 141

An interdisciplinary course that introduces a number of environmental management issues arising frequently in business settings and for which quantitative models are important tools in their resolution. Problem areas include air pollution, surface and groundwater contamination, waste management, risk analysis and public health. Students investigate case studies using library and online research sources. Computer modeling is based on spreadsheet programs and commercial packages. The course may include a number of field trips to business and government facilities where such models are used for technical and regulatory purposes.

MA 233 Calculus III (3 credits)

Prerequisite(s): MA 139 or MA 141

Includes such topics as sequences and series (including geometric and Taylor series); multivariable differential and integral calculus; vector calculus; and applications to business, economics and the social and natural sciences.

MA 235 Differential Equations (3 credits)

Prerequisite(s): MA 139 or MA 141

An introductory course in ordinary differential equations with application to the social and natural sciences. First-order differential equations, second-order linear equations with constant coefficients and first-order linear systems are examined. The emphasis is on formulation of equations (modeling), analytical and graphical solution techniques and interpretation of solutions (prediction). Solution techniques include the methods of integrating factors, undetermined coefficients and variation of parameters. Linear first-order and second-order difference equations with applications are also introduced. Computer experiments are carried out in MATLAB and PHASER.

MA 239 Linear Algebra (3 credits)

Prerequisite(s): MA 139 or MA 141

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. MATLAB is used throughout the course.

MA 243 Discrete Probability (3 credits)

Prerequisite(s): 3 credits of math

Relates to problems of a probabilistic nature in business, economics, management science and the social sciences. 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. Introduces the common discrete distributions: binomial, hypergeometric, geometric, negative binomial and Poisson. Simulation may be used where appropriate.

MA 249 Case Studies in Mathematics (3 credits)

Prerequisite(s): (MA141 or MA 139) and enrollment in the Bentley University Honors Program

This course addresses a variety of real-life problems drawn from multiple disciplines, such as economics, finance, marketing, environmental sciences, criminology and epidemiology. The relevant mathematics in each problem is emphasized, including material drawn from differential equations and series/sequences. Written reports and oral presentations for each problem are required. Field trips and guest speakers are used where appropriate. Research from traditional and electronic sources is expected.

MA 252 Mathematical Statistics (3 credits)

Prerequisite(s): (MA 139 or MA 141) and (GB 210 or GB 213)

Note: Students may not take both MA 252 and EC 361 for credit

The course focuses on the statistical concepts which form the basis for advanced topics in regression analysis, notably the construction of multiple regression models, time-series models and an analysis of the residuals. Students apply these concepts to large, multi-dimensional data sets using advanced software such as SAS or SPSS and gain experience in becoming more informed decision-makers through the interpretation of the software results. Emphasis is also placed on being able to communicate the statistical results to a general audience.

MA 261 Numerical Methods (3 credits)

Prerequisite(s): MA 139 or MA 141

Focuses on the numerical evaluation of functions, derivatives, integrals and the numerical approximation of solutions to algebraic and differential equations. Computer solutions to problems are used where appropriate.

MA 263 Continuous Probability for Risk Management (3 credits)

Prerequisite(s): (GB 210 or GB 213) and (MA 139 or MA 141)

This course focuses on concepts and techniques of continuous probability and their applications to risk management in insurance and finance. Among other topics, the most commonly used single- and multi-variable continuous probability distributions are addressed. Concepts are illustrated with a large number of applied risk management problems. Calculus tools such as single and double integration are used extensively.

MA 267 Discrete Mathematics (3 credits)

Prerequisite(s): MA 126 or MA 139 or MA 141

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, etc.), number theory, combinations and permutations, etc. The relationship of mathematics to computer science features prominently.

MA 280 Selected Topics in the Mathematical Sciences (3 credits)

Prerequisite(s): Prerequisites will be announced at registration depending on the particular topic being addressed.

Note: With department approval, MA 280 may be taken more than once.

Examines a particular area of mathematics or its applications. May include such topics as the use of mathematical models in environmental science, the history of mathematics, elementary measure theory or financial mathematics. The topic will be announced prior to registration.

MA 305 Mathematical Logic (3 credits)

Prerequisite(s): Completion of any freshman mathematics sequence

Note: This course is also listed as PH 305; it can be used as either a philosophy or mathematical sciences elective depending on which designator the student chooses at registration.

Mathematics analyzes the world in a precise, quantitative way. Mathematical logic applies that same precise analysis to mathematics itself. Analysis of mathematical formulas, how they are constructed and how they relate, lead to the two most famous formal reasoning systems, classical propositional logic and classical predicate logic. Arguments constructed through formal reasoning in these systems are compared to informal reasoning. Examples of logic in algebra and the foundations of calculus lead to consideration of historically important questions such as, "Do we know that the generally accepted rules for reasoning are correct, or reliable?" This leads to the study of historical roots of non-classical logics and their relationship to computer science.

MA 307 The Mathematics of Computer Graphics (3 credits)

Prerequisite(s): MA 123 or MA 131 or MA 141

This course introduces mathematics for analyzing and describing images and scenes. Manipulations of two- and three-dimensional figures and spaces are analyzed using geometry, vectors, matrices and polynomials. A significant aspect of the course involves using these mathematical methods to generate images and animations that are both attractive and informative.

MA 309 Game Theory (3 credits)

Prerequisite(s): 6 credits of math

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)

Prerequisite(s): MA 233 and (MA 243 or MA 263)

An advanced course focused on further developing fundamental tools in discrete and continuous probability necessary for the analysis and solution of risk management problems. Significant time is spent examining complex problems and determining which mathematical technique(s) to apply. Success in mastering the techniques presented requires a substantial commitment to independent study. Students doing well in this

course should be prepared to take the Society of Actuaries Exam P (Probability) or Casualty Actuarial Society Exam 1.

MA 335 Financial Calculus and Derivative Pricing (3 credits)

Prerequisite(s): (MA 139 or MA 141) and (GB 210 or 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.

MA 343 The Mathematics of Discrete Options Pricing (3 credits)

Prerequisite(s): 6 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. This course should be of interest to strong math students who would like to see how fundamental mathematics is applied to a significant area of finance and to strong finance and economics students who would like to better understand the concepts behind the standard options pricing models.

MA 347 Data Mining (3 credits)

Prerequisite(s): GB 213

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 Naive Bayes. Additional techniques may be introduced if time allows.

MA 357 Mathematical Theory of Interest (3 credits)

Prerequisite(s): MA 139 or MA 141

Note: We recommend that students preparing for Exam FM/2 also take MA 335

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 interest theory portion of the Society of Actuaries Exam FM and the Casualty Actuary Society Exam 2. Emphasis is placed on learning efficient and effective techniques for solving interest theory problems.

MA 370 Models for Financial Economics (3 credits)

Prerequisite(s): MA 233 and MA 335

This course will develop the student's knowledge of the theoretical basis of certain actuarial models and the application of those models to insurance and other financial risks. The topics covered include rational valuation of derivative securities using the binomial as well as the Black-Scholes option pricing models; risk management techniques (such as delta-hedging); interest rate models as well as elements of Stochastic Calculus.

This is an intensive problem-solving course aimed at helping highly motivated students prepare for

Exam MFE, the financial economics portion of the third exam offered by the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS). The ideal candidate will have passed Exam P/1 and/or Exam FM/2 prior to taking this course and be willing to invest the extensive time and effort required to pass Exam MFE.

MA 375 Models Life Contingencies I (3 credits)

Prerequisite(s): MA 310 and MA 357

Note: Formerly MA 402

The goal of this course is to develop student knowledge of the theoretical basis of life contingent actuarial models and the application of these models to insurance and other financial risks. Specific topics include the mathematics of survival distributions, life tables, life insurances, life annuities, benefit premiums and premium reserves. Emphasis will be placed on developing familiarity with the theory behind these actuarial models. This is an intensive problem-solving course aimed at helping highly motivated students prepare for Exam MLC, the life contingent modeling exam offered by the Society of Actuaries (SOA).

MA 376 Models Life Contingencies II (3 credits)

Prerequisite(s): MA 375

Note: Formerly MA 402

The goal of this course is to develop student knowledge of the theoretical basis of life contingent actuarial methods and the application of those models to insurance and other financial risks. Specific topics include discrete and continuous Markov models, multiple decrement models, multiple life models, universal life models and profit tests. Emphasis will be placed on developing familiarity with the theory behind these actuarial models. This is an intensive problem-solving course aimed at helping highly motivated students prepare for Exam MLC, the life contingent modeling exam offered by the Society of Actuaries (SOA).

MA 401 Directed Study in Mathematical Sciences (3 credits)

Prerequisite(s): Junior- or senior-level standing and department chairperson's permission
Permits superior students to study special topics. (May be repeated for credit.)

MA 402 Seminar in Mathematical Sciences (3 credits)

Prerequisite(s): Junior- or senior-level standing and department chairperson's permission
Note: Not offered regularly. Check with department chair for availability.

Permits small-group study of selected topics by advanced students. (May be repeated for credit.)

MA 421 Internship in Mathematical Sciences (3 credits)

Prerequisite(s): Junior-level standing, 3.0 cumulative average, and permission of mathematical sciences internship coordinator.

An internship provides the student 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 adviser, and develop a final paper or special project.

ST 242 Applied Business Statistics (3 credits)

Prerequisite(s): (MA 126 or MA 139 or MA 141) and (GB 210 or GB 213)

Presents a practical development of several advanced methods of statistical inference that are useful in a wide range of business contexts.

Topics include multiple regression and correlation analysis, analysis of variance, contingency tables and the chi square test for independence and statistical decision theory. Considers additional topics such as time series analysis and forecasting, non-parametric statistics, index numbers and survey sampling. The computer is used throughout the course as a means to efficiently solve practical problems.

MODERN LANGUAGES

Note: All Modern Languages courses have pre-requisite guidelines. Please read them carefully. In addition, every student will be screened for skill level during the first week of classes to ensure proper course placement.

The courses below are designed for both native and highly advanced students of any of the languages offered at Bentley.

CHINESE

Note: Students who speak Mandarin but do not read or write the language should consult with the director of the Chinese language program, Yuan Li, to ensure proper placement.

MLCH 101 Elementary Chinese I (3 credits)

Prerequisite(s): Restricted to students with no previous knowledge of Chinese or less than one year of high school Chinese

MLCH 101 is an introductory Mandarin course that helps students to establish a solid foundation in Chinese learning. It focuses on pronunciation, vocabulary building, grammar, and basic communication skills. In this course, students will learn how to use a Chinese character keyboard as well as basic aspects of Chinese culture. I

MLCH 102 Elementary Chinese II (3 credits)

Prerequisite(s): MLCH 101 or one-two years of high school Chinese

Elementary Chinese II is the second course in the elementary Chinese sequence and focuses on verbal communication (daily conversations and business dialogs) and cultural understanding. While learning how to communicate with people in real-life situations, students will further improve their Chinese typing skills. Students will also learn about Chinese culture, history, and become familiar with some well-known stories. I

MLCH 201 Intermediate Chinese I (3 credits)

Prerequisite(s): MLCH 102 or three years of high school Chinese

MLCH 201 follows the elementary Chinese sequence and focuses on verbal and written composition skills. While learning how to communicate with people in more depth, students will further improve their Chinese composition skills. This course will also expose students to Chinese business culture and expand business vocabulary. I

MLCH 202 Intermediate Chinese II (3 credits)

Prerequisite(s): MLCH 201 or four years of high school Chinese

In this course, students will build up enough vocabulary to listen to simple news broadcast, understand simple TV dramas with some translation help. Also, students will be able to express more thoughtful opinions on topics such as "which one do you prefer and why?" "What do you think of A and B" etc. Meantime, students will be exposed to a wider range of business vocabulary and culture situations that will prepare them for more advanced Chinese lessons or for their future career. After Intermediate Chinese II, students are expected to build up around 1000-1200 vocabulary words. I

MLCH 401 Directed Study in Chinese (3 credits)

Prerequisite(s): Available upon request and approval of the Chair of the Modern Language Department

Permits students to do special studies in language, literature or culture not offered as a departmental course. I

MLCH 402 Seminar in Chinese (3 credits)

Prerequisite(s): Permission of the instructor. Open to native 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. I

FRENCH

MLFR 101 Elementary French I (3 credits)

Prerequisite(s): Restricted to students with no previous knowledge of French or less than one year of high school French

Students acquire a basic foundation in French grammar through a structured, active oral approach incorporating personal expression, cultural insights, and a specialized vocabulary for practical application in thematic contexts appropriate to everyday life in a francophone speaking environment. The development of aural comprehension of modern conversational French, speaking proficiency, and elementary reading and writing skills are stressed. I

MLFR 102 Elementary French II (3 credits)

Prerequisite(s): MLFR 101 or one-two years of high school French

The second course in the elementary French sequence seeks to further develop modern spoken French and listening comprehension, while continuing to advance their writing and reading skills. Situational improvisation and conversation implementing a specialized vocabulary within a variety of everyday thematic contexts constitute the core of the course. Cross-cultural awareness is highlighted through film clips, French web-sites and selected readings. I

MLFR 201 Intermediate French I (3 credits)

Prerequisite(s): MLFR 102 or two-three years of high school French

This course is designed to reactivate and build upon knowledge gained through previous French language study. The course accentuates the basic communication skills of speaking, listening, reading and writing, develops cultural understanding, and reviews the grammar necessary to support and develop activities, contemporary audio and videotape programs, guided practice of specific grammatical structures, especially selected films and basic readings exploring diversity in French and Francophone cultures. I

MLFR 202 Intermediate French II (3 credits)

Prerequisite(s): MLFR 201 or three-four years of high school French

This course further builds on the intermediate language skills introduced in MLFR 201. It focuses on increasing conversational ability and listening comprehension through discussion of communication situations and contemporary French cultural issues. Students continue their study of diversity in Francophone cultures. Enactment of role plays and original skits, videos from France and West Africa, and a systematic review of grammar based on use in conversation and writing are included. I

MLFR 301 Contemporary Francophone Cultures (3 credits)

Prerequisite(s): MLFR 202 or four-plus years of high school French

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 of 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. I

MLFR 302 French for Business (3 credits)

Prerequisite(s): MLFR 202 or four-plus years of high school French

This course is designed for upper-level students of French with the socio-cultural background and practical skills to function and communicate effectively in a business environment in a French-speaking country. Writing and understanding business letters, learning the specialized language of French commerce, and gaining awareness of the current French business environment are essential elements of the course. Course work includes taped and live interviews with French business people, and current newspaper and magazine articles that focus on practices, customs and "intangibles" that make French businesses different from their American counterparts. The course also can prepare students for the written and oral examinations given by the Chambre de Commerce et d'Industrie de Paris for the internationally recognized Certificat pratique de francais professionnel. I

MLFR 304 French for Cinema (3 credits)

Prerequisite(s): MLFR 202 or four-plus years of high school French

This course examines French films from the golden age of French cinema, Clair, Vigo, Carne and Renoir, on through the new wave of Godard and Truffaut, and finishes with the filmmakers of the 2000 and after. The course teaches students to analyze and discuss classics of French cinema on a technical, historical, political and cultural level. I

MLFR 307 France Across the Ages: Studies in French Civilization (3 credits)

Prerequisite(s): MLFR 202 or four-plus years of high school French

This course analyzes selected events of French history from antiquity to the late twentieth 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. I

MLFR 308 Studies in French Civilization: 1830 - Present (3 credits)

Prerequisite(s): Prerequisite: Students should have studied French for four years in high school or two years in college.

Note: Formerly MLFR 402

Studies in French Civilization: 1830 to the Present analyzes selected events of French history from the nineteenth century to the present and contemporaneous changes in society and the arts. We examine works of art, architecture, music, film and literature as representations of the French cultural and social mindset. The course is an analysis across disciplines of the fundamental artistic, literary and political changes of modern France. Through detailed study of the transformations in France's civil society and the resultant creative works, we will better understand French civilization I

MLFR 401 Directed Study in French (3 credits)

Prerequisite(s): Available upon request and approval of the Chair of the Modern Languages Department

Permits students to do special studies in language, literature or culture not offered as a departmental course. |

MLFR 402 Seminar in French (3 credits)

Prerequisite(s): Permission of the instructor. Open to native 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. |

ITALIAN

MLIT 101 Elementary Italian I (3 credits)

Prerequisite(s): Restricted to students with no previous knowledge of Italian or less than one year of high school Italian

This course develops speaking, listening, reading and writing abilities in Italian for practical and professional application. It is also designed to help master basic skills to facilitate self-expression in real-life situations in Italy. An introduction to the Italian people, customs and institutions is also featured. |

MLIT 102 Elementary Italian II (3 credits)

Prerequisite(s): MLIT 101 or one-two years of high school Italian

This course is designed to build upon basic language skills and to reinforce structure and vocabulary, while encouraging impromptu speaking, group skills, elementary writing assignments and creative presentations in Italian. Simplified cultural readings center on Italy today, Italian language films and guided conversational practice will expose students to authentic language in different contexts. |

MLIT 201 Intermediate Italian I (3 credits)

Prerequisite(s): MLIT 102 or two-three years of high school Italian

This course builds on the speaking, listening, reading, and writing skills acquired in elementary Italian courses. It covers more complex grammatical structures and tenses to enable students to converse with more fluency and to approach selected readings on different subjects. Italian magazines, newspapers, and adapted short stories, video and films will be used as sources of information on contemporary Italian life and to provide subject matter for conversation. Oral examinations, skits, frequent contemporary assignments and class presentations will be integral parts to the course. |

MLIT 202 Intermediate Italian II (3 credits)

Prerequisite(s): MLIT 201 or three-four years of high school Italian

This course is designed to help improve students' communication skills in Italian and to help their understanding of Italian culture. During class they will be required to participate in practical oral drills, group activities, pronunciation and listening comprehension exercises to learn and practice how to express themselves in real life situations. There will be regular meetings with a peer tutor for one-on-one conversations. |

MLIT 304 Italian for Cinema (3 credits)

Prerequisite(s): MLIT 202 or four-plus years of high school Italian

In this advanced course, students consider how Italy and Italian identity have been represented through films from the 1940s to today. Students are particularly encouraged to discuss these works on a historical, political, economic and cultural level. Major themes considered are: Fascism, the "Southern Italian" question, migration, la dolce vita and the economic boom, gender roles, the intellectual, immigration, the fight against organized crime. |

MLIT 401 Directed Study in Italian (3 credits)

Prerequisite(s): Available upon request and approval of the Chair of the Modern Language Department

Permits students to do special studies in language, literature or culture not offered as a departmental course. |

MLIT 402 Seminar in Italian (3 credits)

Prerequisite(s): Permission of the instructor. Open to native 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. |

JAPANESE

MLJA 101 Elementary Japanese I (3 credits)

Prerequisite(s): Restricted to students with no previous knowledge of Japanese or less than one year of high school Japanese

This elementary course introduces students to modern spoken Japanese. It focuses on basic sentence patterns and essential vocabulary for communicating in standard spoken Japanese. Emphasis is placed on actively speaking and listening to the language. Useful expressions and terms are included as well as examples of customary behavior in everyday situation (e.g., greeting and shopping, etc.) The hiragana writing systems are introduced. |

MLJA 102 Elementary Japanese II (3 credits)

Prerequisite(s): MLJA 101 or one year of high school Japanese or one semester of college Japanese

This course is a continuation of MLJA 101. It concentrates on conversational practice and grammar in order to advance basic language competence in contemporary Japanese. The katakana writing systems will be introduced. |

MLJA 201 Intermediate Japanese I (3 credits)

Prerequisite(s): MLJA 102 or two years of high school Japanese

This course is designed to follow MLJA 102. It further develops listening, speaking, reading, and writing skills in Japanese through an essential combination of classroom work, home study and individual tutoring. In addition to the prepared materials, a video component will be introduced. |

MLJA 202 Intermediate Japanese II (3 credits)

Prerequisite(s): MLJA 201 or three years of high school Japanese

This course is designed to follow MLJA 201. The course will continue to focus on listening, speaking, reading, and writing skills in Japanese through an essential combination of classroom work, home study and individual tutoring. In addition to the prepared materials, small group projects will be assigned in concert with class presentations. |

MLJA 401 Directed Study in Japanese (3 credits)

Prerequisite(s): Available upon request and approval of the Chair of the Modern Language Department

Permits students to do special studies in language, literature or culture not offered as a departmental course. |

MLJA 402 Seminar in Japanese (3 credits)

Prerequisite(s): Permission of the instructor. Open to native 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. |

SPANISH

Note: Students registering for Bentley Spanish courses for the first time are encouraged to take a self-paced assessment available at the Modern Languages Department website bentley.edu/languages. The link SPANISH PLACEMENT TEST located on the right side of the ML home page will direct students to an online test that, upon completion, provides immediate feedback indicating recommended level/course.

MLSP 101 Elementary Spanish I (3 credits)

Prerequisite(s): Restricted to students with no previous knowledge of Spanish or less than one year of high school Spanish

This course is designed to provide students with basic communication skills in Spanish and an introduction to the Hispanic culture(s). In this interactive language environment, focus is on oral communication, although reading and writing are also emphasized in all classroom activities. |

MLSP 102 Elementary Spanish II (3 credits)

Prerequisite(s): MLSP 101 or one-two years of high school Spanish

MLSP 102 is the second course in the elementary Spanish sequence. The course provides a brief review of the most basic grammar and vocabulary and continues with the study of more complex structures and cultural contexts. This interactive class focuses on oral communication although writing is also emphasized in other activities. |

MLSP 201 Intermediate Spanish I (3 credits)

Prerequisite(s): MLSP 102 or two-three years of high school Spanish

The course is designed to further develop both the productive and receptive skills of the language. Special attention will be given to grammatical structures and reading materials although emphasis will be placed on oral expression. Writing, listening, and reading activities will also be included, as they are essential to the students' ability to communicate in Spanish. Literary texts, essays, and films from various Hispanic traditions provide the cultural contexts to all our class discussions. |

MLSP 202 Intermediate Spanish II (3 credits)

Prerequisite(s): MLSP 201 or three-four years of high school Spanish

This course begins with a brief review of basic verb forms and other grammatical structures and proceeds with the study of increasingly complex uses of the language. Films, literary texts, music, and art serve to expand the student's knowledge of Hispanic cultures while promoting oral and written proficiency through conversation and written exercises. |

MLSP 203 Advanced Spanish Grammar and Composition (3 credits)

Prerequisite(s): MLSP 202 or Instructor's Permission

MLSP 203 is an advanced Spanish grammar course that allows students to strengthen their linguistic skills in Spanish while learning new ways of crafting that language into original and complex ideas in the form of written communication. Students will learn to write in a variety of genres including description, narration, expository and argumentative writing as well as strengthen their understanding of Hispanic cultures through the study of texts taken from real-world Spanish contexts. This course is conducted in Spanish. |

MLSP 205 Intermediate Spanish Language Immersion (3 credits)

With a theoretical and hands-on approach, this intermediate course offers the opportunity for students to increase all four language skills (aural-oral/reading/writing/grammar) while at the same experiencing the culture first hand. 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 Hispanic world. This course will fulfill the same requirements for Modern Language 201 or 202 depending on language placement. Therefore, it can fulfill Arts and Sciences, or LSM Global Perspective language courses, as well as Modern Language minor requirements (except Spanish for Business). I

MLSP 301 Selected Topics in Spanish (3 credits)

Prerequisite(s): MLSP 202 or four-plus years of high school Spanish

This upper-level Spanish course that 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 instructor's permission, this course may be repeated for credit under different course themes. Examples of topical themes include: Spanish Cinema, Contemporary Spanish Culture, and Latin American Cultures. I

MLSP 302 Spanish for Business (3 credits)

Prerequisite(s): MLSP 202 or four-plus years of high school Spanish

Spanish for Business is a course designed to help students acquire the cultural background and practical skills to function and communicate effectively in a business environment in a Spanish-speaking country. Learning the specialized language of Spanish commerce; writing different types of business documents and letters; doing translation work; preparing a job application (C.V. and interview); creating advertisements; and analyzing case studies are essential aspects of this course. I

MLSP 303 Advanced Spanish conversation (3 credits)

Prerequisite(s): MLSP 202 or four-plus years of high school Spanish

This course is an intensive practice in oral expression and conversation. We will base our conversation on assigned readings and films from the textbook, and we will also engage in targeted written exercises designed to hone grammar skills in communicative contexts. MLSP 303 is part of the advanced grammar series, which also includes MLSP 203; whereas MLSP 203 focuses on Spanish grammar in written expression, 303 focuses on the verbal expression of the language. The prerequisite for this class is MLSP 202 or permission from the instructor. This course counts for the Spanish minor, the Spanish for Business minor, and Spanish Studies major. MLSP 303 may also be used as an Arts and Sciences Humanities elective or to satisfy requirements for the Liberal Studies Major (LSM), Global Perspectives concentration or the language requirements for Arts and Science majors. I

MLSP 304 Survey of Spanish Literature (3 credits)

Prerequisite(s): MLSP 202 or Instructor's Permission

MLSP 304 presents examples of narrative, poetry, and drama by authors of Spain and Latin America

with emphasis on the literary, social, cultural and political context. Readings develop cultural awareness about historical movements and literary movements. Conducted in Spanish. I

MLSP 305 Spanish Translation (3 credits)

Prerequisite(s): MLSP 202 or Instructor's Permission

Spanish Translation is an advanced language course that introduces students to the theory and practice of translation from Spanish to English and from English to Spanish. This course is designed for students who possess native and/or near native competency in Spanish and want to improve their language skills and knowledge of culture through translation practice. Students learn the basic concepts of translation which they apply to relevant illustrative texts--newspaper articles, commercial ads, journals, and informational, cultural, and literary texts, among others--and which come from a wide range of fields and sources from Latin American and Spain. This course offers advanced students of Spanish a challenging, yet practical approach to the acquisition of translation skills while building upon their critical thinking abilities and cultural knowledge of the Spanish-speaking world. I

MLSP 306 Hispanic Citiscapes (3 credits)

Prerequisite(s): MLSP 202 or Instructor's Permission

This advanced course Spanish language and culture course is designed to strengthen oral performance and cultural competency through the study of diverse topics about the main cities of selected Spanish-speaking countries. Using these cities as a focus for class discussion, students expand their vocabulary, improve their pronunciation and fluency, and learn more about Spanish colloquialisms and the cultural distinctions of the countries studied. Special attention is also given to the different musical manifestations of each country. Grammar is presented as a tool to communicate rather than a set of rules to memorize, thereby facilitating students' active participation in class. The main cities under study are: Barcelona, Spain; Buenos Aires, Argentina; Mexico City, Mexico; Guatemala City, Guatemala, Havana, Cuba and San Juan, Puerto Rico, but the course also includes discussion of the Latino community in the United States. This course is conducted in Spanish. I

MLSP 312 Spanish for Business II: A Practical Approach (3 credits)

Prerequisite(s): MLSP 302 or permission of the instructor

Continues the two-course sequence begun in MLSP302 by practicing commercial correspondence, marketing strategies in the Spanish speaking world, banking transactions in Spanish, real human resources cases and the future of Latin American business world. I

MLSP 401 Directed Study in Spanish (3 credits)

Prerequisite(s): Available upon request and approval of the Chair of the Modern Language Department

Permits students to do special studies in language, literature or culture not offered as a departmental course. I

MLSP 402 Seminar in Spanish (3 credits)

Prerequisite(s): Permission of the instructor.

Open to native 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. I

MLSP 403 Latinos in the U.S.A. (3 credits)

Prerequisite(s): MLSP 300-level course or five years of high school Spanish. Open to native and heritage speakers.

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. We will explore some key issues affecting the Hispanic communities: cultural stereotypes; individual and collective identity; bilingualism; political and social struggles, etc., through the analysis of literary texts and other cultural productions (film, art, music, theater). As a final class project, students will be able to choose between a field based research paper, or a Service Learning Project.

MLSP 404 Spanish Identities and Cultures in Modern Peninsular Literature (3 credits)

Prerequisite(s): Non-native speakers: MLSP 202 or MLSP 203 and one MLSP 300-Level course. Heritage Spanish speakers: any of the above or permission of the instructor.

Native Spanish speakers: No prerequisite

This course will offer extensive readings and discussions of various authors and works from Spain. Emphasis will be given to sociopolitical and cultural context for a better understanding of the content. Conducted in Spanish. Open to native speakers. I

MLSP 405 Masterpieces of Latin-American and Caribbean Literature: The Battle of The Booms (3 credits)

Prerequisite(s): Non-native speakers: MLSP 202 or MLSP 203 and one MLSP 300-Level course.

Heritage Spanish speakers: any of the above or permission of the instructor.

Native Spanish speakers: No prerequisite

MLSP 405 in 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 vs. reality, masculine vs. feminine, and European vs. Native that dominate Latin American and Caribbean cultural imaginaries. This course is taught in Spanish. I

NATURAL AND APPLIED SCIENCES

Science and technology are driving the "innovation economy" of the future. Courses in the Department of Natural and Applied Sciences at Bentley, including psychology, focus on the interests of business students, enabling them to apply knowledge of scientific principles, methods, and recent discoveries to their personal and professional lives.

All courses offered by the Natural Sciences Department may be used as Arts and Sciences or unrestricted electives. All 300 and 400 level courses satisfy the Mathematics/Natural Sciences elective requirement.

NASC 100 Astronomy: Solar System (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

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, we 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.

NASC 101 Astronomy: Stars and Universe (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

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.

NASC 110 Human Biology (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

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 the broad applicability of basic biological mechanisms to issues of personal, temporal, or business interest.

NASC 111 Green Biology: Ecological and Botanical Connections (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

Ecological and botanical examples and models will provide connections to basic concepts of biology. These concepts will be investigated through lectures, field trips, laboratory exercises, demonstrations, computer simulations, and internet resources. For example, cell structure and function and resulting tissues will be related to sources of economically important botanical products and primary productivity in ecosystems. Natural selection and genetic inheritance will be applied to plant breeding, conservation of genetic diversity, and management of natural and human-made ecosystems. Topics related to the study of human populations will include population growth rates, complete nutrition from botanical sources, spread of disease, and environmental impacts. Throughout the course an understanding of the evolutionary implications of past environments, species interactions, and human activities will be emphasized.

NASC 112 Evolution, Human Genetics and Behavior (4 credits)

Note: This is an Honors-only course

In this interactive honors seminar, students critically analyze in papers and student-led class discussions readings from a wide variety of sources not normally used in traditional science classes. In readings about the Salem witch trials,

satanic cults, recovered memories of abuse, UFOs, and the FDA drug approval process, students examine the scientific process. Students will critically debate the application of evolutionary thinking to modern problems in evolutionary psychology and behavioral genetics: Is there an evolutionary explanation for rape? Is there a gay gene? Each student will be responsible for collaboratively teaching one seminar focused on one gene or group of genes on one chromosome as a means to understand a basic concept of human genetics, including its potential application to a wide range of other topics. **D**

NASC 121 Consumer Chemistry (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

Provides a secure foundation of the principles of chemistry as they are applied to the study of consumer materials. To gain an understanding of the role of chemicals in consumer materials, students will investigate the composition and properties of selected consumer products. Of special interest and consideration are the potential toxicity of all chemicals, the basic nutritional value of food, the function of food additives, the role of pesticides in pest control, the positive and negative attributes of drugs, the composition of cosmetics, the carbon-based fuels, and the utility of household chemicals. Brand comparisons are conducted in the laboratory by exploring the ingredients and the properties of selected consumer products.

NASC 122 Environmental Chemistry (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

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.

NASC 130 Principles of Geology (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

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.

NASC 140 Environmental Physics (4 credits)

Note: Satisfies 4-credit Natural Sciences requirement.

Earth is a dynamic planet. The changes that occur, regardless of duration, magnitude or location, are the direct result of energy transformations and transfers, both internal and external to Earth. Some of those changes are natural, while others are human induced. As science and technology evolve, we develop a deeper understanding of Earth processes and become more capable of developing innovative solutions to current problems. This course presents ways in which the field of physics allows us to model and understand Earth as a series of interconnected systems.

NASE 301 Planetary Exploration in the Space Age (3 credits)

Prerequisite(s): NASC 100, 101, or 140

Note: Satisfies the MAINS or Arts and Sciences elective requirement

This course carefully examines our successful interplanetary space missions which image planets and their systems, measure their astronomical characteristics, and establish their histories and evolution. A key theme in these investigations is a detailed study of the Earth, in order to perform "comparative planetology" with other planets. Various themes in this comparison approach include planetary formation, temperature and environment, atmosphere and greenhouse effects, Terrestrial evolution and sustainability, magnetic fields, and planetary mass consequences. The most recent NASA missions, including those to Mars, Jupiter, and Saturn, will be covered in great detail. Topics include their technologies, flight paths, scientific goals and results, and key business aspects relating to their funding, construction, and operation.

NASE 303 Life in the Universe (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MAINS or Arts and Sciences elective requirement.

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, 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.

NASE 305 U.S. Space Program: Going Beyond (3 credits)

Prerequisite(s): Any NASC course

Note: Satisfies the MAINS or Arts and Sciences elective requirement.

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.

NASE 308 Health of Nations: Anatomy and Function of Health Systems in the Us and Around the World (3 credits)

Good health systems contribute to the prosperity of nations. The USA stands nearly alone among developed nations in not providing universal health care to its citizens. Although no system is perfect, more than 35 countries rated higher in quality, equity and efficiency than the USA according to a World Health Organization assess-

ment 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 health care is currently delivered in the USA, 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 US healthcare system to the healthcare experiences of selected countries around the world towards learning what works in other places and what might or might not be applicable here as we move closer to reform. **I**

NASE 309 The Science and Business of Biotechnology (3 credits)

Prerequisite(s): GB 112

Note: Formerly NSID 305. Maybe used as an FI, MG or MK elective with department chairperson's approval or as an MA/NS or Arts and Sciences elective requirement.

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.

NASE 311 Ecology: Principles and Applications (3 credits)

Prerequisite(s): NASC 110, 111, 112, 121, 122, 130

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

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 more the natural environment.

NASE 313 Human Nutrition: From Science to Life (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

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. We 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.

NASE 314 Coastal Biology of Cape Cod (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement. There is an additional \$300.00 fee associated with this class.

A field-oriented course investigating various ecosystems of Cape Cod, focusing on the variety and types of organisms found in each area and their interrelationships with their natural surroundings. The ecosystems to be studied in this one-week intensive course on Cape Cod include sandy beaches and dunes, salt marshes, estuaries, rocky intertidal habitats, saltwater and freshwater ponds, and a rare Atlantic White Cedar swamp.

NASE 315 Human Health and Disease in Today's World (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

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 health care system, from research and development, health care markets, access to insurance and alternative and complementary medicines are presented with the goal of helping students become more discerning consumers.

NASE 316 Biology of Mind (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

This seminar explores the evolutionary origins and structures of mind, brain and consciousness. Students will critically review recent studies from diverse disciplines, including evolutionary biology and psychology, physical anthropology, the brain and cognitive sciences, and neurology as well as examine the questions raised by philosophy of mind. The biology underlying perception, emotions, language, memory, learning and consciousness will be studied through both readings and laboratory exercises.

NASE 317 Economic Botany (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Human survival is dependent upon plants because the vast majority of our basic resources for food, beverage, fuel, clothing, shelter, medicine, and decoration are derived from botanical sources. This course discusses basic plant structure and function as it relates to economically important products; agriculture from its earliest beginnings to promising plants of the future; and the importance of plant breeding, propagation, and conservation to modern economy. Examples of plants and plant products used around the world will be illustrated through the use of fresh material, purchased products, videos, slides, internet links, and visits to appropriate businesses. Each student will choose a botanical industry to visit and will prepare a "fact book" of relevant materials.

NASE 318 Global Health Challenges (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement

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, health-care 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. **I**

NASE 319 Human Inheritance (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

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.

NASE 321 Food and Food Additives (3 credits)

Prerequisite(s): NASC 110, 111, 112, 121, 122

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

This course introduces students to the food groups, food supplements, food additives, nutrition labeling, and portion sizes through lecture and laboratory activities. The chemical structures of fats, carbohydrates, and proteins will be compared. In the laboratory, students will measure the sugar or salt content of different products such as fruit juices or sports drinks and the results will be compared to recommended USDA values. Students will also keep personal food and activity journals to analyze their eating habits and exercise patterns. The course goal is to create more informed consumers who can make nutritional decisions through an understanding of the foods they eat. Terms such as "natural," "processed," "low fat," or "fat free" will be defined and some taste testing will be done. Students will select a topic for in depth exploration and present the project to the class.

NASE 328 Water Quality (3 credits)

Prerequisite(s): NASC 110, 111, 112, 121, 122, 130

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

All of us should be concerned about the quality and cost of our drinking water. Many wars political and physical have historically concerned the use and misuse of drinking water. Drinking water is the focus of this course and examines the sources, delivery, and 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, and fertilizers are described and many tested for in lab activities. Samples from such places as Bentley Pond, the Charles River, and Walden Pond are collected and purified through

accepted treatment method to see if it can be made "drinkable." Water softeners and other in home filtration methods are examined. Student projects include a lab component, a written paper and an oral presentation.

NASE 334 Coastal Geology of Cape Cod (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement. There is an additional \$300.00 fee associated with this class.

This is a one-week field-based course that studies the geologic origins, coastal processes, environmental systems, and human impacts on Cape Cod. Through field observations, measurements, data collection and analysis, students will learn about the dynamic coastal landscape and the geologic processes that formed and continually alter the coastline. Participants will study the beaches, sea-cliffs, coastal wetlands, and environmental geology at various locations on the Cape and compare the dynamic coastal environments along the Atlantic Seashore, Cape Cod Bay, and Nantucket Sound. Students will gain an understanding of the different geologic processes, development hazards, and environmental protection challenges that each location represents. May-term intensive one-week course.

NASE 335 Oceanography (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

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.

NASE 336 Water and the Environment (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Examines 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. Offered in both one-week intensive and semester formats.

NASE 337 Global Climate Change (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Examines 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 Nino/Southern Oscillation (ENSO), Greenhouse Effect, stratospheric ozone depletion, desertification, as well as human impacts on climate. I

NASE 339 Weather and Climate (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Examines the fundamentals of meteorology, including solar and terrestrial radiation; temperature; air pressure; atmospheric moisture, stability, and circulation; fronts and air masses; thunderstorms; tornadoes; hurricanes; floods and droughts; El Nino; and global warming. Goals of the course include the ability to read a weather map, to understand the basis for five-day forecasts, and to be a better weather forecaster than the media stars on TV by simply using a barometer and cloud observations.

NASE 341 Sports Physics (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Sports performance depends on both athlete and equipment; this course spends time examining both aspects. From the perspective of the athlete, body mechanics as well as body type and physiology can influence performance potential. With collisions being a major component of many sports, we will explore how energy transformation and momentum transfer produce injuries. With advances in material science, the physical characteristics of sports equipment are also changing. We will investigate these changes, how they affect their respective games, and also how regulations have evolved to keep competitions "fair and even" as well as safe. The course presents relevant topics using labs, lecture, demonstrations, journal articles and analysis of video clips.

NASE 342 Light and Color (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

This course explores the wave and ray nature of light, specifically how light interacts with various media and the resulting phenomena that are produced. The role of light and color in the media arts (shadows, photography, color printing, color temperature, lighting, etc.) is addressed by underlying principles and exploration. The anatomy and physiology of the human eye will be discussed, as will the role of technology in creating corrective optics. As specific topics are presented, connections to science, media arts and medicine will illustrate just how pervasive "light" is in all our lives. The course presents relevant topics using in-class activities, lecture, demonstrations, journal articles and video clips.

NASE 344 Energy Alternatives (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Surveys the fundamental laws governing energy and energy sources - a subject of major international significance in today's worldwide economy. Applications of the production and uses of power sources including fossil fuel, nuclear fission, nuclear fusion, solar energy, hydrodynamic resources, wind resources, biomass resources and geothermal reserves are discussed. The practicality, availability and environmental impact of these energy alternatives, as well as the associated short, medium and long term conservation strategies will be studied.

NASE 345 How Things Work: Consumer Product Science (3 credits)

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

This course introduces students to how scientific principles and concepts spur advances in the fields of technology and products. The course will be somewhat exploratory in nature and students will perform investigations via lab exercises and

observations. Topics will be reinforced via lecture and readings from the text in addition to in-class observations and analysis. The course topics will evolve with student interest.

NASE 364 Science of Sustainability (3 credits)

Prerequisite(s): Any NASC

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Examines the scientific basis for human development that provides people with a better life without sacrificing and/or depleting Earth resources or causing environmental impacts that will undercut future generations. Examples of Earth resources to be studied include air, water, soil, forests, energy, minerals, fish, wildlife, and agriculture. A service-learning project concerning conservation, recycling, and re-use of everyday materials and products in the local area is a major component of the course.

NASE 380 Science of Environmental Policy (3 credits)

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 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.

NASE 401 Directed Study in Natural and Applied Sciences (3 credits)

Prerequisite(s): Chair's permission

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Directed Study topics must be submitted for approval by instructor, chair and Associate Dean of Arts and Sciences.

NASE 402 Seminar in Natural and Applied Sciences (3 credits)

Prerequisite(s): Chair's permission

Note: Satisfies the MA/NS or Arts and Sciences elective requirement. Not offered regularly. Check with department chair for availability. Permits small-group study of selected topics by advanced students. (May be repeated for credit.)

NASE 403 Special Topics in Applied and Natural Sciences (3 credits)

Note: Instructor permission required.

Examines a different theme or themes in each semester related to natural and applied sciences. Currently planned are topics related to the environment, sustainability, psychology, and healthcare.

NASE 415 Research in Natural and Applied Sciences (3 credits)

Prerequisite(s): Any NASC and Jr. standing. and Chair's permission

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Provides the student an opportunity to develop an independent research project on an environmental issue. In this hands-on experience, the student 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 proj-

ect. Students are expected to exercise their own initiative in both planning the project and relating it to specific issues of environmental science.

NASE 421 Internship in Natural and Applied Sciences (3 credits)

Prerequisite(s): Any NASC, Junior standing, 3.0 cumulative average, and Chairperson's permission

Note: Satisfies the MA/NS or Arts and Sciences elective requirement.

Provides the students with an opportunity to gain on-the-job experiences and apply scientific principles and concepts learned in the classroom to specific work environments. The student is required to attend pre-internship workshops sponsored by the Center for Career Services, meet regularly with a faculty adviser, keep weekly logs of activities, do a final paper or special project and provide an evaluation of the experience at the end of the internship.

PS 210 Pioneers in Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements.

The course focuses on applied psychology. The following major perspectives of psychology: Functionalism, Psychoanalysis, Behaviorism, Humanism, Cognitive Psychology, Evolutionary Psychology, Socio-cultural Psychology and Neuropsychology will be investigated in the context of the dominant social and historical events and trends of the 20th Century. 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?"

PS 230 Sports Psychology (3 credits)

Note: Satisfies the Humanities/Social Science and Arts and Sciences elective requirements

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.

PS 240 Child Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

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.

PS 252 Dynamics of Personality (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

Investigates the development and stability of those traits and behaviors that remain fairly stable over time and make each human being unique. The biological and genetic inheritance of the individual is examined as it is shaped over time by various external and internal processes including family dynamics, culture, social influence, individual self concept and perception, and ongoing adjustment to situational challenges. Theories of personality are incorporated in a practical way to lend insight into the complexity of human uniqueness. The personality issues that influence behavior in the world of business including

cross-cultural sensitivity, achievement, entrepreneurship, relationship building and leadership are explored.

PS 266 Psychology of Adjustment (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

Focuses on the major theories and psychological principles of human adjustment across the life-span including self-concept, development, motivation, stress and anxiety. Considers human values in relation to interpersonal relationships, and examines intellectual and emotional resources for personal change and growth.

PS 275 Cross Cultural Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements.

This Cross cultural psychology 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, 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. **D**

PS 301 Special Topics in Psychology (3 credits)

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.

PS 305 Environmental Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirement.

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.

PS 311 Social Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

Investigates our shared human experience studying the impact of interaction with other individuals, groups and the social context upon individual thinking, emotions and behavior. 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. **D**

PS 325 Cyber Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

Cyber Psychology 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.

PS 328 Financial Psychology (3 credits)

Prerequisite(s): EC 111 and EC 112

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirement.

This course will apply psychological concepts and theory to finance and economics. Topics such as behavioral theory, heuristics, trust formation, self-serving bias, risk and loss aversion, identity, herd behavior and emotion will be addressed. Case studies in personal finance, economic crisis, financial markets and public policy will serve as a vehicle to apply psychology. The study of contemporary research in behavioral economics will be presented.

PS 333 Gender Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements.

The goals of this course are for the student 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; the 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. We will explore alternatives to the old problems between the genders, and find new ways to deal with each other because of new levels of understanding the course will generate. **D**

PS 340 Health Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

This course studies Psychology as a health science. It examines the applications of the theories and methods of Psychology to health care, 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.

PS 341 Human Relations in Health Care (3 credits)

Prerequisite(s): Any 200 level or higher Psychology or Management class or GB 215

Note: This course has an embedded Service Learning component

This course will acquaint students with theories that illuminate human relations patterns and practices in a wide variety of health care settings.

Students will receive practice in the formal analysis of communication problems that manifest in pharmaceutical companies, HMOs, group practices and institutional settings. Participants will be taught to recognize elements of successful versus dysfunctional dynamics in health care organizations. An understanding of contemporary practices and trends in health care organizations will be provided. An introduction to interventions as well as methods of human relations training will be covered. This course will provide insight into using psychological theories and skills necessary for effective interpersonal relations among professionals in the healthcare industry. An emphasis will be placed on refining oral, written and visual presentation skills necessary for effective teamwork in healthcare organizations.

PS 351 Nonverbal Behavior and Judging Others (3 credits)

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 they influence 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.

PS 380 Psychology of Self (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

This psychology of personal growth course is structured as an interactive, theme-oriented group class exploring life choices in the struggle towards 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. **D**

PS 388 Abnormal Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

Understanding human behavior and the human mind is an important part of life. One third of Americans have some kind of mental disorder and 15% have a major disorder. Managers spend up to 80% of their time communicating with others, so recognizing and understanding mental problems is essential. It is just as critical in our private lives. This course will introduce students to the study of abnormal human behavior. Topics covered include research methodology and experimental design, psychotherapy, developmental disorders, substance abuse, stress and health, sexual and gender disorders, schizophrenia, sleep and eating disorders, depression, disorders of personality and impulse control, and anxiety disorders such as obsessive compulsive disorder. Attention is paid to the way that disorders differ among various age groups, racial and ethnic categories, and across gender. Emphasis is placed on applying psychological concepts to everyday personal and interpersonal challenges. **D**

PS 401 Directed Study in Psychology (3 credits)

Prerequisite(s): Chairperson's permission

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements

Directed Study topics must be submitted for approval by instructor, chair and Associate Dean of Arts and Sciences.

PS 402 Seminar in Psychology (3 credits)

Note: Satisfies the Humanities/Social Science or Arts and Sciences elective requirements. Not offered regularly. Check with department chair for availability.

Explores the full range of applications of behavioral strategies and techniques in health science and in maintaining healthy lifestyles. Mind-body interaction is presented as a unified system with multiple surfaces of interface in both health and illness. The body is not a mechanical entity but a system in which thoughts, feelings, moods and actions have an impact upon health status. These psychological factors impact the onset of some diseases, the course of many others and the management of most. In addition, lifestyle is often a contributor to the emergence of many chronic diseases. Health Psychology seeks to study how interventions at the behavioral level can promote health and wellness, facilitate disease management and assist in reducing the costs of health care to society.

PS 421 Internship in Psychology (3 credits)

Prerequisite(s): Junior-level standing, 3.0 cumulative average, and permission of liberal arts internship coordinator.

An internship provides the student 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 adviser, and develop a final paper or special project.

PHILOSOPHY

PH 101 Problems of Philosophy (3 credits)

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. 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 130 Business Ethics: Corporate Social Responsibility (3 credits)

Prerequisite(s): PH 101 or instructor's permission

Examines the various meanings of corporate social responsibility by looking at the nature of the corporation and the character structure of its managers, both historically and in the present. After investigating several philosophical theories concerning the ideal use of power, the emphasis is on the application of principled moral thinking concerning corporate responsibility to such topics as employees, consumers, local communities, government, environmental issues, advertising, payoffs and bribes, the role and structure of corporate whistleblowing, privacy rights, poverty and equal rights, and other ethical issues that relate to corporate technology and the individual. Some attention is given to the moral evaluation of entire economic systems.

PH 131 Business Ethics: Philosophy of Work (3 credits)

Prerequisite(s): PH 101 or instructor's permission

What should work look like in the 21st Century? Explores personal work values and a wide range of moral questions about contemporary work. 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. Draws on moral theories and students' overall academic expertise to identify problems and defend solutions. **D**

PH 133 Business Ethics: International Business Ethics (3 credits)

Prerequisite(s): PH 101 or instructor's permission

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. **I**

PH 134 Healthcare Ethics (3 credits)

Prerequisite(s): PH 101

Note: Not open to students that took PH 135 Medical Ethics

Examines ethical issues that arise in healthcare. Possible topics include the ethics of medical procedures such as abortion and euthanasia; the rights and duties of patients and healthcare professionals; the ethics of reproductive technologies; the management of medical information; justice in the distribution of healthcare resources; and the role of health in the good life.

PH 135 Special Problems in Business and Professional Ethics (3 credits)

Prerequisite(s): PH 101 or instructor's permission

An opportunity for students to examine in depth special issues and problems of business and professional ethics. Possible topics include accounting ethics, computer ethics, ethics and business-government relations, legal ethics, medical ethics, ethics and the problem of distributive justice, and private property.

PH 216 Modern Philosophy: Knowledge and Values (3 credits)

Prerequisite(s): PH 101 or instructor's permission

Examines the work of important philosophers from the 16th to 19th centuries. Includes topics such as foundations for knowledge of the physical world, the nature of mind and matter, freedom and determinism, moral values, liberty, the existence of God and the authority of religion, and human liberation. Philosophers to be studied are chosen from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Mill and Marx.

PH 217 Contemporary Philosophy: Change and Meaning (3 credits)

Prerequisite(s): PH 101 or instructor's permission

Examines the enduring questions concerning the nature of the good life as they arise with a new urgency in our world of rapid change and technology. Topics include technological control and human freedom; meaninglessness and alienation;

reality, language and ethics; and the question of the diverse views of the purpose of philosophy. Some representative schools of philosophy are pragmatism, process philosophy, dialectical materialism, analytical philosophy and existentialism.

PH 251 Ethics (3 credits)

Prerequisite(s): PH 101 or instructor's permission

Surveys important traditional and contemporary ethical positions with emphasis on relating reflective morality to life in the world today. Includes an investigation of absolutism versus relativism, egoism versus altruism, utilitarianism, denotology, the nature of good, and the justification of ethical theories.

PH 252 Theories of Knowledge (3 credits)

Prerequisite(s): PH 101 or instructor's permission

This course examines the most important questions that we can ask about our beliefs: When should we take something that we believe to be knowledge and not mere belief? What sort of evidence, reasons or assurances must we have for some belief we hold in order to be justified in holding it? How should we respond to those skeptics who deny that we have knowledge about this for that area of human concern (for example, of ultimate reality, of ethics or of God)? And how should we respond to the radical skeptic who denies that we have any knowledge at all? The course will gain focus on these and similar questions in order to help the student gain a deeper understanding of the nature and limits of human knowledge.

PH 253 Theories of Reality (3 credits)

Prerequisite(s): PH 101 or instructor's permission

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, there are those, for example, certain pragmatists and postmodernists, who claim that we should completely abandon the entire construct.

PH 254 Special Topics in Philosophy (3 credits)

Prerequisite(s): PH 101

Examines selected issues in philosophy. Possible topics include consciousness and cognition, language and meaning, knowledge and justification, free will, the existence of God, and the problem of evil.

PH 270 Consciousness and Experience (3 credits)

Prerequisite(s): PH 101 or Instructor Permission

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. In this course, we will be addressing some key questions about the nature of consciousness by drawing on philosophical and psychological sources. These questions include: How can we explain the relationship between

brain events and conscious experience? Is a naturalistic explanation of consciousness in principle available? Can we make sense of phenomena such as Lucid Dreaming and Out-Of-Body Experiences? How should we think of the place of consciousness in the universe?

PH 301 Environmental Ethics (3 credits)

Prerequisite(s): PH 101 or instructor's permission

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. Relates these ideas to the present environmental crisis, and to the duties and responsibilities that businesses have to protect and preserve the environment.

PH 311 Social Philosophy (3 credits)

Prerequisite(s): PH 101 or instructor's permission

Examines selected topics in traditional and contemporary theories of society such as utopia, ideology, social class, racism, economic determinism, freedom, and the "post-industrial" age. Explores the topics both historically and systematically, focusing on contemporary discussions in the philosophy of the social sciences. Draws on the writings of social theorists such as Plato, Hobbes, Rousseau, Adam Smith, Hegel, Marx, Mills, Freud, Weber, Keynes, Mao Zedong, Marcuse and Habermas.

PH 312 Liberty, Morality and Law (3 credits)

Prerequisite(s): PH 101 or Instructor Permission

It's a free country, or so they say. But the state places many constraints on our behavior. Which of these are justified, and which are not? Should you be able to say hateful things? Drive without wearing a seatbelt? Sell your organs? In general, what moral principles should guide rule-makers as they devise rules for a just society? Potential topics of discussion include the nature and value of human freedom, the significance of morality, justice, economic choice, freedom of thought and expression, paternalism, and punishment.

PH 315 Confucianism, Daoism, and Buddhism: Philosophies of East Asia (3 credits)

Prerequisite(s): PH 101

The three countries of East Asia—China, Japan, and Korea—have become major economic power houses in the contemporary world. Many experts have attributed their economic success to their traditional worldviews, specifically Confucianism. Whether or not this assessment is correct, it is of utmost importance that students, who desire to attain a global perspective, understand the philosophical perspectives of East Asia. This course provides an opportunity for students to learn about the philosophical and cultural traditions of East Asia in a systematic and comprehensive fashion. It explores three major philosophical perspectives of East Asia, Confucianism, Daoism, and Buddhism, by following their histories and evolution in East Asia over two millennia. I

PH 351 Perspectives on Poverty (3 credits)

Prerequisite(s): PH 101 or instructor's permission

What are the moral obligations of government, other institutions, and individuals in dealing with poverty? Should just societies satisfy the basic needs of all their members? How should we deal with conflicting claims about justice, rights, needs, freedom and equality? Are current U.S., state, and local policies dealing with poor people morally justified? What alternative policies might be better? Explores answers to these questions

through study of different philosophical theories and through investigation of one or two current problem areas as cases. Investigation will include substantial service-learning experiences in inner-city schools or other institutions that serve poor people. D

PH 401 Directed Study in Philosophy (3 credits)

Prerequisite(s): PH 101 or instructor's permission

Presents opportunity for superior students to engage in specialized study. (Allows repetition for credit.)

PH 402 Seminar in Philosophy (3 credits)

Prerequisite(s): PH 101 or instructor's permission

Note: Not offered regularly. Check with department chair for availability.

Provides opportunity for students in small groups to study selected topics. (Allows repetition for credit.)

PH 421 Internship in Philosophy (3 credits)

Prerequisite(s): Junior-level standing, 3.0 cumulative average, and permission of liberal arts internship coordinator

An internship provides the student 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 adviser, and develop a final paper or special project.

SOCIOLOGY

SO 132 Issues and Investigations in Sociology (3 credits)

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 will examine the basic concepts, theories and methods of sociology inquiry in the context of a substantive area. The goal is to develop in the student an appreciation of the social forces that shape, organize and constitute human behavior.

SO 225 Drugs and Society (3 credits)

This course explicates the basic principles of sociology in the context of an investigation of the sociocultural milieu within which drug use occurs. The aim is to locate patterns of drug use and abuse within a historical, legal and sociological context, to familiarize students with methods of intervention and treatment, and to develop a more accurate appreciation of the effect of various drugs on the individual.

SO 241 Diversity, Minorities and Social Change (3 credits)

Examines the growing social diversity of contemporary societies. Considers the changing nature and significance of minorities in historical and cross-cultural perspective. Minority status, ethnicity and race, group formation, structural disadvantage, migration and multiculturalism are among the key ideas considered. Other dimensions of social diversity, such as gender, age, class, disability and sexual orientation, will also be studied. Social policy implications of current issues in diversity and minority status will be addressed. D

SO 242 Social Problems (3 credits)

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 environ-

mental crises. These concrete problems will be studied from a variety of sociological perspectives which address aspects of the social construction of problems, for example, processes through which problems are discovered, defined and publicized. Such processes and the problems they shape will be considered within the context of a sociological overview of historical and structural tendencies in modern societies.

SO 244 Deviance and Social Control (3 credits)

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. **D**

SO 252 Health, Illness and Everyday Life (3 credits)

Explores how our understandings and experiences of health and illness are socially conditioned. 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, we 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. **D**

SO 263 Sociology of Work and Organizations (3 credits)

Emphasizes sociological principles as they relate to the industrial setting. Reviews traditional and contemporary theories of industrial societies and industrialization. Analyzes general features of the social system such as roles, statuses, values, strains and communication. Stresses the relationship between industry and other institutions in society.

SO 264 Technology, Society and Work (3 credits)

Technological changes have a major impact on the way our society looks and how people function within it. Many of these technological changes are initially felt in the workplace, as our workplace formation and relations have an indelible impact on social formation and relations. At the same time, the relationship can work in the reverse as well, with society dictating how technology is adopted and used both inside and outside of the workplace. In the end, technology, society, and work form a triadic relationship, with each impacting and affecting the other in foreseeable and unforeseeable ways. This course will examine this relationship on a national and international level. Through selected readings, videos, current events, and class discussions, we will engage in an exploration of these themes, and examine how our technology, society, and work may look in the future based on clues from the present and past. **D**

SO 265 Talk at work (3 credits)

The goal of this course is to learn how interaction in the workplace is conducted. We will analyze different types of interactions in a variety of work settings, institutional and organizational contexts in order to learn how these interactions are

conducted, what types of communication and workplace problems emerge through these interactions, and how these can best be prevented. In order to understand the sociological perspective on talk in institutional settings, we will first examine how ordinary conversations are organized, since these informal conversational patterns provide the basis for other types of interactions. Students will learn how to analyze interactions from a sociological perspective using the theoretical and methodological approaches of Ethnomethodology and Conversation Analysis.

SO 271 Self and Society (3 credits)

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. Emphasizes the role of communication in mediating relations between individuals and the society in which they live. **D**

SO 272 Animals in Society (3 credits)

The study of the relationship between animals and society is a relatively new and growing area of interest within sociology. Understanding our relationship to animals as pets, as food or other products, as laborers, as subjects in laboratory experiments and as wild animals is particularly important in today's society where environmental concerns, provision of food for the world's human population, and ethical debates about the use of other beings are current and likely to be increasingly important. We will use a sociological perspective to explore the relationship between animals and humans in contemporary society. The methodological approaches focused on include: qualitative sociological techniques such as ethnographic field work, interviewing, discourse analysis, auto-ethnography, or visual sociology. The theoretical perspectives used will fall under the general category of social psychology and may include symbolic interactionist, social constructionist, and ethnomethodological.

SO 285 Sociology of Sports (3 credits)

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. **D**

SO 287 Media, Culture and Society (3 credits)

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. We will look at forms of media in terms of their sociohistorical developments, and study how their histories have been shaped by, and helped to shape, the political-economic structure and cultural lifestyles of American society. The course centers largely on sociological analyses of specific audiovisual examples. These analyses will be conducted in class discussion and written exercises.

SO 289 Popular Culture in Consumer Societies (3 credits)

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 entertainments.

SO 292 Sociology of Native American Peoples (3 credits)

The aim of this course is to introduce the students to and immerse them in Native American culture and society. Topics to be covered include the history of Native Americans since Columbus; Native American beliefs and religions; contemporary Native American culture (with a focus on the Crow and Wampanoag tribes); contemporary social issues and problems; what lies ahead. The required readings provide a historical and theoretical background; class discussion focuses on more contemporary issues and concerns. **D**

SO 295 Film and Society (3 credits)

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. **D**

SO 300 Community Involvement (3 credits)

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. **D**

SO 320 Immigrant Entrepreneurship (3 credits)

Immigrants come in search of the economic opportunity and financial security not available in their own homeland. Drawn by the lure of jobs, immigrants frequently seek course for industrialized countries where the demand for labor is high. However, once arriving to these countries, many immigrant groups reject the available jobs and

strike their own path by entering into entrepreneurship by opening their own businesses. In the United States, this pattern has played out countless times, as new groups arrive and take the mantle of immigrant entrepreneurship previously held by past groups. This course will examine the phenomena of immigrant entrepreneurship, taking account of past examples as well as current trends. By studying immigrant entrepreneurship, the student 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. **D**

SO 333 Sociology of the Edge (3 credits)

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 you will be asked to walk in another's shoes. Someone who is walking on the edge. You 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, to reflect on what all of the above tells us about ourselves, and our world. **D**

SO 401 Directed Study in Sociology (3 credits)

Prerequisite(s): Department chairperson's permission

Presents opportunity for superior students to engage in specialized study. (Allows repetition for credit.)

SO 402 Seminar in Sociology (3 credits)

Prerequisite(s): Instructor's permission

Note: Not offered regularly. Check with department chair for availability.

Permits the intensive study of selected topics in small groups of more advanced students. (Allows repetition for credit.)

SO 421 Internship in Sociology (3 credits)

Prerequisite(s): Junior-level standing, 3.0 cumulative average, and permission of the Sociology internship coordinator.

An internship provides the student 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 adviser, and develop a final paper or special project.

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Francis F. Kingsley '61

President, Kingsley Business Service Inc. Millis, Massachusetts

Gloria Cordes Larson, BA, JD

President, Bentley University, Waltham, Massachusetts

Deborah A. Leitch '83

Senior Director, Special Projects, MIT, Cambridge, Massachusetts

I. Norman Massry '78

Principal, Massry Realty Partners/Tri City Rentals, Albany, New York

Susan G. O'Connell '90

President, Wellington Fund Group, Boston, Massachusetts

Nickolas Stavropoulos '79

President of Gas Operations for Pacific Gas and Electric, San Francisco, California

David H. Weener '72

President (retired), Nucon Capital Corporation, Boston, Massachusetts

Tanya Hairston Whitner '95

General Counsel, Concessions International LLC, Atlanta, Georgia

Brian T. Zino '74 (Retired)

President and Managing Director, J. and W. Seligman and Co., New York, New York

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Private Investor, Boston, Massachusetts

John (Jack) W. Cumming

CEO and Managing Director, Cumming Associates LLC, Naples, Florida

RosaBeth Moss Kanter

Professor, Harvard Business School, Cambridge, Massachusetts

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Boston, Massachusetts

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Haverhill, Massachusetts

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Chairman, New Dartmouth Bank,
Manchester, New Hampshire

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Ford Professor of Engineering Emeritus,
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Partner (retired), PricewaterhouseCoopers
LLP, Boston, Massachusetts

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Partner, PricewaterhouseCoopers LLP,
(retired), Hartford, Connecticut

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Executive Vice President, CAO (retired),
Dean Witter Intercapital Inc.,
New York, New York

Janet E. Hunt (retired)

Senior Vice President, Irving Trust,
New York, New York

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Vice Chairman, Corcoran Jennison
Companies, Boston, Massachusetts

Frank Kelly Jr. '69

Director/Founder, Carmel Biosciences,
Atlanta, GA

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Associates, Brookline, Massachusetts

Elkin B. McCallum '67

CEO of JFC Holdings,
Tyngsboro, Massachusetts

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President and CEO (retired),
Learning Information Network,
Bridgewater, New Jersey

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Dean of Liberal Arts, Jackson College; Pro-
fessor of Biology (retired), Tufts University,
Medford, Massachusetts

Raymond F. Miller Jr.

Concord, Massachusetts

Cathy E. Minehan

Dean, School of Management, Simmons
College, Boston, Massachusetts

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Director and CEO, Aligned Asset
Management, LLC Stamford, Connecticut

William K. O'Brien '67

Director, Enterasys Network Inc.,
Andover, Massachusetts

Dennis J. Picard

Chairman Emeritus, Raytheon Company,
Lexington, Massachusetts

John W. Poduska Sr.

Chairman (retired), Advanced Visual
Systems, Weston, Massachusetts

Darryl V. Poole '68

Founder, Cambridge Institute of Applied
Research, Memphis, Tennessee

Elizabeth F. Rainoff

President, Computer Software Management
Inc., Southern Pines, North Carolina

Richard H. Rubin

President, Richard H. Rubin Management
Corporation, Rockville, Maryland

Mark B. Skaletsky '70

President and CEO, Fenway
Pharmaceuticals Inc.,
Newton, Massachusetts

Robert F. Smith '53

Chairman of the Board and CEO (retired),
American Express Bank Ltd.,
New York, New York

D. Harold Sullivan '46

Financial Vice President and Treasurer
(retired), DeMoulas Supermarkets Inc.,
Tewksbury, Massachusetts

Joel B. Wilder '58

Chairman Emeritus, The Wilder Companies,
Boston, Massachusetts

Presidents

1917 - 1953

Harry Clark Bentley, deceased

1953 - 1961

Maurice Monroe Lindsay, deceased

1961 - 1970

Thomas Lincoln Morison, deceased

1970 - 1991

Gregory Harry Adamian (Emeritus),
deceased

1991 - 1997

Joseph Marr Cronin

1997 - 2005

Joseph G. Morone

2007 -

Gloria Cordes Larson

Vice Presidents Emeritus

Paul Clemente, MSA, CPA
Robert L. Lenington, BS
Joann C. McKenna, BA
Robert H. Minetti, BA, MEd, PhD
Kathleen L. Yorkis, EdD

Chairmen of the Board

1948 - 1960
Albert Brown, deceased
1960 - 1970
G. Frank Smith, deceased
1970 - 1977
Henry E. Rauch '24, deceased
1977 - 1982
Hugh Dysart Jr. '43, deceased
1982 - 1985
George E. Phalen '43, deceased
1985 - 1990
Richard Gnospelius '65
1990 - 1994
Robert F. Smith '53
1994 - 1998
Gary A. Jennison '66
1998 - 2002
John T. Collins '69
2002 - 2005
Elkin B. McCallum '67
2005 - 2012
J. Terence Carleton '77
2012 -
Steven P. Manfredi '73

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Acting Co-Provost and Dean of Arts and Sciences
Roy A. (Chip) Wiggins III, PhD
Acting Co-Provost and Dean of Business and the McCallum Graduate School
Vicki V. LaFarge, PhD
Associate Provost
Donna Maria Blancero, PhD
Assistant Dean of Undergraduate Business Programs
Dorothy A. Feldmann, DBA
Associate Dean of Business Programs
Juliet F. Gainsborough, PhD
Associate Dean of Arts and Sciences
John A. Sims Jr., MBA
Executive Director, External Relations

Office of Academic Services

Cathy L. Carlson, EdD
Associate Dean for Academic Services
Leslie P. Doolittle, MS
Assistant Dean of Academic Services
Patrick (P.J.) Dickson, PhD
Assistant Dean of Academic Services

Office of Academic Affairs, External Relations and Accreditation Services

Jalila El-Jadidi, MBA
Director
Brinda Sood, MBA
Assistant Director

Academic Technology Center

Guarav R. Shah, MBA
Interim Director of the Academic Technology Center
Margarita Alicea-Saez, MEd
Manager of Operations for Academic Technology, the Library and Online Learning
Laura A. Ford
Technical Coordinator
Ruth G. Horwitz, MEd
Manager of Online Programs
Fred F. Monshi, BS
Senior Instructional and Research Infrastructure Manager
Joe Nezu, MBA
Academic and Research Technologist
Tamara Rabinovich, EdD
Senior Consultant for Research and Learning Technologies
Steven Salina, BS
Manager of Instructional and Research Video Technologies
Mary Jo Sanz, MEd
Senior Instructional Designer for Online Programs
Maria Skaletsky, MBA
Senior Research Consultant
Jason R. Wells, BS
Senior Instructional and Research Technology Manager

Education Abroad

Natalie L. Schlegel, MBA
Director
Christine Hollenhorst, MA
Senior Assistant Director
Lauren Schuller, MA
Senior Assistant Director
Nicole Chininis, MBA
Study Abroad Adviser
Laura Bentley, MA
Study Abroad Adviser
Matthias Connelly
Program Assistant

Bentley Library

Hope Houston, MLS
Interim Director of the Library
Ashley Adams, BA
Senior Library Tech Services Coordinator
Margarita Alicea-Saez, MEd
Manager of Operations for Academic Technology, the Library and Online Learning
Donna Bacchiocchi, MS
Manager of Technical Services
Erica Brown, BS
Senior Library Circulation and Services Coordinator
Lisa Curtin, MLS
Senior Reference Librarian/Library Outreach Coordinator
Macee Damon, MLS
Reference/Cataloging Librarian
Rachel Ford, BS
Senior Library Circulation and Services Coordinator
Jaimie Fritz, MS
Project Archivist
Amy Galante, BA
Interlibrary Loan Supervisor/Assistant Manager of Access Services
Anne Jorgensen, MLS
Circulation and Reserves Librarian/Assistant Manager of Access Services
Kimberly A. Morin, MLS
Senior Reference Librarian
Enza Rapatano-O'Connell, BS
Acquisition/Serials Supervisor
Kristen Richards, BA
Senior Library Circulation and Services Coordinator
Stephen Tracey, MS
Assistant Manager of Reference Services
Matthew Van Sleet, MLS
Senior Reference Librarian/Research Instruction Coordinator
Hugh Wilburn, MLS
Manager of Access Services/Curator of the RSM Art Gallery
Dominique Winn, MS LIS
Senior Reference Librarian

Academic Chairpersons

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Accountancy Department

Jay G. Coopridge, PhD

Computer Information Systems
Department

Patrick A. Scholten, PhD

Economics Department

Wiley C. Davi, PhD

English and Media Studies Department

Kartik Raman, PhD

Finance Department

Bonnie Field, PhD

Global Studies Department

Marc Stern, PhD

History Department

Roland Hubscher, PhD

Information Design and Corporate
Communication Department

Alina Chircu, PhD

Information and Process Management
Department

Marianne Kulow, JD

Law, Taxation and Financial
Planning Department

Susan Adams, PhD

Management Department

Andrew Aylesworth, PhD

Marketing Department

Nathan C. Carter, PhD

Mathematical Sciences Department

Jane D. Tchaïcha, PhD

Modern Languages Department

Eric A. (Rick) Oches, PhD

Natural and Applied Sciences Department

Axel Seeman, PhD

Philosophy Department

Gary C. David, PhD

Sociology Department

Program Directors

Paul Berger, PhD

Master of Science in Marketing Analytics

Claude Cicchetti, MSF

Master of Science in Finance

William Gribbons, PhD

Master of Science in Human Factors in
Information Design

Mingfei Li, PhD

Master of Science in Business Analytics

Wendy Lucas, PhD

Master of Science in Information Technology

John Lynch, JD

Master of Science in Taxation and Master
of Science in Financial Planning

Donna McConville, JD

Master of Science in Accountancy

David Schwarzkopf, PhD

Master of Business Administration

William Starnier, MPA

Master of Business Administration

Academic Directors/ Coordinators

William Albert, PhD

Director, Design and Usability Center

Christian Blackwell, MS

Director, English Language and American
Culture Institute

Pamela S. Carpenter, MA

Director, ESOL Programs

Cynthia Clark, PhD

Coordinator, Bentley Alliance for Ethics and
Social Responsibility

Ian Cross, MBA

Director, Center for Marketing Technology

Nina Eichacker, PhD

Director, Economics-Finance
Learning Center

Gregory Farber-Mazor, MFA

Director, Writing Center

Mark E. Frydenberg, MS

Director, CIS Lab

Jeff Gulati, PhD

Associate Director, Honors Program

Aaron Jackson, PhD

Director, Honors Program

Nancy Lee Harnden, MS

Director, Mathematics Learning Center

W. Michael Hoffman, PhD

Executive Director, Center for
Business Ethics

Yuan Li, MEd

Manager, Center for Languages and
International Collaboration

Deb Pine, MBA

Executive Director,
Center for Women and Business

Arthur Reed, MST

Director, Accounting Center for Electronic
Learning and Business Management

David Szymanski, PhD

Director, Valente Center for
Arts and Sciences

Amy Whittaker, MSF

Manager, Trading Room

Mary Wright, MA

Coordinator, International Graduate Tutorials

Jonathan White, PhD

Director, Bentley Service-Learning Center

DIRECTIONS TO BENTLEY

BY CAR

Directions to Bentley from points North:

- Take Route 95/128 South to Trapelo Road, exit 28.
- Turn left at top of exit ramp.
- Follow Trapelo Road 2.6 miles toward Belmont.
- Turn right onto Forest Street.
- One mile on the left is the Bentley entrance.

Directions to Bentley from points South:

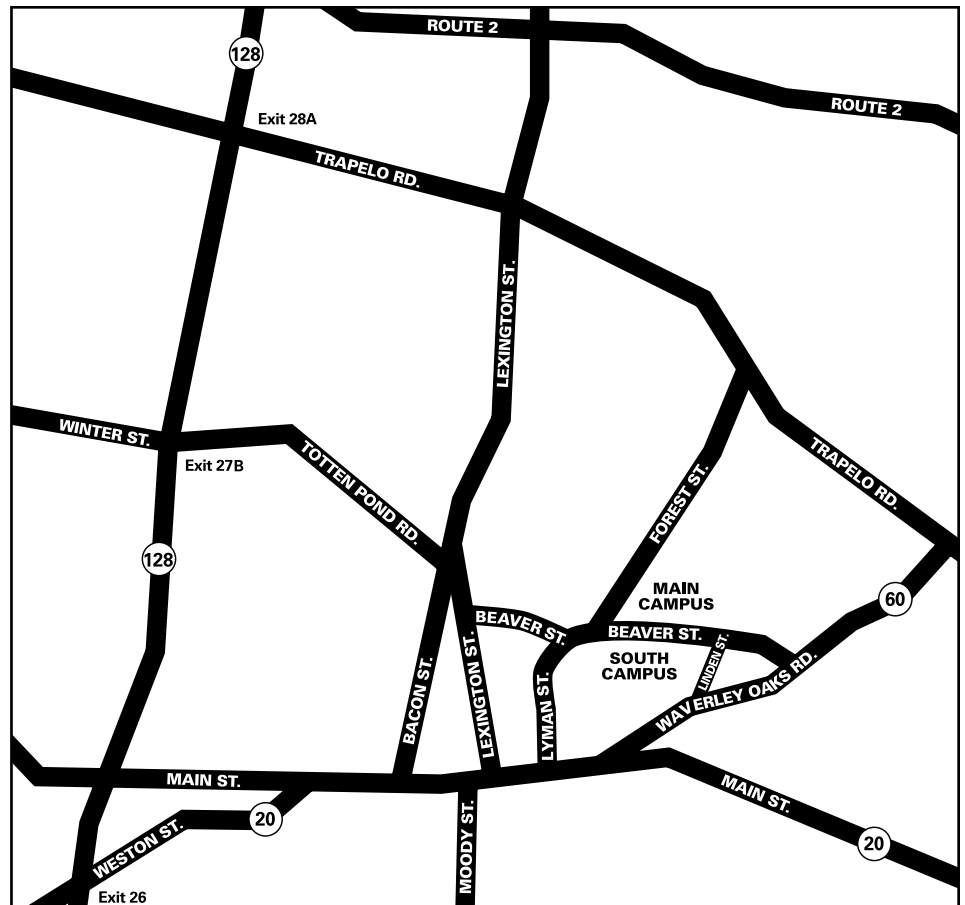
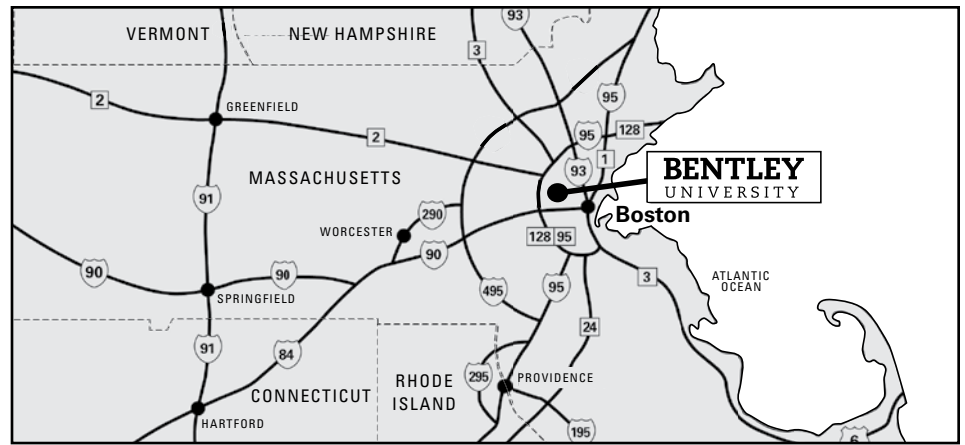
- Take exit 27A - Totten Pond Road.
- At the end of the ramp, take a right and follow Totten Pond Road for 1.2 miles to the end.
- Take a right onto Lexington Street and go 0.2 miles.
- Then take a left onto Beaver Street; travel 1.5 miles (go around the rotary and continue on).
- Bentley (and the entrance to the upper campus) will be on the left.

Directions to Bentley from points East:

- Follow Storow Drive (west) or Memorial Drive (west) to the end and follow signs toward Arlington.
- Bear left at the sign that reads "To 16 S Watertown/Waltham."
- Follow for 0.6 of a mile and turn right onto Belmont Street after passing the Star Market shopping center on the right.
- Continue on Belmont Street until it intersects with Trapelo Road.
- Bear right onto Trapelo Road and continue for 1.7 miles.
- Take a left at the light and follow the sign that reads "60 Waltham to Rte. 20." This is Waverley Oaks Road (Route 60).
- At the next traffic light, turn right onto Beaver Street.
- Continue on Beaver Street, which intersects the Bentley campus. Turn right onto College Drive, just before the overhead pedestrian bridge.

Directions to Bentley from points West:

- Take exit 14 off the Massachusetts Turnpike.
- Follow signs to Route 95/128 North.
- Take Route 95/128 North to Trapelo Road, exit 28A.
- Turn right at the end of the exit ramp.
- Follow 2.6 miles toward Belmont.
- Turn right onto Forest Street.
- Approximately one mile on the left is the Bentley main campus entrance



BY AIR

Taxi Cabs:

You can take a taxi from Logan Airport. Taxi cabs are located on the lower level of each terminal at all hours (station wagons, handicap accessible and credit card taxis are available upon request). Just tell them that you wish to be taken to Bentley in Waltham. The approximate cost of a taxi from Logan Airport to Bentley is \$50.

Rental Cars:

See **BY CAR** for directions to Bentley from the airport.

Public Transportation:

While it is possible to get to Bentley using public transportation, we recommend taking a taxi. If, however, you're feeling

adventurous and would like to take public transportation, follow these directions:

1. Take the free Massport Shuttle Bus (#22 or #33 to the Airport MBTA station. Trains leave the Airport Station every 8 to 12 minutes daily).
2. Take the MBTA Red Line to the Harvard Square stop.
3. From Harvard Square, take the #73 bus and get off at Waverley Square (which is the last stop).
4. Pick up bus #554 and ask the driver to let you off at Bentley. (This bus also runs direct from downtown Boston, with connections in Newton to several other buses. Contact the MBTA for a more detailed schedule.)

BUILDINGS

B11	Harrington House
B12	Stratton House
B14	Boylston A and B
B15	Rhodes Hall
B16	Collins Hall
B17	Kresge Hall
B18	Forest Hall
B19	Miller Hall
B20	Falcone North
B21	Falcone West
B22	Falcone East
B23	Student Center
B24	Slade Hall
B25	Tree Dorms
B31	Orchard North
B32	The Castle
B33	The Cape
B34	Orchard South
B35	Lewis Hall
B36	Facilities/Receiving
B37	Dana Athletic Center
B38	Dovecote
B39	Copley South
B41	Copley North
B42	Fenway Hall
B45a	University Police
B45b	Counseling Center
B52/B53	LaCava Center
B54	Bentley Library
B55	Morison Hall
B56	Adamian Academic Center
B57	Smith Academic Technology Center
B58	Lindsay Hall
B59	Jennison Hall
B61	Rauch Administration Center
B63	North Campus A
B64	North Campus B
B65	North Campus C
B66	North Campus D
B121	President's House

PARKING

GENERAL

L1	LaCava 1
L2	LaCava 2
L3	Rauch
L6	LaCava 3
L7	Morison 7
L8	Morison 8
L9	Morison 9
L20	Athletics 1
L22	Dana 1
L30	Athletics 2
L31	Athletics 3

RESIDENT

L11	Miller 1
L12	Miller 2
L16	Trees
L17	Forest
L19	Stratton
L21	Orchard Decks
L44	North Campus A
L45	North Campus B
L46	North Campus C
L47	North Campus D

FACULTY AND STAFF

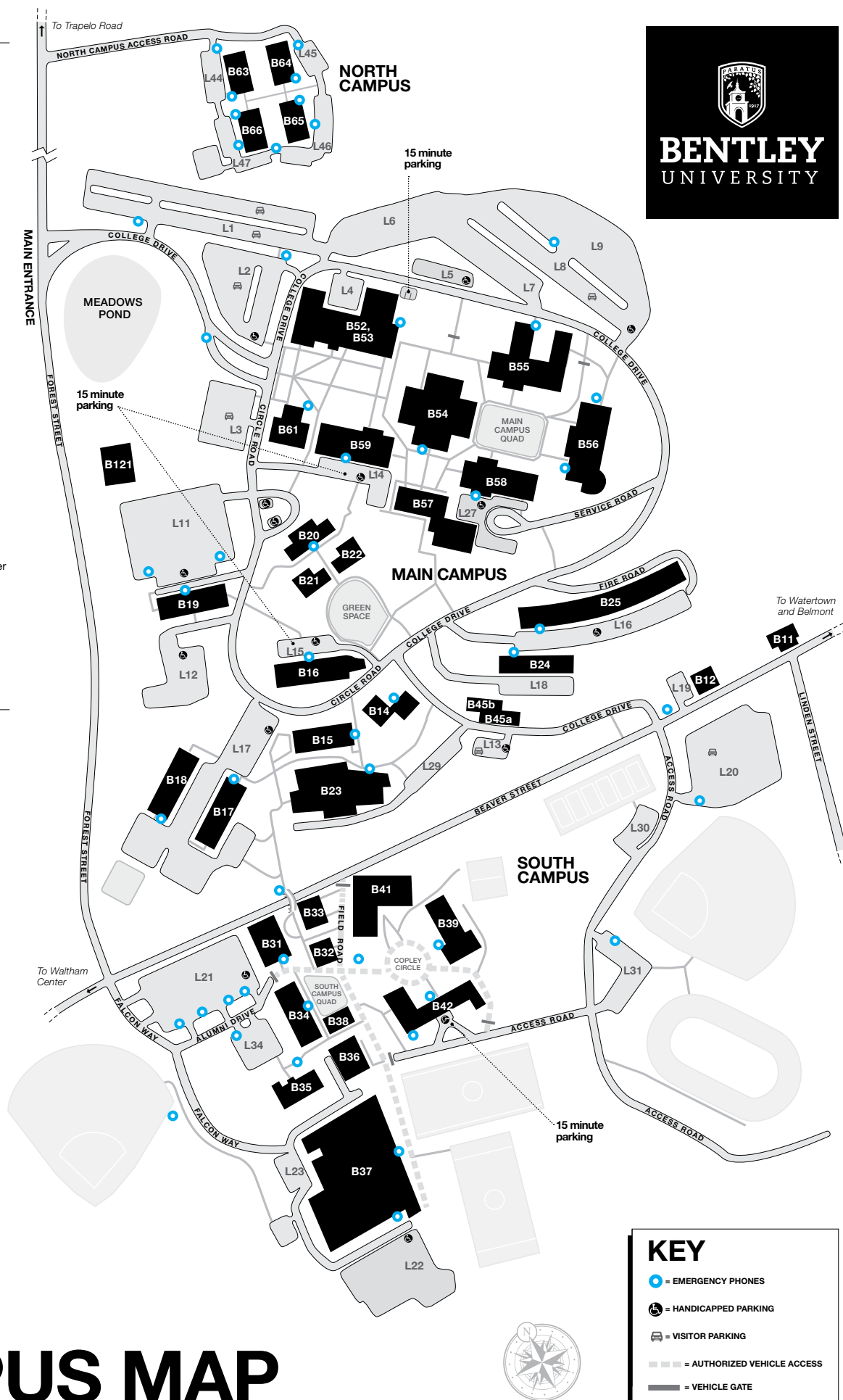
L13	Police
L18	Slade
L23	Dana 2
L26	Harrington
L29	Student Center
L34	Lewis

FACULTY-ONLY PARKING

L5	Main Campus
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SERVICE AND VENDOR

L4	LaCava
L14	Jennison
L15	Collins (short term)
L27	Smith



KEY

- = EMERGENCY PHONES
- = HANDICAPPED PARKING
- = VISITOR PARKING
- = AUTHORIZED VEHICLE ACCESS
- = VEHICLE GATE

CAMPUS MAP

Accreditations

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

Bentley University is accredited by the New England Association of Schools and Colleges Inc., 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. New England Association accreditation applies to Bentley as a whole and provides a reasonable assurance about the quality of opportunities available to its students.

Bentley University is accredited by the European Quality Improvement System (EQUIS), which benchmarks quality in management and business education. EQUIS seeks to advance the mission of the European Foundation for Management Development by raising the global standard of management education. Accredited institutions must meet high measures of quality in all dimensions of their programs and activities and demonstrate a high degree of internationalism. Bentley is one of three business schools in the United States and 141 worldwide to earn EQUIS accreditation.

University Policies

Equal Opportunity Statement

Bentley University does not discriminate in admission or access to, or treatment or employment in, any of its educational programs or activities, including scholarships, loans and athletics, on the basis of race, color, sex, marital or parental status, age, national or ethnic origin, religion, handicap or disability. The college complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act and Revenue Procedure 75-50 prohibiting such discrimination. Anyone believing that he or she has experienced adverse treatment may register a complaint with the special assistant to the president, Room 308, Rauch Administration Building, Bentley University, 175 Forest Street, Waltham, Massachusetts 02452-4705.

Sexual, Racial and Religious Harassment

It is the policy of Bentley University to maintain an atmosphere that is free from any form of sexual, racial or religious intolerance, intimidation or exploitation. All students, faculty and staff should be aware that the university is concerned and prepared to take action to prevent harassment of any kind. Individuals who engage in such behavior will be subject to disciplinary action. If you believe you are being harassed, please contact the special assistant to the president in Room 308 of the Rauch Administration Building.

Notice to Students

Students enrolled in any division or school 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, minimum residency and honors requirements and the university's grading and course repeat policies. Students who fail to comply with these policies, procedures and requirements do so at their own risk.

Family Educational Rights and Privacy Act

According to the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), individual students have the right to review all official records, files and data related to them and the right to challenge the accuracy of the content of such records. Furthermore, the act prohibits colleges and universities from releasing personally identifiable information about students without their written consent. For detailed information regarding a student's rights under this law and the procedures involved in obtaining access to official records, please contact the Student Affairs Office.

Unless otherwise requested by the student, Bentley University may, at its discretion, release to the public student data considered "directory information." If a student desires that directory information not be released, it is his or her responsibility to notify the Registrar's Office in writing. Please note that students do not have the flexibility of choosing to release or not release particular items within "directory information."

Bentley University will not sell or give directory information for commercial purposes to external vendors who are not affiliated with the institution. The university may use all student data for its official operations or for the approved operations of any student organizations or other university-sponsored functions.

Directory information, as defined by the Family Education Rights and Privacy Act of 1974, includes the following information relating to a student: name, address, telephone number, date and place of birth,

class, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.

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." For a more expansive explanation of FERPA please see the section on "Rights, Responsibilities and Policies."

Drug Prevention

In compliance with the Drug-Free Schools and Communities Act, Bentley University maintains a drug prevention program for its students and employees. Complete information concerning this issue can be found in the Student Handbook online at bentley.edu/shandbook.

Smoking Policy

As of June 1st 2016, Bentley University became a smoke-and vape-free campus. Smoking (including cigarettes, cigars, pipes, e-cigarettes, and any other smoke-producing tobacco products) by students, faculty, staff, guests, visitors, and contractors is prohibited on all properties, indoors and outdoors, owned or leased by campus. All university employees, students, visitors, guests and contractors are required to comply with this policy, which remains in effect at all times. More information about the policy as well as cessation support resources is available at bentley.edu/smokefree

Bentley University Policy Amendments

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

Affidavits of Voter Registration Forms

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

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

CONTACT US

MAIL Office of the Registrar, Bentley University,
175 Forest Street, Rauch 111, Waltham, MA 02452 USA

WEB bentley.edu/offices/registrar

EMAIL registrars_office@bentley.edu

PHONE +1 781.891.2177

FAX +1 781.891.3428



BENTLEY
UNIVERSITY