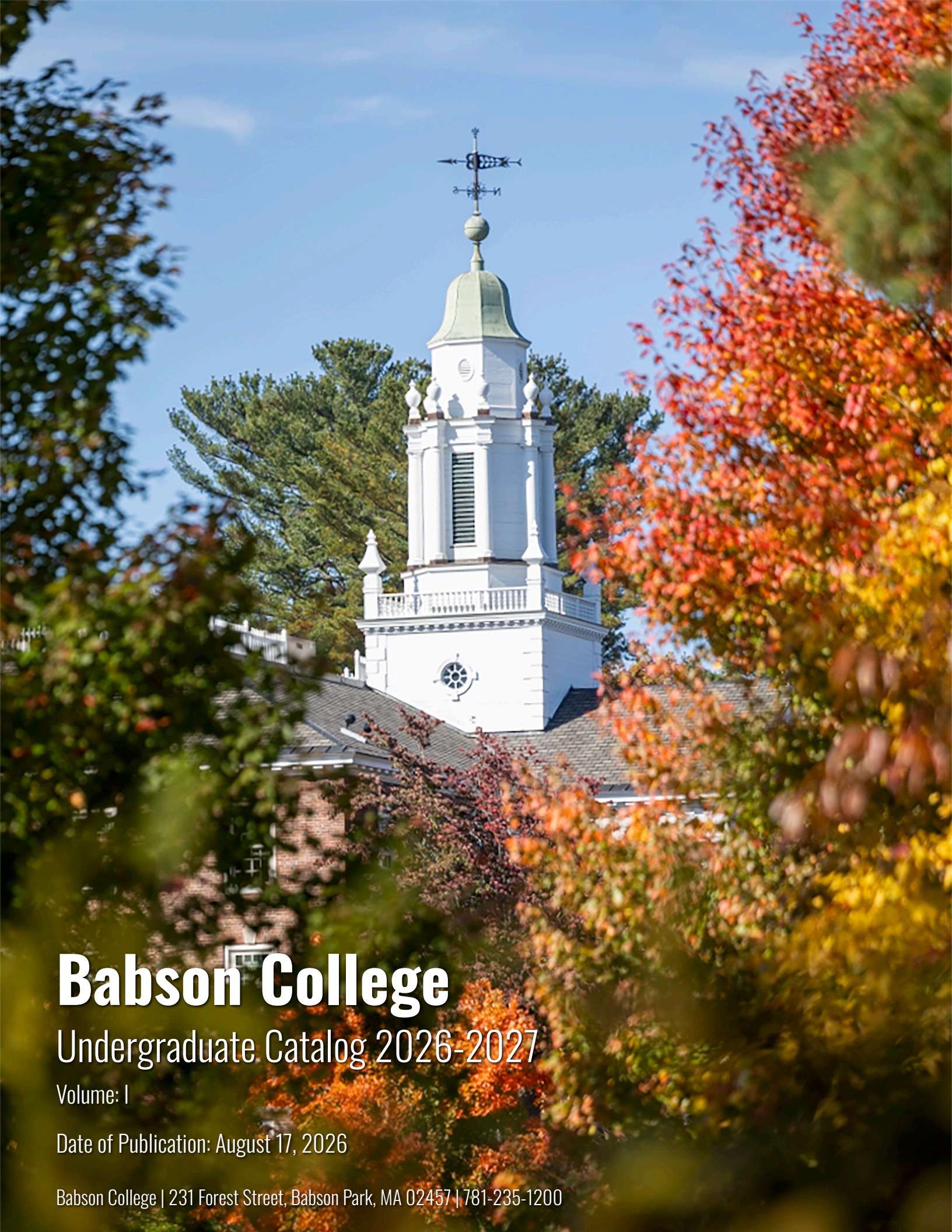




Babson College

Undergraduate Catalog 2026-2027

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The Babson College Catalog is an annual publication that includes information about the College, academic programs offered, academic and financial policies, and student services and resources. Babson College reserves the right to make changes to information included in the College Catalog as deemed necessary and without notice. The information included in this catalog is effective the date of publication.

About Babson

Overview

As the worldwide leader in entrepreneurship, Babson is the creator of entrepreneurship education and convenor of entrepreneurial leaders.

We were the first to understand that thinking and acting entrepreneurially is more than just an inclination—it can be taught. And, for more than 100 years, we’ve been teaching it better than anyone.

At Babson, we believe that entrepreneurship can be a powerful force within organizations of all types and sizes, in established businesses as well as new ventures. In any industry, in any position, it takes entrepreneurial leaders to solve problems and make an impact.

Since Roger Babson founded the College in 1919, the curriculum has focused more on practical experience and less on lectures to better prepare students for the realities of the business world.

Today in our collaborative community, students gain the fundamental business skills and liberal arts knowledge necessary to cultivate an entrepreneurial mindset. They then use that mindset to navigate real business situations, putting what they learn into practice and becoming leaders equipped to make a difference on campus and around the world.

Mission Statement

Babson College prepares and empowers entrepreneurial leaders who create, grow and steward sustainable economic and social value—everywhere.

Administration and Governance

President's Council

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President

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Vice President and General Counsel

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Chief Executive Officer, The Arthur M. Blank School for Entrepreneurial Leadership

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Colleen Meader
Executive Assistant to the President

Kerry Salerno
Vice President & Chief Marketing & Communications Officer

Donna Stoddard, DBA
Dean of Faculty

D.R. Widder MBA'99
Vice President of Innovation

Board of Trustees

Representing the highest level of service to Babson College, the Board of Trustees is comprised of dedicated alumni, parents, and friends, who meet formally as a group three times per year with regular communication between board meetings.

The Board of Trustees is the governing body for Babson College. The Board is primarily responsible for appointing the President, who leads and manages the institution; approving the College's mission and purpose, institutional policies, and changes in academic programs; and overseeing the College's finances and assets to ensure Babson's continuing vitality and its ability to fulfill its mission now and for future generations.

Chair of the Board

Jeffery S. Perry '87, P'23

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Shikhar Malhotra '04

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Audrey McLoghlin

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Somia Farid Silber '15

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President - Babson College

Davide Visco '95, P'30

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Anthony C. Woodruff '65

**posthumously*

Global Advisory Board

The Global Advisory Board (GAB) focuses on one of the College's top priorities—extending Babson's global reach.

The GAB takes Babson to the world and the world to Babson. Board members serve as ambassadors for the College represent Babson in their countries and communities counsel the President, Trustees, and the Babson Community by providing a global perspective assist students on professional matters and provide meaningful philanthropic support.

Chair

Cyril C. Camus '91, P'26

Members

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Scott Voss MBA'99

Founder Emeritus

Dr. Jean-Pierre Jeannet

College Advisory Board

The College Advisory Board of Babson College serves as an important link to the College community. As its ambassadors, the CAB members support the reputation of the College and advances its mission through service and promotion of the College to all constituencies.

Chair of the Board

Christopher Malone '00 MBA'07

Vice Chair of the Board

Matthew D. Consigli MBA'08

College Advisory Board

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Jack Waterstreet '04

Rebecca Webb '95

Jordann Weingartner '02

Jancy Yang '09 P'26

Accreditation

Babson holds accreditation from NECHE (New England Commission of Higher Education), AACSB International (Association to Advance Collegiate Schools of Business), and EQUIS (EFMD Quality Improvement System).



Academic Calendar

Academic Calendar 2026-2027

All dates subject to change. Incoming graduate students should confirm their cohort's specific calendar for Orientation dates and times.

Fall 2026

Day	Date	Event
Th	8/27	Residence Halls Open for First years , Exchange, and Transfer Students
Th-Su	8/27-8/30	Undergraduate Orientation for First Years, Transfer, and Exchange Students
Sa	8/29	Residence Halls Open for Returning Students
M	8/31	Undergraduate Classes begin
M	8/31	Graduate Blended MBA - Miami begins
W-F	9/2-9/4	Graduate Programs - New Student Orientations Begin
F	9/4	Undergraduate Add/Drop Ends 11:59 p.m. Eastern Time
F	9/4	Undergraduate Monday once per week make up only
F	9/4	Undergraduate First Session Add/Drop Ends 11:59 p.m. Eastern Time
M	9/7	Labor Day: no classes
Tu	9/8	Graduate Classes begin
F	9/18	Graduate First "A" and Full Session Add/Drop Ends 11:59 p.m. Eastern Time
Tu	9/29	Last Day to withdraw from an Undergraduate First session Course 11:59 p.m. Eastern Time
Tu	9/29	Undergraduate Pass/Fail Selection Deadline for Designated First Session "A" Half Semester Courses 11:59 PM Eastern Time
Tu	10/6	Last Day to withdraw from a Graduate First Session "A" Course 11:59 p.m. Eastern Time
M	10/12	Indigenous Peoples' Day; No day or Evening classes (See makeup day for Grad on 10/13)
Tu	10/13	Undergraduate Fall Break Day: no UG classes
Tu	10/13	Babson Monday for Grad Classes Only. No Tuesday class meeting.
W	10/21	Undergraduate First Half Session courses end
Th	10/22	Undergraduate Second Half Session courses begin
F	10/23	Undergraduate Mid-Semester Warnings due from faculty
Tu	10/27	Undergraduate Mid-Semester Warnings sent to students
Tu	10/27	Graduate Elective "A" Session courses end
W	10/28	Graduate Elective "B" Session courses begin
W	10/28	Undergraduate Second Session Add/Drop Ends 11:59 p.m. Eastern Time
F	10/30	First Session Course Grades Due at Noon

Day	Date	Event
Tu	11/3	Last day to withdraw from an Undergraduate course 11:59 p.m. Eastern Time
Tu	11/3	Undergraduate Pass/Fail Selection Deadline for Designated Full Session Courses 11:59 PM Eastern Time
Th	11/5	Last Day to withdraw from a Graduate Full Session course 11:59 p.m. Eastern Time
Tu	11/10	Graduate Second Session "B" Add/Drop ends 11:59 p.m. Eastern Time
Th	11/19	Last Day to withdraw from an Undergraduate Second session Course 11:59 p.m. Eastern Time
Th	11/19	Undergraduate Pass/Fail Selection Deadline for Designated Second Session "B" Half Semester Courses 11:59 PM Eastern Time
M-F	11/23-11/27	Undergraduate Thanksgiving Break
W-F	11/25-11/27	Graduate Thanksgiving Break
Th	12/3	Last Day to Withdraw from a Graduate Second Session "B" course 11:59 p.m. Eastern Time
W	12/9	Last Undergraduate class (24 Hour Quiet Time begins on campus at 8 p.m.)
Th	12/10	Undergraduate Reading Day
F-F	12/11-12/18	Undergraduate Exams (no exams on Saturday or Sunday, Reading days)
F	12/18	End of Semester for Undergraduate Students
Sa	12/19	Residence Halls close for Winter Break
Sa	12/19	Last meeting for Graduate classes including Final Exams if Applicable and End of the Semester for Graduate Students
M	12/21	Full & Second Session Course Grades Due at Noon

Spring 2027

Day	Date	Event
F	1/15	Residence Halls open for Transfer, Exchange, January Admits, and Babson Begin students. Undergraduate Orientation begins.
F-Su	1/15-1/17	Undergraduate Orientation for Transfer, Exchange, January Admits, and Babson Begin students
Su	1/17	Residence Halls open for Returning Undergraduate Students
M	1/18	Martin Luther King Holiday - no day or evening classes
Tu	1/19	Graduate and Undergraduate classes begin
Sa	1/23	Graduate Blended MBA - Miami begins
M	1/25	Undergraduate Add/Drop ends 11:59 p.m. Eastern Time
M	1/25	Undergraduate First Session Add/Drop Ends 11:59 p.m. Eastern Time
F	1/29	Graduate First "A" and Full Session Add/Drop ends 11:59 p.m. Eastern Time
M	2/15	Presidents Day Holiday: No day or evening classes (See makeup day on 2/16)
Tu	2/16	Babson Monday: follow Monday class schedule, no Tuesday classes

Day	Date	Event
W	2/17	Last Day to withdraw from an Undergraduate First session Course 11:59 p.m. Eastern Time
W	2/17	Undergraduate Pass/Fail Selection Deadline for Designated First Session "A" Half Semester Courses 11:59 PM Eastern Time
Th	2/18	Last Day to withdraw from a Graduate First Session "A" Course 11:59 p.m. Eastern Time
Tu	3/9	Undergraduate First Half Session courses end
W	3/10	Undergraduate Second Half Session courses begin
Sa	3/13	Graduate "A" Session courses end
M-F	3/15-3/19	Spring Break Graduate and Undergraduate (5 days)
F	3/19	Undergraduate Mid-Semester Warnings due from faculty
Su	3/21	Graduate "B" Session Begins
Tu	3/23	Undergraduate Second Session Add/Drop Ends 11:59 p.m. Eastern Time
Tu	3/23	Undergraduate Mid-Semester Warnings sent to students
M	3/29	Last Day to withdraw from a Graduate Full Session course 11:59 p.m. Eastern Time
Tu	3/30	Last day to withdraw from an Undergraduate course 11:59 p.m. Eastern Time
Tu	3/30	Undergraduate Pass/Fail Selection Deadline for Designated Full Session Courses 11:59 PM Eastern Time
F	4/2	Graduate Second "B" Session Add/Drop ends 11:59 p.m. Eastern Time
Th	4/8	Last Day to withdraw from an Undergraduate Second session Course 11:59 p.m. Eastern Time
Th	4/8	Undergraduate Pass/Fail Selection Deadline for Designated Second Session "B" Half Semester Courses 11:59 PM Eastern Time
M	4/19	Patriot's Day holiday: No day or evening classes (See make up days for UG on 4/21; and Grad on 4/23)
Tu	4/20	Last Day to Withdraw from a Graduate Second Session "B" Course 11:59 p.m. Eastern Time
W	4/21	Undergraduate School Babson Monday: follow Monday class schedule, no Wednesday classes – UG only
F	4/23	Graduate School: Babson Monday: follow Monday class schedule - Grad only
W	4/28	Last meeting for Undergraduate classes (24 Hour Quiet Time begins on campus at 8 p.m.)
Th	4/29	Undergraduate Reading Day
F	4/30	Undergraduate Final Exams
Sa-Su	5/1-5/2	Undergraduate Reading Days
M-F	5/3-5/7	Undergraduate Final Exams
F	5/7	End of the Semester for Undergraduate Students
Sa	5/8	Last meeting for Graduate classes including Final Exams if Applicable and End of the Semester for Graduate Students
Sa	5/8	Undergraduate Residence Halls Close (for students not scheduled to graduate)
Sa	5/15	Commencement: UG at 9:45 a.m.; Grad at 2:45 p.m.

Summer 2027

Day	Date	Event
Su	5/16	Residence Halls open
Su	5/16	Graduate Summer First Session begin
M	5/17	UG Full Summer classes begin
F	5/21	Undergraduate Add/Drop Ends 11:59 p.m. Eastern Time
F	5/28	Graduate First Session Add/Drop Deadline 11:59 p.m. Eastern Time
M	5/31	Memorial Holiday: No day or evening classes (See makeup day for Grad only on Friday, 6/4)
F	6/4	Babson Monday (Graduate) school follow Monday class schedule, make up for 5/31, regularly scheduled Friday classes will also be meeting
M	6/14	Last Day to withdraw from a Summer First Session Graduate course 11:59 p.m. Eastern Time
F	6/18	Juneteenth Holiday observed: no classes
F	6/25	Last day to withdraw from an Undergraduate course 11:59 p.m. Eastern Time
F	6/25	Undergraduate Pass/Fail Selection Deadline 11:59 PM Eastern Time
Th	7/1	Last Summer First Session Graduate class including Final Exams if applicable
Su	7/4	Independence Day Holiday: no classes
M	7/5	Independence Day Holiday: no classes
Tu	7/6	Graduate Summer Second Session courses begin
F	7/9	Monday make up for once a week grad courses
F	7/16	Graduate Second Session Add/Drop Deadline 11:59 p.m. Eastern Time
W	7/21	Last Undergraduate class
Th-F	7/22-7/23	Undergraduate Finals
F	7/23	End of the Semester for Undergraduate Students
F	7/23	UG Residence Halls close
Tu	8/3	Last day to withdraw from a Summer Second Session Graduate course 11:59 p.m. Eastern Time
Sa	8/21	Last meeting for all Graduate Classes including Final Exams if Applicable. End of the semester

Campuses

Wellesley Campus

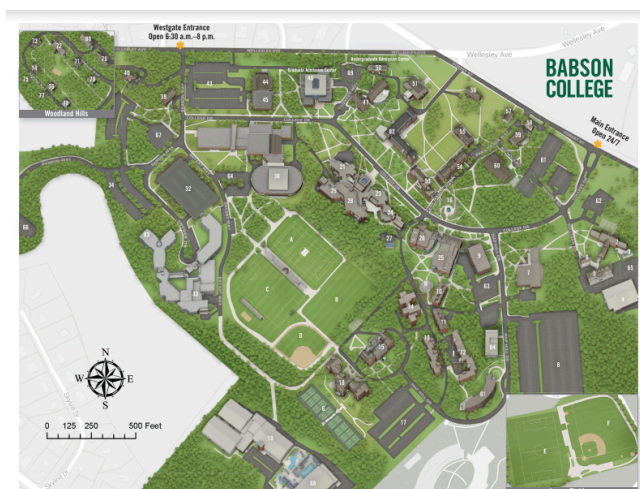
The Babson College main and residential campus is situated on 375 acres in Wellesley, Massachusetts. Engage with our entrepreneurial global community at popular hotspots of activity such as the Reynolds Campus Center, Horn Library, Carling-Sorenson Theater, Webster Athletics Center, Glavin Family Chapel, and the Babson Executive Conference Center. Babson has the look of a classic New England college, but here on our

picturesque campus you'll find a bustling hub of action filled with diverse perspectives and groundbreaking ideas.

The College is comprised of academic and administrative buildings, dining spaces, residence halls, athletic and recreation facilities, and other community spaces including a Babson Executive Conference Center, Knight Auditorium, USPS Post Office, and Sorenson Center for the Arts. Academic buildings consist primarily of classrooms, resource centers, conference rooms, learning spaces, work areas, and faculty offices. Administrative buildings consist primarily of administrative and student services offices and conference rooms. Many buildings and facilities on campus are mixed-use.

Address:

Babson College
231 Forest Street
Babson Park
Wellesley, MA 02457



BABSON CAMPUS MAP

BUILDINGS 48 Arthur M. Blank Center for Entrepreneurship 33 Babson Executive Conference Center (BECC) 21 Babson Hall 68 Babson Skating Center 48 Bartlett Institute for Family Entrepreneurship 19 Boston Sports Club 38 Bryant Hall 10 Carfield Hall 4 Central Services 15 Coleman Hall 59 Cradock Alumni Hall 2 Forest Hall 3 Forest Hall Annex 48 Frank & Elmer Center for Women's Entrepreneurial Leadership 46 Franklin W. Olin Graduate School of Business (Graduate Admission Center) 23 Genter Hall 27 Gavin Family Chapel 33 Herring Family Entrepreneurial Leadership Village 1 Hilder Building 29 Horn Computer Center 29 Horn Library, Babson Commons, & Stephen D. Cutler Center for Investments and Finance	48 Institute for Social Innovation 11 Keith Hall 46 Kerry Murphy Healy Center for Health Innovation and Entrepreneurship (KMH Center) 16 Kerry Murphy Healy Park 44 Knight Auditorium 24 Kiviat Hall 36 Len Green Recreation and Athletics Complex / Webster Center 47 Lukic Hall 50 Lunder Undergraduate Admission Center at Macdonald Hall 45 Malley Hall 81 Mandell Family Hall 13 McCullough Hall 57 Milos Hall 60 Nichols Building 54 Park Manor Central 55 Park Manor North 53 Park Manor South 82 Park Manor West & Leonard A. Schlesinger Innovation Center 14 Putz Hall 58 Post Office 6 Public Safety Building 56 Publishers Hall 12 Riving Hall 25 Reynolds Campus Center	26 Sorenson Center for the Arts 5 Sullivan Building 46 Larry Ford Franchise Institute 51 Tansica Hall 7 Tice Dining Hall, Roger's Pub, & Sorenson Visual Arts Center 18 Van Winkle Hall 84 Weissman Foundry 40 Westgate Hall 70 Woodland Hill 1 71 Woodland Hill 2 72 Woodland Hill 2A 73 Woodland Hill 3 74 Woodland Hill 4 75 Woodland Hill 5 76 Woodland Hill 6 77 Woodland Hill 7 78 Woodland Hill 8 79 Woodland Hill 9 80 Woodland Hill 10 83 Woodlands PARKING LOTS 8 Parking Lot T - Tins 17 Parking Lot C - Coleman 22 Parking Deck 34 Parking Lot E - Herring Family ELV & BECC 43 Parking Lot K - Knight	81 Parking Lot N - Nichols 82 Parking Lot F - Forest 83 Parking Lot H - Heider 84 Parking Lot P - Green/Weider Athletics 85 Parking Lot S - Sullivan 86 Parking Lot W - Woodland Hills 87 Parking Lot Y - Bryant 88 Parking Lot L - Lunder Admission ATHLETIC FIELDS A MacDowell Field B Ideathon Practice Field C Harwell-Rogers Field D Alumni Softball Field E Harrington Rugby Pitch F Goveni Baseball Field G Tennis Courts H Bartlett Park I Larter Park Entrances (Westgate and Main) Handicap Access
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Boston Campus

Located at 100 High Street, the classroom and convening spaces are in-city complements to the main residential Babson campus in Wellesley, extending the ways in which our community can both strengthen and leverage the entrepreneurial ecosystem that is flourishing in the city of Boston. Our drop-in coworking space provides alumni with a place to network, brainstorm, and collaborate right in the heart of the financial district.

Babson Boston provides opportunities for students, alumni, faculty, staff, as well as corporate and nonprofit partners, to learn, gather, collaborate, and innovate through graduate-level courses, special programming, and networking events.

Address:

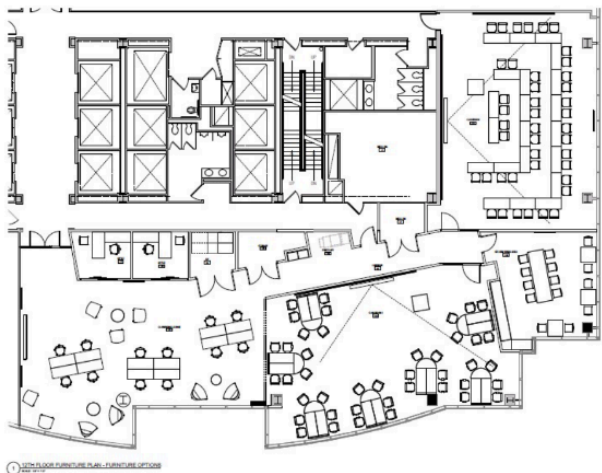
Babson College
100 High Street
First and 12th floors
Boston, MA 02110



1st Floor Plan



12th Floor Plan



Square Footage:
First Floor: 2214
Twelfth Floor: 7188

Miami Campus

Discover Babson's world-renowned entrepreneurial education in the heart of downtown Miami, where success depends on your ability to think like an entrepreneur—whether you're launching a new venture, changing industries, or taking your organization to the next level.

Babson College's Miami location ("Babson Miami") is located at 1200 Brickell Avenue, Suite 300, in Brickell at the BB&T building. Babson occupies 5,424 square feet. This location provides Babson students and alumni with an ADA compliant, exclusive space that includes an auditorium-style classroom, a flexible space that converts into a flat classroom, the Babson Student Resource room, three conference rooms and a common area with a kitchen and coffee bar, providing students with a standardized experience in comparison to our other hub in Boston.

In terms of the student experience, Babson Miami allows access and amenities for our Blended MBA and Certificate in Advanced Management (CAM) students throughout the week and weekends. Students registered for Babson classes can use Babson Miami's space seven days a week, from 8:00 a.m. to midnight, through keycard access. Students can use the kitchen that is equipped with microwave, small refrigerator, and tables and chairs for informal dining or meetings. Students will also benefit from building amenities, such as 24/7 concierge, security, valet parking, and parking garage. Not to mention the proximity with the metro mover (station within a block), hotels, banks and restaurants located in the Brickell area. The Babson Student Resource Room houses various texts that align with the Blended Learning MBA and Certificate in Advanced Management

curriculum. Additionally, students will have access to a work station that houses a computer and telephone where students can connect directly to various staff at the Babson Wellesley campus for questions pertaining to Academic Advising, Student Financial Services, and the Center for Career Development.

Babson Miami is used during all of Babson's face to face class sessions in Miami.

Address:

1200 Brickell Ave.
Suite 300
Miami, FL 33131

Student Experience

Offices and Services

Glavin Office of International Education

Innovative international learning and professional development programs, services, and information for Babson students, faculty, and staff.

Located in Hollister Hall

Health and Wellness

On-campus health care, health promotion, and wellness services for Babson students, covering both physical and emotional health issues.

Located in Hollister Hall

Horn Library

The Horn Library is a creative partner in the development and dissemination of knowledge that serves to connect ideas, people, and information across the Babson Community.

Located in Horn Library

Information Technology Services Department

Delivers customized support of Babson's educational programs through support services, media services, project management, development, quality assurance, operations and security, blended and online learning and library support services.

Located in Horn Library

International Student and Scholar Services

A central resource for international students and scholars advising individuals and the institution on F & J

immigration regulations; providing support during the U.S. academic, social, and cultural adjustment process; and facilitating intercultural learning across campus.

Located in Hollister Hall

Office of Belonging and Inclusion

Dedicated to empowering a diverse and inclusive campus community by nurturing a culture where each student experiences a deep sense of belonging and acceptance.

Located in Glavin Chapel and Diversity Suite in Park Manor Central

Office of Undergraduate Student Engagement

Fosters and develops educational, social and leadership opportunities for the undergraduate student population.

Located in Reynolds Campus Center

OneCard Office

The OneCard is your primary ID while on campus. It is also used for door access, meal plans, and as a debit card.

Located in Reynolds Campus Center

Public Safety

Providing full police, EMT, and emergency support, as well as parking and traffic services, 24/7/365.

Located in Public Safety Building, 4 Sullivan Road

Registrar

Management of undergraduate and graduate records, registration, and certification processes, as well as transcript requests and other services.

Located in Hollister Hall

Residence Life

The mission of Residence Life is to develop safe and inclusive residential communities.

Located in Reynolds Campus Center

Student Advising and Success

Policies and resources for undergraduate students and faculty pertaining to the academic experience at Babson.

The Department of Student Advising & Success is the center for the advising and support for Babson's undergraduate students.

Located in Hollister Hall

Student Financial Services

Tuition and Financial aid, assistance with student accounts and payment options, loan/debt counseling, recommendations about financing options, and more.

Located in Hollister Hall

Student Mail and Package Center

In-bound and out-bound student mail services.

Located in Reynolds Campus Center

Title IX Office

Babson's Title IX Coordinator and campus partners provide students, staff and faculty with information, support, and options for responding to discrimination or harassment based on sex, gender, gender-identity or expression or sexual orientation.

Located in Horn Library

Undergraduate Admission

Interface between talented high school students and a Babson College undergraduate education.

Located in Lunder Admission Center

Undergraduate Career Development

The Hoffman Family Undergraduate Center for Career Development: Integrated career planning and recruitment services for undergraduate students of Babson College.

Located in Hollister Hall

Undergraduate Experiential Learning & Academic Excellence

Supports student learning through experiential courses, mentoring, tutoring, honors programming, and leadership development opportunities.

Located in Hollister Hall

Academic Support Centers

Accessibility Services

Accessibility Services is committed to fostering inclusive excellence by collaborating with and empowering students with disabilities. We coordinate individualized support services and programs that ensure equal access to education and college life. Through advocacy,

partnership, and innovation, we strive to create a campus environment where all students have the opportunity to thrive.

Accessibility Services is responsible for evaluating and coordinating services for students with disabilities. Reasonable accommodations are determined after consultation with the student and thorough review of the student's medical documentation. Babson students requesting accommodations must register with the Department of Accessibility Services (DAS) and participate in an intake interview. Accessibility Services staff utilize an interactive review process to determine necessary accommodations. To register, students may submit an application via the Accessible Information Management (AIM) portal, along with appropriate documentation. Babson College is not responsible for ensuring academic accommodations for students who identify themselves only to faculty or staff, and not directly to Accessibility Services; nor are they responsible for those who identify themselves after the completion of academic requirements or projects.

For enrolled Babson College students, more information can be found regarding Accessibility Services policies and procedures on the Student Portal.

Located in Park Manor West

Math Resource Center

One of the most valuable academic resources for students, the Math Resource Center is staffed by highly qualified students and faculty who assist students who feel challenged by their math material. The center offers frequently used walk-in hours that you may take advantage of for homework or exam preparation.

The Math Resource Center provides support for the skills that are essential for an understanding of quantitative applications in business. Specifically, the MRC provides assistance for the required core business analytics courses AQM1000 and AQM2000.

Located in Horn Computer Center, Room 163

Speech Center

The Speech Center provides communication skills training for the Babson community, helping undergraduate students, graduate students, faculty and staff develop effective communication skills. The Speech Center's professional speech consultants work one-on-one for 45 minute sessions and work with teams for 90 minute sessions, to help with harnessing nervous energy, developing confidence, and becoming skilled persuasive speakers. The Speech Center can work with class

presentations (FME, BCAP, MCFE), TedTalks, and business pitches. For questions or more information, contact Sharon Sinnott in Horn 171.

Located in Horn Computer Center

Peer Tutoring Center

The Peer Tutoring Center provides individualized academic support through collaborative learning with trained peer tutors. Designed for all learners, peer tutoring is a proactive and effective strategy for academic success. Through one-on-one and group tutoring sessions, as well as weekly walk-in hours, students deepen their understanding of course concepts, build confidence, and work towards their academic goals. To learn more or to make an appointment, please visit the Peer Tutoring Website here: <https://babson.sharepoint.com/sites/PeerTutoring6>.

- ACC1000: Introduction to Financial Accounting
- ACC2002: Managerial Accounting
- ECN2002: Principles of Microeconomics
- FIN2000: Principles of Finance
- OIM2001: Technology Operations Management

Located in Babson Hall, Room 205

Writing Center

Staffed by experienced faculty and highly trained peer consultants, the Writing Center assists you in becoming a better, more confident writer, helping you find ways to improve everything from business plans and essays to graduate school applications and your résumé.

Located in Horn Computer Center, Room 160

Activities

Clubs and Organizations

Beyond honing leadership skills and the ability to work collaboratively on a common goal, clubs and organizations at Babson are just plain fun. You can find out about all clubs during the annual Student Organization Fair.

There may be more than 100 clubs and organizations, but there is always room for a club or organization that fills an unmet community need. Added bonus? Starting a new club incorporates key tools of entrepreneurship: developing new ideas, gaining support and consensus, and establishing a new venture.

Clubs are eligible for funding from the Student Government Association, receive support from the

Student Engagement staff, and club leaders receive invitations to leadership training sessions and conferences, among other perks.

Athletics

The Babson College Department of Athletics and Recreation sponsors sport-related activities at the varsity, club, and intramural level.

Varsity Sports

Babson College Athletics offers 23 varsity programs at the NCAA Division III level, with most of its teams competing in the New

Babson College Athletics offers 23 varsity programs at the NCAA Division III level, with most of its teams competing in the New England Women's and Men's Athletic Conference (NEWMAC). Babson Athletics also competes in:

- Men's ice hockey: New England Hockey Conference (NEHC)
- Men's golf: Coast to Coast Athletic Conference (CAC)
- Alpine skiing: MacConnell Division of the United States Collegiate Ski and Snowboard Association (USCSA)

Babson Athletes on all varsity teams have access to sports medicine and strength and conditioning support to ensure they can always compete at their best.

College Club Sports

Club sports are more than a way to play a sport. They let you work on leadership skills, as you're tasked with the decision making, organization, and supervision of the club. While graduate students, faculty, and staff also can join club teams, many leagues require a certain percentage of full-time undergraduate students on the roster.

Undergraduate Intramural Sports

Intramural sports let you play sports and other games on a more recreational basis. A mix of men's, women's, and coed teams, depending on the sport, also include graduate students, faculty, and staff.

Fitness and Recreation

There are so many ways to stay active, including going for a run or walk around campus (one of the perks of a beautiful campus). Plus, you have free access to exercise, dance, martial arts classes, and more.

Len Green Recreation and Athletics Complex

The Len Green Recreation and Athletics Complex is where you'll find the Staae Gymnasium with two full basketball courts and Lunder Fitness Center with all the free weights and machines you need to get in a good workout. If you prefer getting in your workouts in the water, Morse Swimming Center has free swim hours.

The Babson campus is also home to a variety of facilities, including eight hard tennis courts with lighting, softball field, rugby pitch, soccer field, baseball field, a turf field for lacrosse and field hockey, and a practice field.

Babson Skating Center

Home to the Babson College hockey team, the Babson Skating Center offers skating classes, as well as public skate hours. Babson students skate free with their college ID. It's the ultimate spot to embrace winter weather or to cool down on a warm spring day.

Arts

BabsonARTS offers a mix of performances, exhibitions, films, conversations, and more, allowing you to fuel your creative spirit and add your own voice to the conversation via the medium of your choice.

Theater

Join one of two theater groups at Babson or simply take in one of their performances. The Babson Players is a student-led group that produces, performs, and promotes professional plays, musicals, and other theatrical productions throughout the year.

The Empty Space Theater (TEST) is a faculty-led organization producing two, full-scale socially relevant, thought-provoking plays and musicals each year. You also can join workshops, staged readings, and master classes throughout each semester.

If laughter is more your speed, Students Against Gravity, Babson's short-form improv group, welcomes all experience levels for weekly practices and monthly shows.

Visual Arts

Get your art on. Regularly offered workshops allow you to explore ceramics, painting, drawing, and more. Plus, you'll be able to speak with visiting artists and view exhibits showcasing art across media throughout the year. Free or discounted tickets are available to museums throughout the Greater Boston area, including the Museum of Fine Arts in Boston.

Music

Whether modern, ethnic, classical, or a fusion of all three, music performances at Babson take a variety of forms and offer engaging and innovative displays of talent and creative vision. Babson College Radio provides a space for music streams, open mics, concerts, podcasts, and more. And, Rocket Pitches (not to be confused with the Rocket Pitch event!) perform a mix of pop, folk, and classic music, all a cappella.

Film

The Film Association of Babson, Olin, Wellesley (FABOW) offers collaboration opportunities for filmmakers and a range of screenings, speaker events, and more for film lovers. You'll find screenings and discussions of award-winning documentaries, classic Hollywood films, and works from international filmmakers.

Dance

With multiple rehearsal spaces and the Babson Dance Ensemble (BDE)—the largest student-run organization on campus—there's always a place for you to move. BDE produces a dance concert each semester, showcasing dancers and choreographers who create work in genres including hip hop, tap, and everything in between.

Literary Arts

Celebrating the vast and eclectic stories to be told, Literary Arts at BabsonARTS showcase the works of renowned writers, poets, and literary experts reaching new and captive audiences at Babson with their words and stories.

College Arts & Culture Spaces Across Campus

The Richard W. Sorenson Center for the Arts is the center of creative life at Babson. The space includes a 441-seat theater, as well as a rehearsal studio. Across campus, you'll also find a ceramics studio, photo lab, a gallery that regularly exhibits professional artists' work, and a band room offering rehearsal space for musicians of all kinds.

Community

Social Impact and Sustainability

As a Babson student, you have numerous opportunities to take action on issues that matter to you alongside your professional and personal pursuits. Our undergraduate curriculum and our Entrepreneurial Thought & Action® (ET&A™) methodology emphasize the skills and mindset needed to create positive change wherever you end up in your life and career.

During your time on campus, you will gain real-world experience and competencies in creating positive social

impact whether locally, nationally, or globally. Along the way you will be introduced to the multiple pathways for being a changemaker, from social entrepreneurship to activism to the social sector to impact careers.

Social Impact Opportunities on Campus

Students will find programming and resources that provide guidance and tools to help you understand who you need to be—and what you need to do—to make your desired change in the world.

Sustainability & Babson Green Works

At Babson, sustainability initiatives, brought to campus through Babson Green Works, are embedded in community engagement, academic integration and campus infrastructure and stewardship. Opportunities for student involvement abound across all three areas through the robust sustainability internship program, volunteer opportunities and ongoing green events and activities.

Specifically, sustainability interns are undergraduate campus connecting students to a wealth of resources, activities, opportunities, and ideas on climate change and other issues impacting our environment. They work on initiatives like Babson's Good Business Index and the Slash the Trash campaign.

Natalie Taylor Scholars

Students passionate about creating social impact can apply to the Natalie Taylor Scholar program, which combines academic and co-curricular experiences to help students advance one or more of the UN Sustainable Development Goals. Many Taylor Scholar alumni have become successful social entrepreneurs, social intrapreneurs, and social sector leaders.

Community Service

You can put your entrepreneurial skills to use while giving back through Babson's Community Action Program (CAP). Students have opportunities to engage with local organizations, including Community Servings, Cradles to Crayons, and Friends of the Homeless of the South Shore.

Campus Life

Housing

From traditional residence halls to suite-style accommodations, the undergraduate housing options at Babson range in layout, but all offer a safe, comfortable, supportive, and engaging community ready to help fuel your personal growth and academic success.

It's not your average college dorm room situation in our residence halls. And, arguably more important than where you live is whom you live with. Our Living and Learning Communities allow you to live alongside others who share a similar interest or passion, allowing you to build on your academic experience outside the classroom.

Dining

At Babson, dining is more than a meal, it is a part of how you live, learn, and thrive.

Whether you are fueling up before class, grabbing a bite after practice, or catching up with friends over dinner, our dining program is built for flexibility, flavor, and wellness. With chef-crafted meals, mobile customization, and inclusive options across campus, Babson Dining is made for the way you live.

Dining locations include: Trim Dining Hall, Reynolds Campus Center, Roger's Pub & Grille, Herring Family Entrepreneurial Leadership Village, Babson Commons, and Olin Hall.

Student Spaces

Reynolds Campus Center: You could say life at Babson orbits around Reynolds. The Donald W. Reynolds Campus Center is home to the Campus Store, Sustainability Office, Student Government Association (SGA), and Campus Activities Board (CAB) offices, mail services, Crossroads Cafe, ATMs, and Dunkin' Donuts (if you're a regular, the staff are likely to remember you and your drink order!).

We like to think of it as the (giant) campus living room, especially in the Global Lounge, where you can hang out or study for classes. You also can access free printers and borrow outdoor lawn games and board games.

The Weissman Foundry: A space for Babson, F.W. Olin College of Engineering, and Wellesley College students to create and collaborate, the Foundry is home to a woodshop, digital fabrication studio, printing studio, and a textile and electronics studio. This is where you can prototype a product or use studio space or the social kitchen to collaborate on your next big idea. You also can attend workshops to learn new skills like needle punching or 3D-printing chocolate.

Horn Library & Babson Commons: More than just a study space, Babson Commons at Horn Library has collaborative work spaces, information gathering areas, and a cafe for refueling. The entire third floor of the library is reserved for quiet study.

You'll also find the Math Resource Center, Writing Center, and Speech Center, all available to help you prep

for exams, improve your communication skills, and more. You also can book one-on-one appointments or join group-study sessions with peer tutors who can help you with key courses like microeconomics and operations management.

Len Green Recreation and Athletics Complex: Get your sweat on. Open 94+ hours per week during the academic year, the Len Green Recreation and Athletics Complex houses the Lunder Fitness Center with cardiovascular machines and free weights, a 200-meter indoor track, and squash and racquetball courts. Plus, as a student, you have free access to exercise, dance, and martial arts classes and more.

It is also home to Staake Gymnasium with two full basketball courts, Morse Swimming Center with a six-lane, 25-yard pool (with free swim hours!), and PepsiCo Pavilion with four basketball hoops, retractable batting cage, and inserts for tennis nets. However you want to work out, you'll find what you need to do it.

Kerry Murphy Healey Park: There are a lot of hidden gems on the Babson campus but arguably none as fascinating as the giant Babson World Globe. At 28-feet wide, the rotating earth is surrounded by 100 flags representing the countries of Babson students. Get ready to have a bajillion photos of this on your camera roll; it looks equally iconic covered in autumn leaves and snow as it does surrounded by flowers and sunshine.

Health and Wellness

Belonging and Inclusion

The Office of Belonging and Inclusion (OBI) empowers a diverse and inclusive campus community by nurturing a culture where every student experiences a deep sense of belonging, acceptance, and connection. Formed through the strategic integration of Multicultural Programs and Religious & Spiritual Life, OBI centers holistic student well-being through intercultural engagement, spiritual care, and inclusive community building.

We consist of office staff and a team of part-time chaplains, and are in Glavin Chapel and the Diversity Suite.

OBI supports students across all identities and worldviews through educational programs, supporting identity-based and faith-based student groups, and opportunities for intercultural and interfaith learning. Providing students the opportunity to practice, learn, and connect, we host several weekly offerings, campus wide events, and religious holidays and holy days.

Interested in learning more about OBI please email belongingandinclusion@babson.edu

Need support and information regarding dining or academic accommodations due to their religious observances please email: dratley@babson.edu

Located in Glavin Chapel and Diversity Suite in Park Manor Central

Religious and Spiritual Life

Religious literacy, social responsibility, soul care, interfaith, intercultural exchange—these are critical to not only your wellbeing but your growth as a human.

As an institution, Babson does not have any religious affiliation and welcomes all faiths, all cultures, and all traditions. Being surrounded by diverse religious cultures allows you to exchange ideas and develop interfaith relationships that enable you to appreciate religious tolerance and celebrate religious freedom.

Along with our campus locations, Wellesley and surrounding cities and towns have places of worship not affiliated with Babson that span religions and denominations. We encourage all our students to seek out the spiritual support and community they need.

On campus, you'll find multifaith programs and events, spiritual guidance, faith formation, and leadership workshops that allow you to explore, grow, and support your faith and spiritual life.

Chaplains serve the entire Babson community, regardless of faith. The Babson team includes Catholic, Jewish, Muslim, and Protestant chaplains, all providing space for interfaith discussion with a focus on strengthening faith and addressing current social and religious challenges in the world.

Counseling and Psychological Service (CAPS)

Counseling and Psychological Services (CAPS) offers free consultations, assessments, short-term biweekly counseling, and referrals for long-term counseling, all designed to empower you to thrive at Babson and beyond.

For the quickest way to help you book an appointment, please call 781-239-6200, option 1.

Active full-time Babson students are eligible. Students who are enrolled less than full-time are eligible for crisis and referral services. Due to professional licensing requirements, regular clinical services may be provided to students who are located in the state of Massachusetts at the time of service.

For students seeking weekly, more specialized, and/or intensive clinical services, off-campus referrals may be provided.

Your interactions with CAPS are confidential and not shared with anyone unless you provide written authorization, with some exceptions. Speak with a CAPS staff member to learn more.

Located in Park Manor South Annex

Wellness and Prevention Services

Wellness & Prevention Services supports population-level health, wellbeing, and safety through an evidence-based, environmental, community-oriented, strategic prevention portfolio that is grounded in harm reduction, health promotion, peer education, and direct services.

Located in Hollister Hall

Admission

Evaluation Criteria

At Babson, we look for students who will succeed in our rigorous academic environment, while nurturing and pursuing their passions outside the classroom.

All applicants are considered in a contextual and holistic way. While the greatest focus is placed on your four-year performance, we also look at your, optional standardized test scores, and leadership, creativity, and enthusiasm. Other factors include:

Academic Motivation

Interest in learning and a willingness to challenge oneself

Academic Performance

On average, admitted students had an unweighted high school GPA of 3.8

Extracurriculars

Involvement in activities and/or work experience

Rigor of Coursework

Successful completion of accelerated coursework, honors, or AP/International Baccalaureate credit

Additional Evaluation Criteria Information

If you are applying to Babson, you are among top-notch students and driven peers. You have carried four to five courses per year in English, mathematics, social science, laboratory science, and foreign language. And you have taken mathematics through pre-calculus.

Students who attend Babson will be required to submit a final high school transcript, GED, or equivalent,

indicating successful completion of high school in good academic standing. Babson College reserves the right to rescind an offer of admission.

Required Writing Supplements

As part of our application process, we require applicants to submit responses to two writing supplement questions. Through these submissions we are able to learn more about each applicant, their interests and aspirations, and their perspectives and experiences.

When applying you will be asked to submit two writing supplements in response to the following prompts:

The Babson education prepares students to think and act entrepreneurially, preparing them for careers across a variety of industries including business, entrepreneurship, social innovation, and more. Tell us about your interest in studying business, including any relevant experience you have or what your career aspirations are, and how you feel Babson can help prepare you to make an impact in your chosen field of business.

You are invited to respond with either a traditional essay (500 words maximum) OR a one-minute video. Whichever you choose, no preference is given to either format in admission decisions.

A defining element of the Babson experience is learning and thriving in an equitable and inclusive community with a wide range of perspectives, experiences, and interests. Please share something about your background, lived experiences, or viewpoint(s) that speaks to: (1) your commitment to promoting access, connection, or understanding across differences; and/or (2) how you will contribute to and learn from Babson's collaborative community.

Please respond to this prompt with an essay (250 words maximum).

Application Process and Requirements

Application Process and Requirements

Babson's evaluation criteria ensures that all applicants are considered in a contextual and holistic way. While the greatest focus is placed on your four-year performance, we also look at your writing ability, standardized test scores, and leadership, creativity, and enthusiasm.

Admission Process

The admission process at Babson is highly competitive. For the Class of 2029, we received 10,500+ applications. On average, admitted students had an unweighted high

school GPA of 3.8 and earned SAT scores from 1450-1530 (this range represents the middle 50% of admitted students' averages of only those who submitted the SAT).

Holistic Approach

At Babson, we take pride in our extensive and holistic evaluation of all applications for admission. While the greatest focus is placed on a student's four-year performance at the secondary level, the following factors are carefully considered in our evaluation process:

- Academic performance
- Rigor of coursework (accelerated, honors, AP/ International Baccalaureate, etc.)
- Academic motivation, including interest in learning and a willingness to challenge oneself
- Performance on standardized tests (SAT I or ACT; TOEFL/IELTS for non-native English speakers); Babson College is Test-Optional.
- Writing ability (two writing supplement questions)
- Involvement in activities and/or work experience
- Leadership, creativity, and enthusiasm

Rigorous Academics

The academic environment at Babson is a rigorous one, and we look for students who have best prepared themselves for success at the college level. Most admitted students have carried four to five courses per year in the five major academic subject areas: English, mathematics, social science, laboratory science, and foreign language.

Additionally, we highly recommend pursuing mathematics through pre-calculus at a minimum. Though, most admitted students are taking mathematics beyond this. We review all applications within the context of what is provided within their high school environment.

Students who matriculate to Babson will be required to submit a final high school transcript, GED, or equivalent indicating successful completion of high school in good academic standing.

Application Checklist

As you prepare to submit your Babson application, use this checklist to make sure you have all required materials to complete your application.

- Application: Submit the Common Application.
- Application Fee: \$75 submitted online when you submit your Common Application. *If the application fee presents a financial burden, students may apply for a fee waiver by contacting Undergraduate Admissions.*
- Standardized Testing: Babson College is Test Optional for first-year and transfer applicants. If

you choose to provide the SAT or ACT, you may provide self-reported test scores. Once admitted, students who provided testing will need to submit their official test scores. Babson's reporting code is 3075. TOEFL and IELTS scores must be received as official at the time of application.

- SAT or ACT (if applicable)
- TOEFL, IELTS, or Duolingo (Required only for international students for whom English is not the native language)
- Secondary School Report: Submitted by your college or guidance counselor.
- Official High School Transcript: Submitted by your college or guidance counselor.
- Senior grades: Submitted by your college or guidance counselor.
 - First quarter grades for Early Decision & Early Action applicants.
 - Midyear grades for Regular Decision applicants when available.
- Essays: Applicants will submit the personal essay using one of the Common Application prompts and submit the Babson College specific supplemental essays.
- Letters of Recommendation: One counselor recommendation and one teacher recommendation.

Application Dates and Deadlines

November 1: Early Decision I, Early Action

For students applying Early Decision I or Early Action

November 15: Financial Aid

For students applying Early Decision I or Early Action

*Applicants for EDI and EA should submit the 26-27 Free Application for Federal Student Aid (FAFSA) as soon as it is available. We anticipate it will be available as of 12/1. In the interim, we will use the 26-27 CSS PROFILE data to estimate any eligibility for federal funds.

January 4: Early Decision II, Regular Decision

For students applying Early Decision II or Regular Decision

February 1: Financial Aid

For students applying Early Decision II or Regular Decision

Early Decision

The binding Early Decision plans offered are for students who have decided that Babson is their first choice. If accepted, students agree to enroll at Babson and withdraw all other applications. The notification dates for Early Decision I (ED I) and Early Decision II (ED II) are well in advance of Babson's Regular Decision notification dates. Students applying Early Decision to Babson are eligible to apply to other colleges' nonbinding early admission programs. Because of the strength of our ED pools, some qualified students not admitted through the ED plans may be deferred to the Regular Decision (RD) round; however, students denied during the ED processes are not eligible to reapply.

- Application Deadline: ED I November 1*, ED II January 2
- Notification: ED I by mid-December, ED II by mid-February
- Deposit due: ED I January 15, EDII March 1

**Early Decision candidates who have not completed the Common Application Early Decision Agreement are required to complete the Early Decision Agreement.*

Early Action

Babson's nonbinding Early Action (EA) plan is designed for applicants who view Babson as one of their top choices. Students admitted through EA can enjoy the remainder of their senior year exploring Babson more in depth and have until May 1 to make their college choice. EA applicants are eligible to apply to other colleges' early admission programs. Qualified students not admitted to Babson through the EA plan may be deferred to the Regular Decision round for reconsideration; however, students denied during the EA process are not eligible to reapply.

- Application Deadline: November 1
- Notification: By mid-January
- Deposit due: May 1

Regular Decision

Regular Decision gives applicants more time both to complete their application, as well as strengthen their application with senior-year extracurricular achievements or improved academic performance. Admitted students learn of their decisions by mid-March and have until May 1 to make their decision.

- Application Deadline: January 2
- Notification: By mid-March
- Deposit due: May 1

Standardized Testing Requirements and Test Optional Policy

Standardized Testing Requirements and Test-Optional Policy

Babson College is Test-Optional. Non-native English speakers will still be required to submit English language exam scores or request a waiver. Students who do not submit test scores will not be penalized in the review process. All of our applicants will be considered in a contextual and holistic way.

SAT or ACT Testing Requirements

Babson is test-optional.

If you choose to provide the SAT or ACT, you may provide self-reported test scores. Once admitted, students who enroll at Babson must submit official scores.

If you have taken the SAT or ACT more than once, Babson will superscore (use the best individual section scores) in reviewing your application. Babson College does not require the optional writing section on either the SAT or ACT.

SAT reporting code 3075. ACT reporting code 1780.

English Testing Requirements

Applicants whose native language is not English must prove sufficient English proficiency by submitting an official standardized test result for English proficiency from one of the following:

- TOEFL (Test of English as a Foreign Language)
- IELTS (International English Language Testing Service) examination
- The Duolingo English Test or the Cambridge Assessment English Qualifications—C1 Advanced, C2 Proficiency or C1 Business Higher accepted

The admission committee will look at these examinations when assessing your SAT or ACT scores, if provided, to best understand your level of proficiency. We do offer waivers for students who have demonstrated high proficiency in reading, writing, and English.

Advanced Credits

Entering students may be granted credits and/or advanced course placement for the successful completion of the Advanced Placement (AP) examination given by the Educational Testing Service of the College

Entrance Examination Board, the International Baccalaureate, the Swiss Matura, or the completion of coursework at an accredited college or university.

For the Class of 2024 (entering Fall 2020) and beyond, the following policies are in effect for all advanced credits:

- Students may bring in a maximum of 16 credits (equivalent to one full semester) of advanced credit, which includes credits earned from AP/IB/French Bacc/Swiss Maturité and coursework taken at other colleges or universities.
- Students may bring in no more than 8 total credits from AP/IB/French Bacc/Swiss Maturité in the Intermediate Liberal Arts portion of the curriculum, specifically from the Culture and Values (CSP), History and Society (HSS), and Literature and Visual Arts (LTA) categories.
- Credit for AP, IB, French Baccalaureate, and Swiss Maturité will only be awarded if there is an equivalent course in the Babson curriculum.

For students who matriculate as new transfer students in Fall 2020 and beyond, the above policies apply with respect to all AP, IB, French Baccalaureate, and Swiss Maturité credit. Transfer credit from coursework taken at prior institutions is not restricted to the 16 credit maximum.

Types of Advanced Credit

Advanced Placement Credit

AP credit and/or advanced course placement is awarded for AP exam scores of 4 or 5.

International Baccalaureate Credit (IB Credit)

IB credit and/or advanced course placement is awarded for scores of 5 or better in Higher Level IB courses.

French Baccalaureate Credit

French Baccalaureate credit and/or advanced course placement is awarded for a coefficient of 5 or higher with a score of 14 or above. Credit will be given for Economics, History and Geography, Mathematics, Philosophy, Language and Literature. An Official Transcript is required to receive credit for French Baccalaureate.

Swiss Maturité Credit

Swiss Maturité credit and/or advanced course placement is awarded for scores of 4 or better.

College Courses

College coursework completed while in high school will be considered for credit if the course(s) was offered by an

accredited college or university, taught by a college professor at the institution of higher learning which can include online courses, and the credits for the course(s) were not counted toward the student's high school diploma and do not appear on the high school transcript.

Coursework Taken Elsewhere After Enrollment

Once students enroll at Babson (by the May 1 Candidate's Reply Date) they must take all of their coursework on campus with limited exceptions such as: cross-enrollment programs or approved Babson Education Abroad programs. Students may take a maximum of 12 credits off campus (not including official cross-enrollment or approved education abroad programs). Students who wish to take courses in the summer between their high school graduation and the start of their first year at Babson may do so, but these courses will officially count towards the 12-credit limit for off-campus courses. These credits are limited to courses not offered at Babson. Once the credits are complete students must submit the official transcript of the institution attended. Students who wish to take more courses than this limit allows may do so for enrichment purposes only; a maximum of 12 credits will be awarded to a student's degree. To take advantage of these summer courses and to ensure that credit will be awarded, students must obtain prior approval for any course they plan to take from the Department of Student Advising & Success. Two weeks' notice is required for all off-campus approval requests to ensure adequate time for review.

Please note: Babson College does not accept any A Level Exam results. Babson College reserves the right to change these policies at any time, and without notice.

January Enrollment

Babson deeply values the residential learning experience for new college students. The dynamic nature of learning at Babson, with options for education abroad, semester-long internships, and accelerated graduation, opens up space in our residence halls that provide us with the opportunity to admit talented students to join our community. January admission brings approximately 100 new students to campus in the spring semester with unique, extended experiences after high school who add to the excitement and energy to our community.

January admission brings new students to campus in the spring semester who add to the excitement and energy of our community.

The January admission program is for first-year spring admission college students.

Students interested in being considered for January admission should highlight this in their applications to

Babson. We will consider requests for January in all of our admission rounds: Early Decision, Early Action, and Regular Decision. There is no separate January/spring admission deadline.

If you have any further questions about spring intake and would like to weigh the pros and cons of starting college in the spring, please contact the Office of Undergraduate Admission.

Transfer Applicants

Babson College generally enrolls 50 transfer students each September and 15 each January.

The Office of Undergraduate Admission expects that transfer applicants have completed at least one year or two semesters of college coursework at a regionally accredited community college or university. Applicants who have applied to Babson College as a first-year student and were not offered admission, may apply for transfer after completing two semesters of college coursework.

Babson College Transfer Applicant Important Dates

	September Enrollment	January Enrollment
Application Deadline	March 15	October 15
Admission Notification	Early May	End of November
Student Financial Aid Deadline	April 10	November 15

Transfer Student Application Requirements

Apply to Babson College as a transfer student via the Common Application. In addition to your completed application, you must submit:

- **Official Test Scores:** Babson is Test-Optional. Applicants may still submit test scores voluntarily. All applications will be reviewed for consideration in a holistic manner taking into account academic performance and academic rigor during high school(s)/college(s), community service, co-curricular activities, and other aspects of the application and candidate's portfolio. Non-native English speakers will still be required to submit English language exam scores or request a waiver. Students who do not submit test scores will not be penalized in the review process. All of our applicants will be considered in a contextual and holistic way.
- **Mid-Term Report Form:** Currently enrolled in college-level classes? List each class you are taking on the Mid-Term Progress Report for Transfer Applicants—even if your class has not yet had a

midterm exam. If your course schedule changes after you submit the form, it is your responsibility to inform us.

- College Report: Your Academic Dean or Student Affairs Dean must fill out this form (Common App College Report) which is available through the Common App. You need one form for each college or university that you have attended as a full-time student.
- Professor Evaluation: Submit at least one letter of recommendation from a college professor.
- High School Transcripts: Submit an official transcript for each secondary school you have attended.
- College Transcripts: Submit an official transcript from every institution of higher education you have attended.
- Course Materials: Submit a syllabus for each college-level course for which you want to receive transfer credit.

Please note: it is your responsibility to ensure all materials are received by the application deadline.

In addition to the materials listed above, international student transfer applicants must also submit:

- Certified English translation of high school transcripts attached to your original documents.
- College transcript, including the credit for the courses you are taking as equivalent to semester hours.
- TOEFL, IELTS, or Duolingo score report if your native language is not English. In some cases we offer waivers for students who have demonstrated high proficiency in reading, writing, and English.

For additional requirements, including visa information, see International Undergraduate Applicants.

Transfer Applicant Interviews

Virtual interviews are available to prospective transfer students. Interviews must be scheduled at least 48 hours in advance.

International Undergraduate Applicants

Babson College is known as one of the best schools for international students—and for good reason. We offer full support for our international students and their specific needs, from the first steps of your application to graduation day and beyond. Undergraduate Admission is the primary point of contact throughout the application process but partners closely with the Glavin Office of International Education, and the entire Babson

community to make sure you have what you need. After the deposit deadline has passed, the International Student & Scholar Services (ISSS) team works directly with individuals for the student visa process.

If you have any questions throughout the process, you can reach out to the Babson Undergraduate Admission office.

As a degree-seeking student, once you have received your acceptance to Babson, paid your deposit, and have an active Babson email, you will receive information from ISSS to begin the process to request your immigration documents. They are typically issued about four months from the start date of your program. You will use these documents to apply for the appropriate visa.

Application Process

International applicants to Babson go through the same application process as domestic students, with the added requirement of an English proficiency exam score for applicants whose native language is not English. For undergraduate tests, Babson currently accepts:

- Test of English as a Foreign Language (TOEFL) (Babson's ETS reporting code: 3075)
- International English Language Testing Service (IELTS)
- Duolingo English Test
- Cambridge Assessment English Qualifications

Immigration Status Information

The majority of our international students are in F-1 student immigration status, though some students may be on dependent visas that allow full-time study or qualify for J-1 immigration status (student category).

To maintain legal F-1 or J-1 status, you must:

- enroll in a full course of study during the academic year (at least 12 credits per semester)
- maintain a valid passport (best practice is at least six months into the future)
- comply with the extension of program procedures **before** your current Form I-20/Form DS-2019 expires
- comply with procedures for changing from one degree level to another
- engage only in authorized employment (see more information below)
- report any address change within 10 days of moving.

Forms and Identification

If you ever have any questions or concerns about your forms and don't know what you need for travel, please

reach out to International Student & Scholar Services (ISSS). It is recommended that you have all of your original documents (plus digital copies) on you if you leave campus.

You will hear about your SEVIS record when applying and attending Babson. The Student and Exchange Visitor Information System (SEVIS) is a Department of Homeland Security electronic monitoring system for international students. It requires schools to report certain information on each student. F-1 and J-1 students (and any dependents) are assigned a SEVIS ID, which can be found on the Form I-20 or Form DS-2019.

Babson College provides student immigration documents for students who have been admitted into a full-time program. To enter the United States for educational purposes, most full-time undergraduate and graduate international students obtain a Form I-20, receive an F-1 student entry visa, and enter the United States in F-1 student immigration status.

F-1 students may apply for a Social Security number if they are authorized for employment or have an on-campus job offer.

FORM I-20 (F-1 STATUS)

The Form I-20 is a three-page document issued by a U.S. school to prove that you have been accepted and have met all admission requirements for your program and are eligible for F-1 student immigration status. It also indicates how long you may remain in the United States based on your program of study. It may be reissued over the course of a program for travel or work authorization purposes.

FORM DS-2019 (J-1 STATUS)

The Form DS-2019 is issued by a U.S. school to prove that you have been accepted and have met all admission requirements for your program and are eligible for J-1 student immigration status. It also indicates how long you may remain in the United States, based on your program of study. It may be reissued over the course of a program for travel or work authorization purposes.

Visa

An entry visa is placed in your passport at a U.S. embassy or consulate (outside the U.S.). An F-1 entry visa is required to enter the U.S. in F-1 student status (unless you are from Canada or Bermuda). The entry visa stamp may expire while you are inside the U.S. You will only need a new visa if you leave the U.S. after it expires and you wish to return.

I-94

The I-94 is your official arrival/departure record. It indicates what date you arrived in the U.S. It also indicates how you were admitted into the U.S. (for example, as an F-1 student). It also will include an expiration date—which for F-1/J-1 students/scholars and their dependents, this should be D/S, which means Duration of Status. This notation refers to the date you complete your studies or the end date on your Form I-20/ Form DS-2019 (whichever is earlier) plus any grace period you may be eligible for.

Applying for Aid

We offer specific types of need- and merit-based aid for our international students. You can find more information about this on our financial aid website.

Transferring to Babson as an International Student

There are important steps to consider when you're transferring to Babson, specifically if you're an international student. For the complete transfer application process for international students, including information about transferring your SEVIS record, please see the International Students and Scholars Services (ISSS) website.

Homeschool Applicants

At Babson College, we realize that families have varied reasons for choosing to homeschool their children. We value all educational learning plans, but also need to be certain that each admitted student is fully prepared for the rigors of Babson's curriculum. Therefore, homeschooled students who wish to apply to Babson must meet certain eligibility requirements.

Eligibility

All applicants must be qualified to study at the post-secondary level. To qualify, a student must have one or more of the following:

- A high school diploma
- The recognized equivalent of a high school diploma, typically a General Education Development (GED) certificate
- A completed secondary homeschool program (with state completion credential, if applicable*)

* Though homeschooled students are not considered to have a high school diploma or equivalent, they are eligible to apply to Babson if their secondary school education was in a home school that state law treats as a home or private school. Some states issue a secondary school completion credential to homeschooled students. If this is the case in the state where the student was homeschooled he/she must obtain this credential in order to enroll.

If the student's state does not issue a secondary school completion credential, a student may request that a portfolio of their work be reviewed by the Admission Committee. The Committee will review the credentials in the context of our selective application pool with regard to our expectations of adequate secondary school preparedness.

College Requirements for Homeschoolers and Suggestions

In addition to all first-year applicant requirements, homeschooled students must submit the following additional required documents:

- All applicants must complete the home-school-supplement
- All applicants must submit an additional letter of recommendation from a non-family member

While tests in addition to the SAT or ACT are not required, homeschooled students are strongly encouraged to take additional standardized tests to be evaluated in conjunction with their home school program. Suggested exams may include SAT subject tests, Advanced Placement (AP), or International Baccalaureate (IB) examinations. Additional coursework taken at a college or university may also be submitted. Because Babson receives applications from students in varied curriculums worldwide, homeschooled students who choose to submit additional credentials may position themselves more favorably in our highly competitive application pool. Students who choose not to submit extra credentials will not be penalized in the evaluation process. However, the more information we have when reviewing a student's file, the more confidence we may have in the student's potential for success at the college level.

Reapplying to Babson

Babson College Readmission Policy for Non-Medical Withdrawals

Purpose

This policy outlines the process and criteria for students seeking readmission to Babson College after a voluntary or administrative withdrawal. It is distinct from the Voluntary Medical Withdrawal process, which is governed by a separate policy.

Eligibility

Students are eligible to apply for readmission if:

- They have withdrawn voluntarily or were administratively withdrawn
- At least one full semester has passed since the withdrawal
- They are in good financial standing with the College
- They have resolved any conduct-related sanctions or holds. Students who were academically or judicially dismissed from the College are not eligible to apply for readmission.

Application Timeline:

- **Summer** Semester Readmission: Applications due by February 1
- **Fall** Semester Readmission: Applications due by March 1
- **Spring** Semester Readmission: Applications due by October 1
Late applications may be considered on a case-by-case basis

Application Requirements

Students seeking readmission must submit the materials outlined below to the Department of Student Advising & Success (studentadvising@babson.edu) to initiate the readmission review process.

1. A Personal Statement (1 page) addressing:
 - What was the reason for your original withdrawal?
 - What activities have you undertaken during your time away (e.g., work, study, personal development)? Have you completed courses at another college?
 - Why do you believe now is the right time to return to Babson and how have you prepared to return to the Babson community?
 - If applicable, what strategies will you use for academic and personal success upon your return?
2. Official Transcripts from any institutions attended during the absence and course syllabi. If currently enrolled at another institution, a [CommonApp College Report](#) is also required.

Review Process

Applications are reviewed by a Readmission Committee composed of representatives from Academic Affairs, Student Advising & Success, and Undergraduate Admissions as well as Student Financial Services and International Student & Scholar Services if applicable. The Committee may request an interview or additional documentation. Decisions are communicated within 2-3 weeks of the application deadline.

Conditions of Readmission

Readmitted students may be subject to:

- Academic probation
- Housing and course selection limitations based on availability
- Registration holds until all conditions are met

Appeals

Decisions regarding readmission are final and are not subject to appeal. An exception may be made only if the student can demonstrate that relevant information was not considered due to an administrative error by the College during the review process.

Financial Policies and Information

Tuition and Fees

Below is our tuition and other expected expenses for the 2026–2027 academic year, including the average costs for housing and food/meal plans, and books and other supplies. Undergraduate tuition, housing and food/meal plan rates are set annually by Babson College's Board of Trustees.

Item	Cost
Tuition (includes the use of a Babson-issued laptop computer)	\$60,288
Housing (median)	\$14,984
Food/M meal Plan (average)	\$8,244

Item	Cost
Books and Supplies (average)	\$1,300
Personal (average)	\$2,100
Federal Direct Loan Fees (average)	\$50
Total Estimated Cost of Attendance	\$86,966

Policies

Tuition and fee rates are set by the Babson College Board of Trustees for each academic year.

For students who matriculated prior to Fall 2021, tuition is charged on a flat-rate basis for credit loads up to and including 20 credits each semester. Additional tuition will be charged on a per-credit basis for overloads.

For students who matriculated Fall 2021 and after, tuition is charged on a flat-rate basis for credit loads of over 12 credits (13-18 credits each semester). Students will be charged on a per-credit basis for credit loads 12 or under and for overloads above 18 credits.

Some or all instruction for all or part of the academic year may be delivered remotely or in a blended format. Tuition and fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely or in a blended format for any part of the academic year.

Babson College expects students to be enrolled in a full course load, defined as 16–18 credits per semester. Requests for an adjustment from the flat-rate tuition charge must be made by submitting the online Tuition Adjustment Request form found on the Babson Hub for approval 24 hours before the end of the add/drop period (see section on *Reduced Course-load Tuition Adjustment in the Academic Policies and Procedures* section). Students electing to participate in a semester or academic year abroad program will be enrolled in a 17-credit placeholder course and must enroll in a full course load (15-18 credits) while abroad. Students studying abroad cannot request a tuition reduction.

Additional Charges

Financial situations and payment needs beyond the standard items may arise. Below is a cost breakdown of some of the most common miscellaneous examples. Other miscellaneous charges may include vehicle registration, parking violations, dorm damage fees, library fines, laptop repairs, pharmacy charges, and replacement athletic equipment. Miscellaneous charges are due two weeks after the charge was assessed.

Item	Pay Period	Cost
Health Insurance (further information below)	8/10/ 26-8/9/ 27	\$2,097
Per-credit tuition rate 2026-2027	Each credit	\$1,884
Summer 2026	Each credit	\$1,830
Winter Session 2027	Each credit	\$1,884
Summer 2027	Each credit	\$1,884
Returned check fee		\$50
Late payment fee		\$200
Babson OneCard replacement		\$20
Senior year deposit (Refunded after Commencement, assuming account is settled)		\$200

Babson Student Health Insurance Information

Students enrolled in nine or more credits are required by Massachusetts law to carry health insurance. The College contracts with University Health Plans to provide coverage through Blue Cross Blue Shield. Optional dental insurance and vision insurance also are available. Students who have health insurance coverage through a parent's plan that can be used in Massachusetts may waive participation in the Babson College Plan. Students with coverage from insurance carriers outside the United States or coverage by non-U.S. national health service programs may not waive participation.

Billing and Payments

Billing Procedures

Online payments can be made through Nelnet, via Workday, from a U.S. checking or savings account or credit card. A non-refundable convenience fee is assessed on credit card payments. Credit balances resulting from credit card payments will be refunded to the card used for payment.

With Flywire, you are able to pay in your home currency (in most cases) and are offered favorable foreign exchange rates, which may enable you to save a significant amount of money compared to traditional banks. Wire payments can be initiated directly through Flywire. Credit Balances / Overpayments resulting from Flywire payments will be refunded through Flywire to the originating bank.

The College recognizes that most students receive financial assistance from parents and/or various sources

of financial aid. Nevertheless, the ultimate responsibility for satisfying all financial obligations rests with the student.

All balances are due by the date indicated on the Student Financial Services' website. Fall semester payments typically are due the first week of August, and spring semester payments the first week of January. Miscellaneous term charges typically are due within 14 days if not otherwise specified. Students are notified via email in advance of the major payment deadlines. Student account information and balances due are available online through Workday. Failure to receive a billing notification email does not eliminate payment obligations or prevent the assessment of late payment penalties.

If there has been a change in room or meal plan, or some other change that affects the balance, the student should confirm with the appropriate department that the change will be approved, and submit payment for the adjusted balance due by the due date in order to avoid any late payment penalties. Students who receive financial aid from outside sources should submit, by the tuition due date, documentation from the funding organization that details the amount and payment terms of such aid.

Questions about any of the following specific charges should be directed to the following departments:

- Room damage charges: Residence Life
- Laptop services: ITSD
- Lock-outs: Residence Life
- Meal plan charges: Student Financial Services
- Motor vehicle registration and parking violations: Public Safety
- Prescription/lab charges; health insurance: Health Services
- OneCard charges: Public Safety
- Registration/enrollment: Registrar
- Room charges: Housing
- Tuition charges: Student Financial Services
- Unreturned athletic equipment charges: Athletics
- Unreturned booked charges: Horn Library

Deadlines

There is a specific payment deadline for each semester. Make sure to mark down these financial aid dates for the upcoming school year.

Date	Semester
May 1	Summer 2026 Semester
August 3	Fall 2026 Semester
January 5	Spring 2027 Semester

Payment Options

All student account information is online only; paper bills are not mailed.

Students receive billing notification via e-mail to their Babson e-mail address. Students may view their accounts online, and print a PDF version of their statement, in Workday under the finances icon.

By Mail

You can send checks and money orders to Student Financial Services. Please make payable to Babson College, and mail to:

Babson College
Student Financial Services
231 Forest Street
Wellesley Hills, MA 02481

Pay Online

Pay online in Workday Finances using a U.S. checking/savings account or credit card. Students may pay with MasterCard, Amex, Visa or Discover through Nelnet, and will be assessed a convenience fee.

In Person

We accept checks and money orders in person at Student Financial Services.

Monthly Payment Plan

Nelnet allows students to split their academic term costs into convenient monthly payments for a small enrollment fee. Students, and designated Third Parties, can enroll through Workday Finances.

Nelnet Payment Plan term payments take place during:

Semester	Dates
Fall	August–November
Spring	December–March
Summer	May–July

Third-Party Payments

Any third party who will guarantee payment direct to Babson College upon receipt of invoice and without any conditions (such as a minimum grade requirement), should submit a new purchase order or authorization to Babson in lieu of payment by each semester's payment deadline.

Wire Transfers

Babson College has partnered with Flywire to streamline the tuition payment process for our students. With

Flywire, you are able to pay in your home currency (in most cases) and are offered favorable foreign exchange rates, which may enable you to save a significant amount of money compared to traditional banks.

Returned Payments

A non-waivable service fee of \$50 will be charged to a student's account for each check or e-check returned by the bank for any reason. You will receive an e-mail notice regarding the returned payment. The e-mail will include instructions for clearing the returned payment. Babson College reserves the right to require that all future payments be made by certified check or bank check.

Extended Payment Plan for Company-sponsored Students (available to students enrolled in the Part-Time Online MBA, Part-Time Flex MBA, or Certificate in Advanced Management programs)

This plan is designed for Part-Time Online MBA, Part-Time Flex MBA, and Certificate in Advanced Management students whose companies reimburse the student directly once the course work is completed. Students can defer two-thirds of the tuition payment until after the end of the semester, provided they guarantee the extended payment amount with either Visa or MasterCard. Please note that one-third of the balance is due on the payment due date as well as a per-semester application fee of \$45. Students need to enroll in the Company Sponsored Extended Payment plan each semester through the Workday Finances Icon, then click on "set up a Payment Plan."

Late Payment Penalties

Students who have not settled their accounts by the semester payment due date will be assessed a \$200 late fee and be denied course registration and add/drop privileges. Students may also be withdrawn from courses and may lose College housing for the period of their housing contract.

Students who fail to meet their financial obligations to the College are not entitled to receive a diploma or official transcript, and are not entitled to the use of academic, administrative, and auxiliary services and facilities. Unpaid accounts will be referred for collection action, with the fees of any collection agency - which may be based on a percentage at a maximum of 33 1/3 percent of the debt - and all costs and expenses, including reasonable attorneys' fees, to be borne by the student.

Late payment penalty appeals should be directed via email to Student Financial Services at within 10 days of notification that the penalty has been imposed.

Returned Checks / ePayments

A non-waivable service fee of \$50 will be charged to a student's account for each payment returned by the bank due to insufficient funds. When notified of a returned check, students have three business days to submit to Student Financial Services a certified check or bank check in the amount due, including the service fee. In a case where there are returned checks, the College reserves the right to require that all future payments be made by certified check or bank check.

Manage Your Account

You can use Workday to complete many account management tasks.

Under the Finances icon you can:

- View your student account online
- Submit payment or set up a payment plan
- Complete the required enrollment (or waiver) of Student Health Insurance.
- Request a refund

Setting up a Third Party Proxy

In the Student Profile you can:

- Set up a Third Party Proxy - A Third Party Proxy is a parent, guardian, or anyone else that the student designates to have online access to their Student Financial Services (SFS) information and make payments.

Avoiding Late Payment Penalties

Students who have not settled their accounts by the semester payment due date will be charged a \$200 late fee, denied course registration and add/drop privileges, and may be withdrawn from courses and lose college housing for the period of the housing contract. More detail about late payment penalties can be found in the Undergraduate Student Handbook and Graduate Student Handbook, including information about account holds and fees on accounts referred for collection. While Babson recognizes that many students receive financial aid or monetary assistance from third parties, the ultimate responsibility for satisfying all financial obligations rests with the student.

Changing Your Meal Plan

You may change your meal plan online through the end of the add/drop period through Housing Self-Service. After the end of the add/drop period, you may increase your meal plan online through Housing Self-Service. No decreases are accepted after the end of the add/drop period.

Requesting a Refund

A credit balance (which will appear on your student account in parentheses, as a negative number) means you have excess funds on your account. You can leave these funds on your account for the next semester, or request to have them refunded. Refund requests are processed by SFS after the add/drop period has ended, and after financial aid and loan funds have been disbursed onto your account. Students who have federal Title IV student aid disbursements in an amount that exceeds the costs of tuition, mandatory semester fees, and any room and board charged by Babson will automatically have the amount of the Title IV credit balance refunded by check to their mailing address.

Book Voucher

If you have financial aid or loans that exceed billed charges at Babson, you may use these funds to purchase your course materials for the semester. At the Babson Campus Store online checkout, select Financial Aid/Scholarship under Alternate Forms of Payment, and enter your Babson College Student ID for the Account Number.

Setting up a Payment Plan

If it would work better for you to spread the payments out over a number of months rather than making a single lump sum payment each semester, go to Workday Finances to set up a payment plan.

Claiming Education Tax Credits

Students who have paid qualified tuition/fees for higher education may be eligible for certain tax benefits under the U.S. tax code. Babson reports the qualified tuition/fees that have been billed to U.S. citizens/permanent residents to the IRS each calendar year, and on 1098-T forms that are sent to students by the end of January each year. Your Social Security Number (or Tax Identification Number) is required for this process; if you have not already provided your Social Security Number to Babson please do so by submitting the information to Student Financial Services using IRS Form W9S.

If you are an international student who would like a 1098-T issued to you, please make sure Student Financial Services has your Social Security Number on file.

The best information about the tax benefits, including who qualifies and how to claim the benefits, is available in the IRS Publication 970: Tax Benefits for Higher Education. The IRS form needed to claim the American Opportunity (Hope)/Lifetime Learning Tax Credits is Form 8863: Education Credits.

Understanding California STRF

California residents who pay for tuition in a California-based program are required to be assessed a state fee for the California Student Tuition Recovery Fund (STRF). For Babson students, the STRF applies to California residents enrolling in the San Francisco Blended Learning MBA Program and those attending the San Francisco Babson Undergraduate Semester.

The purpose of STRF is to relieve or mitigate economic losses suffered by California residents enrolled in California-based educational programs in the event of a school closure. Effective January 1, 2015, the STRF assessment rate is zero (\$0) per \$1,000 of institutional charges. The STRF rate is subject to change based upon the balance in the State of California Student Tuition Recovery Fund. If and when the assessment rate increases, Babson will charge and collect the assessment from qualifying students for each period of enrollment.

For more information about the California STRF, including how to file a claim in the event of school closure, go to the California Bureau for Private Postsecondary Education Student Tuition Recovery Fund page.

Refund Policies

Refund of Semester Charges

If you are planning to withdraw from Babson, we encourage you to schedule an appointment with your Student Financial Services (SFS) counselor to discuss the financial implications of your decision. The withdrawal must be approved by the Department of Student Advising & Success.

Withdrawal from College

The following refund policy applies to any student who withdraws from the College. Please note that there is no refund in the case of withdrawal from individual courses.

If the approved date of withdrawal is before or during the official drop period, the student will receive a full refund of tuition, fees, and any other semester-based charges. Housing and dining charges will be prorated based on the date of departure. If the approved date of withdrawal is after the last day of the official drop/add period, and on or before the 60 percent point in the semester, the student's tuition will be calculated on a pro rata basis, equal to the percentage of the semester that was completed before the student withdrew. Housing and meal plan charges will be prorated based on the student's checkout date. Enrollment deposits, housing deposits, and miscellaneous fees are nonrefundable. The pro-rata calculation will determine the unearned, or refundable, portion of the tuition, housing, and food that is equivalent to the period of enrollment that remains in the semester. That amount will be refunded to the student, less any unpaid charges owed by the student, less any non-refundable deposits and fees, and less any amounts that must be returned to federal, state, or college financial aid programs.

If the approved date of withdrawal is after the 60 percent point in the semester, there is no refund; the student is considered to have incurred 100 percent of the tuition, housing, and food charges for the semester.

In the event of a military reservist being called to active duty and not being able to complete a semester, the student will be entitled to a full refund of tuition and fees, and a pro-rata refund of housing and food charges.

In the event a student is suspended or dismissed from the College and/or from college housing as a result of disciplinary action or violation of local, state, or federal law, the semester's housing and food charges will not be refunded, and the student may lose lottery privileges for room selection the following year. Tuition and board charges will be calculated on a pro-rata basis in the manner described above for students withdrawing from the College.

Financial Aid

Application Procedures

To apply for federal financial aid, all U.S. citizens and Permanent Residents must complete the Free Application for Federal Student Aid (FAFSA) online at fafsa.gov. First-time applicants who wish to be considered for institutional need-based grants must complete the College Scholarship Service (CSS) Financial Aid PROFILE online at www.cssprofile.org. In addition, first-time applicants whose parents are separated or divorced must complete the CSS Noncustodial Profile, and first-time applicants whose parents own a business must send a copy of the most recently completed business tax return to Student Financial Services. Listed below are the deadlines you should meet in order to receive full consideration for aid.

Incoming Student Application Procedures

Incoming students should follow these steps to apply for financial aid.

Be sure to meet Babson's deadlines in order to receive full consideration for financial aid.

STEP 1

Complete the CSS PROFILE at www.cssprofile.org to apply for Babson's need-based grants and scholarships. Babson's CSS PROFILE deadline is **11/15** for Early Decision and Early Action candidates and **2/1** for Regular Decision candidates.

- Be sure to include Babson College (#3075) on your list of schools.
- **For students whose parents are self-employed or own a business or farm:** You will be asked about the income, expenses, assets, and liabilities of your business. After submitting the CSS PROFILE, please upload a copy of the most recent year's business tax return to the College Board's Image and Documentation Service (IDOC) - see step 4.
- **For students whose parents are separated or divorced:** You and your custodial parent (referred to as "Household A") should complete the CSS PROFILE. Under "Additional Parent Application," please provide an email address for your noncustodial parent (referred to as "Household B"), and the College Board will forward information on how your noncustodial parent should complete his/her section of the CSS PROFILE. If you have already submitted the CSS PROFILE and need to add another parent, you can also add this information on the applicant's dashboard. Babson College believes that the primary responsibility for paying for college lies with the student and family. In the case of divorced or separated parents, we expect each parent to complete the CSS PROFILE. However, if there are extenuating circumstances related to your family, you may submit a **CSS Profile Waiver Request for the Noncustodial Parent (pdf)**. Submission of the waiver request does not guarantee that it will be approved. Review the instructions on page one and submit the waiver and any supporting documentation directly to the **College Board's Institutional Documentation Service (IDOC)**. Upon receipt, we will review the information provided and follow up with you via email.

STEP 2

Complete the FAFSA at www.fafsa.gov

- Citizens and permanent residents of the U.S. must complete the Free Application for Federal Student Aid (FAFSA) to apply for federal aid.
- You must create a Federal Student Aid ID (FSA ID), made up of a username and password. Your FSA ID identifies you as someone who has the right to access your own personal information on the Department of Education websites, such as the **FAFSA** and **Federal Student Aid** sites. Parents of dependent students will also need to create their own FSA IDs in order to electronically sign the FAFSA. Find more information about the FSA ID at **studentaid.gov**.
- Be sure to list Babson College (#002121).

STEP 3

Review the list of scholarships at Babson that have additional application requirements and decide if you wish to apply.

STEP 4

In order to finalize your financial aid package, upload all verification documents to the College Board's Institutional Documentation Service (IDOC) at <https://cssprofile.collegeboard.org/idoc> as soon as possible, but no later than **4/1**. For issues or assistance with IDOC, please contact the College Board at (866) 897-9881.

- 2024 Signed Parent Federal Tax Return and schedules
- 2024 Parent W-2s or 1099 forms
- 2024 Signed Student Federal Tax Return and schedules
- 2024 Student W-2s or 1099 forms
- **2026-27 Verification Statement - Dependent Student** (available for download from the **college board**)

Incoming Undergraduate Financial Aid Application Deadlines

Applicant Type	CSS PROFILE and FAFSA deadlines	Notification of financial aid decision
Early Decision I candidates *	11/15	12/15
Early Action candidates *	11/15	1/15
Early Decision II and Regular Decision candidates	2/1	4/1
Transfer applicants for Fall	4/1	5/15
Transfer applicants for Spring	11/1	12/1

Returning Student Application Procedures

Returning students should follow these financial aid renewal instructions.

Renewal financial aid packages are available the first week of July each year.

Step 1

Complete the **FAFSA** by **4/15**.

U.S. citizens and permanent residents should complete the Free Application for Federal Student Aid (FAFSA) and be sure to list Babson College.

If you have not already done so, you must create a Federal Student ID (FSA ID), made up of a username and password. Your FSA ID identifies you as someone who has the right to access your own personal information on the Department of Education websites, such as the **FAFSA** and **Federal Student Aid** sites. Parents of dependents students must also create their own FSA IDs in order to electronically sign the FAFSA. Find more information about the FSA ID at **studentaid.ed.gov**.

Step 2

Submit all verification documents to IDOC by **4/15**.

Once we receive your FAFSA, we will initiate an email request from the College Board Imaging and Documentation Service (IDOC) for the following documents. If you no longer have access to the email request, you can also access the information online at <https://cssprofile.collegeboard.org/idoc>

- 2024 Signed Parent Federal Tax Return and schedules
- 2024 Parent W-2s or 1099 forms
- 2024 Signed Student Federal Tax Return and schedules
- 2024 Student W-2s or 1099 forms
- **2026-27 Verification Statement - Dependent Student** (available for download from the **college board**)

Returning Undergraduate Financial Aid Application Deadlines

Applicant Type	Filing FAFSA online	Submitting verification documents to IDOC	Babson sends renewal financial aid package
Renewal candidates (returning students)	4/15	4/15	7/1

Deadlines

To apply for federal financial aid, all U.S. citizens and Permanent Residents must complete the Free Application for Federal Student Aid (FAFSA) online at fafsa.ed.gov. First-time applicants who wish to be considered for institutional need-based grants must complete the College Scholarship Service (CSS) Financial Aid PROFILE online at www.cssprofile.org. In addition, first-time applicants whose parents are separated or divorced must complete the CSS Noncustodial Profile, and first-time applicants whose parents own a business must upload a copy of the most recently completed business tax return to IDOC. Listed below are the deadlines you should meet in order to receive full consideration for aid.

Calendar

Action	Deadline for Filing PROFILE with CSS	FAFSA filing deadline
Early Decision I/Early Action Admission Applicants	11/15	11/15
Early Decision II/Regular Decision Admission Applicants	2/1	2/1
Transfer Admission Fall	4/1	4/1
Transfer Admission Spring	11/1	11/1
Returning Undergraduates	Not Required	4/15

Awards

Program Name	Award Amount Per Year	CSS PROFILE and FAFSA required to be considered?	Selection Criteria	Are International Students Considered?	Additional Application Procedures
Arthur M. Blank School for Entrepreneurial Leadership Scholarship	Full Tuition	Yes	Need and merit/Entrepreneurial potential	No	
Babson Grant	Varies based on need	Yes	Need	No	
Babson Grant Merit Step	\$1,500, starting in 2017-2018	Yes	Need/Babson sophomores, juniors, and seniors with a cumulative GPA of 3.2 or better at the end of the prior academic year	No	
Blank Scholarship	\$7,000	Yes	Need/entrepreneurial potential	No	500-word essay about entrepreneurial experiences and aspirations, submitted through applicant status page
Canadian Scholarship	Varies based on need	CSS PROFILE only	Need/Canadian citizens	Yes, Canadians	
Women's Leadership Scholarship	Quarter tuition	No	Merit	Yes	
Class of '49 Scholarship	\$5,000	Yes	Need and merit/Babson sophomores, juniors, and seniors	No	
Davis United World College Scholarship	\$20,000	CSS Profile	Need and a graduate of a UWC school	Yes	
Dean's Scholarship	\$5,000	No	Merit/recipients selected after first year based on excellence in the classroom and on campus	Yes	

Program Name	Award Amount Per Year	CSS PROFILE and FAFSA required to be considered?	Selection Criteria	Are International Students Considered?	Additional Application Procedures
DECA Scholarship	\$5,000	No	Merit	Yes, if attending high school in the US	Special application and essay.
Diversity Leadership Award	Full tuition	Yes	Need and merit	No	
Education Abroad Grant	\$2,500 for semester-abroad program or elective abroad	Yes	Need/participation in a Babson-sponsored study-abroad program	No	
Enrico Dallas Scholarship	Full tuition	Yes	Need and merit/Dallas residents	No	
Federal Pell Grant	Up to \$7,395	FAFSA only	Need	No	
Federal Supplemental Educational Opportunity Grant	Typically \$1,000	FAFSA only	Need	No	
Gilbert Grant	Typically \$2,000	Yes	Need/residents of Massachusetts	No	
Global Scholarship	Full tuition	CSS PROFILE only	Need/citizenship or permanent resident status from countries other than the U.S. or Canada	Yes	
Honors Scholarship	\$3,000	No	Acceptance to and participation in Honors Program (Presidential and Weissman Scholars are not eligible for this Scholarship)	Yes	
Junior Achievement Scholarship	\$20,000	No	Merit/participants in Junior Achievement USA	No	500-word essay about JA experience, submitted through applicant status page
Mass Grant and other State Scholarships	Up to \$1,600	FAFSA only	Need/residents of Massachusetts residents or of states with reciprocal arrangements	No	
Michael J. Conlon '96 and Michelle J. Conlon '94 Memorial Scholarship Award	Amount varies	Yes	Need and merit/Babson juniors	No	Application and essay to Student Financial Services in mid-September of junior year
Needham Town Scholarship	Varies based on need	Yes	Need/residents of Needham, Massachusetts or Needham High School graduates	No	Application to Needham Town Hall
NFTE Scholarship	Full tuition	Yes	Need/participants in Network for Teaching Entrepreneurship	No	500-word essay about NFTE experience, submitted through applicant status page
Posse Scholarship	Full tuition	No	Merit/New York City Posse Foundation Scholars	No	Application to Posse Foundation
Presidential Scholarship	Half tuition	No	Merit	Yes	
Sorenson Arts Scholarship	\$5,000	Yes	Need/artistic ability	No	500-word essay about your identity as an artist and your artistic goals, submitted through applicant status page. Submit a sample or representation of your artistry.
Weissman Scholarship	Full tuition plus additional seed money	No	Merit	Yes	Special application and essay.
Wellesley Town Scholarship	Varies based on need	Yes	Need/residents of Wellesley, Massachusetts or Wellesley High School graduates	No	List "Wellesley Scholarship Foundation" when filing CSS PROFILE
Yellow Ribbon Scholarship	Varies based on eligibility	No	Post-9/11 GI® or their dependents	No	Post-9/11 Certificate of Eligibility from VA

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>."

Loans

Loan Program

Babson participates in the federal student loan programs, and we strongly recommend that all U.S. citizens and permanent residents of the U.S. apply for federal student loans before pursuing any other loan option.

Follow the instructions for applying for financial aid to be considered for the federal and state student loans listed in this section. In addition, please read the Babson Loan Policy Statement.

Federal Direct Loan

- The Federal Direct Loan is the most widely available student loan for U.S. citizens and permanent residents.
- Students are eligible to borrow up to the following amounts through the Federal Direct Loan program:

Year	Maximum loan amount	Maximum portion that can be subsidized
First Year	\$5,500	\$3,500
Second Year	\$6,500	\$4,500
Third Year	\$7,500	\$5,500
Fourth Year	\$7,500	\$5,500

- Effective 7/1/26 loan amounts must be prorated for less than full time attendance
- Independent students can borrow additional amounts through the Direct Unsubsidized Loan program.
- For students who qualify for the Direct Subsidized Loan, the interest is paid by the federal government while students are in school at least half-time.
- For students who don't qualify for the subsidy, interest begins accruing at the time of the loan disbursement. Students can elect to pay the interest while in school or have it capitalized into a repayment schedule that starts six months after the student leaves school.
- Borrowers are required to sign a Master Promissory Note and to complete entrance and exit loan counseling.
- Loan funds are issued in two disbursements each year, typically timed to coincide with the start of each semester. Students are notified via email each time Federal Direct Loan funds are credited to their accounts.
- You can find details about interest rates and federal loan fees [here](#).

Mass No Interest Loan

- For Massachusetts residents with the greatest financial need.
- No fees, and interest rate is fixed at 0%.
- Repayment begins 6 months after the student leaves school.
- Limited funds are available.

Additional Loan Options

For students and parents who need financing beyond what is available through the federal student loan programs, we offer a list of recommended loans and lenders:

Student and Parent Alternative Loan Options

A co-signer with a strong credit history will increase a student's chances of being approved for an alternative/ supplemental loan. If you are an undergraduate who is planning to ask a parent to serve as a co-signer, you should also consider the parent loan options to ensure that, as a family, you are getting the best rates available to you. We use the following criteria in developing our list of recommended loans and lenders:

- Loan terms and cost to borrower
- Borrower benefits
- Differentiated options (fixed rate vs. variable rate loans, for-profit vs. non-profit organizations, regional vs. national lenders)

You are in no way limited to loans/lenders on our list of options. Babson will process a loan from any lender, and it is your right to apply for loans through the lender of your choice.

Federal Direct Parent PLUS Loan Program

- Effective 7/1/26 new borrowers are limited to \$20,000 per year up to a maximum of \$65,000
- Parents who wish to borrow through the Federal Direct Parent PLUS Loan should complete the application, Master Promissory Note, and entrance counseling.
- You can find details about interest rates and federal loan fees [here](#).

Veterans Benefits and Transition Act of 2018

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, the following policies apply to any individual ("covered individual") who is entitled to educational assistance under Chapter 31, Veteran Readiness and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

- The College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the College a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:
 - The date on which payment from VA is made to the College.
 - 90 days after the date the College certified tuition and fees following the receipt of the certificate of eligibility.
- The College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the College due to the delayed disbursement funding from VA under Chapter 31 or 33.
- The College may request or require Chapter 31 and Chapter 33 students to take the following actions:
 1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
 2. Submit a written request to use such entitlement.
 3. Provide additional information necessary to the proper certification of enrollment by the College.
 4. Additional payment may be required or a fee may be imposed for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>."

Academic Policies and Information

Academic Standards

All undergraduate students at Babson College are expected to maintain a minimum 2.0 GPA to be in good academic standing. Exceptions to this include:

1. First-year students, who are expected to maintain a minimum 1.8 cumulative GPA at the end of both of their first two semesters at Babson; and
2. Transfer students, who are expected to maintain a minimum 1.8 GPA for their first semester at Babson.

The Academic Standards Review Process will be initiated for students who meet any of the following criteria:

- The cumulative GPA falls below the benchmarks indicated above.
- They have earned a failing grade (F) in two or more classes in a single semester.
- Students who are near their benchmark who have received an Incomplete (I) grade in any class. The Committee may, at its discretion, consider any Incomplete (I) as an 'F'.

There is a standing Academic Standards Committee that reviews all student cases and the results of these reviews may include the following (students should note that **any** of the following sanctions are possible if you are reviewed of the committee):

- The student may be placed on academic probation;
- The student may be placed on continued probation;
- The student may be suspended from Babson College for up to one year*;
- The student may be academically dismissed from Babson College and not permitted to return.

**Students may only be academically suspended from the College once. Should a student earn a cumulative GPA below the benchmark for good academic standing again, at any time following their return from an academic suspension, the subsequent review by the Committee may only result in either academic probation or academic dismissal from Babson.*

The College holds students responsible for knowing and understanding all policies and procedures with regard to academic standards. If students have questions or concerns during this process, they should contact the Department of Student Advising & Success for clarification on these policies and procedures. Student

Success Advisors will notify students being reviewed by the Academic Standards Committee. It is in the best interest of the student to submit a letter of explanation to the Committee. This letter must be submitted prior to the review meeting. The letter provides students the opportunity to inform the Committee of any extenuating circumstances that contributed to their performance in the prior semester, and is the only such opportunity to share this information with the Committee.

Members of the Academic Standards Committee include the Director of Undergraduate Administration, the Director of Student Advising and Success, the Associate Vice President for Student Success, a Student Affairs representative, and four faculty members. The Committee convenes after the close of the fall, spring, and summer terms. In certain circumstances it may be necessary to convene a smaller, representative group of the Academic Standards Committee and/or college officials to determine a student's academic status.

The Undergraduate Deans' Office will send the results of the Committee's decision to students' Babson email address and physical address of record. The Committee will make every effort to deliver timely notification of decisions. Responsibility lies with the student to read the electronically delivered notification letter. In the case of an academic suspension, Babson College will send a copy of the suspension notification to the student's parents' or guardians' address as posted in Workday. Failure to receive timely notification due to an inaccurate or outdated address, or other situation that inhibits the delivery of the notification letter by the delivery service, is not the responsibility of the Committee.

Students have a right to appeal the decision of the Academic Standards Committee to the Dean of the Undergraduate School. The notification letter will include a deadline for an appeal which is typically 3-4 business days after notification. Grounds for an appeal are limited to the following:

1. An error or misapplication of the policy (e.g., substantiated bias, material deviation from established procedures, etc.)
2. New information that could not have been considered by the committee at the time of review.

Please note that dissatisfaction with the original committee decision and/or a failure to produce full context through a letter of explanation to the committee prior to the deadline are not grounds for an appeal.

Given the short time period between the fall and spring semesters as well as between the summer term and fall semester, students whose cumulative GPA falls below the minimum benchmark necessary to remain in good academic standing should be prepared for a decision that

would require removal from the upcoming semester's courses as well as an immediate vacancy from Babson housing.

Probation

Students placed on academic probation must complete an academic contract with their Student Success Advisor. Failure to complete this contract may result in further review by the Academic Standards Committee.

Suspension

Students on academic suspension from Babson College must notify their Student Success Advisor, in writing, of their desire to return to Babson following their suspension, and must address how they resolved any issues that led to their suspension as well as how they plan to succeed moving forward. Students should send written communication to the address below, or email their Student Success Advisor directly:

- Student Advising & Success, Hollister Hall Babson College Babson Park, MA 02457

In order to qualify for registration, housing, and financial aid, students must submit the request to return to campus to Student Advising & Success by the following dates:

- **March 1** for fall re-entry
- **October 1** for spring re-entry

Students must meet these deadlines in order to ensure qualification for the registration process for the semester in question. Students may return to Babson after missing such deadlines, however Babson College does not guarantee course selection or housing for students returning from an academic suspension.

F-1/J-1 International Students

Suspended international students with F-1/J-1 immigration status lose their permission to remain in the United States on the Babson College Form I-20/DS-2019. The Glavin Office of International Education must report this suspension to the U.S. Department of Homeland Security. United States law requires that international students must transfer immediately to another U.S. institution, apply for a change of immigration status, or leave the United States immediately. International students must consult with an international student adviser in the Glavin Office of International Education to discuss the immigration implications of a suspension before taking any action.

Attendance Policy

Attendance and Absence from Classes

Individual course attendance policies are at the discretion of each individual instructor and may be a component of students' final grades. The Department of Student Advising & Success cannot issue formal excuses for missed classes.

Religious Observance

With regard to absence due to religious observance, Babson College welcomes and values people's religions and perspectives and respects the interests of all members of our community. Babson recognizes the breadth of religious observance among students, faculty, and staff, and the potential for conflict with scheduled components of the academic experience. Students are expected to review their syllabi and notify faculty members as early in the semester as is possible about conflicts between course requirements and religious observances. In such an event, consistent with Massachusetts law set forth below, instructors will provide reasonable accommodations that do not unduly disadvantage students.

"Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

—Massachusetts General Laws Chapter 151c, Section 2b

The Athletics Department has an early-notification system for students involved in scheduled intercollegiate athletic competitions. Students involved in Babson's intercollegiate athletic program receive the dates of scheduled games/competitions as early as possible in the semester (ideally within the first week or 10 days of the term). Student-athletes must then notify their professors of any conflicts between scheduled classes or major class events (presentations, etc.) and athletic contests. Babson College strongly urges faculty members to exercise a reasonable degree of flexibility and understanding in providing excused absences based upon these conflicts (for those students who have provided the necessary conflict information early in the semester).

Through early notification and flexibility, Babson College hopes to provide students with the opportunity to fully participate in both the College's academic program and its intercollegiate athletic programs.

Babson's class attendance policy in cases of religious observance or intercollegiate athletic competitions in no way excuses students from meeting the academic demands of the course. Professors will determine the work and time frame that will most fairly makeup for the missed class time and assignments.

Cancellation of Classes

Members of the college's Crisis Response Team have developed a plan to monitor and address potential inclement weather providing for the safety and security of members of the Babson community. With over 85% of our undergraduate students living on campus, the College generally remains open during inclement weather. In rare circumstances, the College determines school closure or delay based on 1. State of Emergency declared by the Governor and/or 2. Severe weather conditions that make it difficult to keep the campus roads and parking lots cleared. Since safety is the College's highest priority, students are advised to exercise their own judgment regarding traveling to campus during inclement weather and to communicate directly with their professors about specific issues regarding travel. Staff and faculty are also advised to exercise their own judgment regarding traveling to work or remaining at home and some may choose to schedule class through WebEx or other available systems during inclement weather.

Courses that are taught in either a wholly online or Blended Learning format will not be cancelled but will move to an alternative delivery format. This includes closures that occur during a F2F session. In these circumstances students are expected to be available from the safety of their home, hotel, or office for Virtual Classroom sessions which will be conducted in lieu of the in-person F2F. If the campus is closed students may not come to campus. Students are expected to follow the instructions of Babson staff who will email updates and directions in the event of a campus closure.

During inclement weather, members of the Babson community can obtain updates regarding advisories and the status of College operations by accessing the Babson homepage, INFO phone line 781-2394636, the Emergency Preparedness page of the Babson website, and local news and radio channels (WBZ/Channel 4/WBZ 1030 AM, WHDH/Channel 7/WRKO 680 AM, WCVB/Channel 5, WFXT/Fox 25).

Grading

Grading System

A single final grade will be entered for each course on a student's permanent record. Grades are indicated by one of five letters, representing the student's overall success in that course: A: excellent; B: above satisfactory; C: satisfactory; D: below satisfactory; and F: failing. The undergraduate school does not issue a grade of A+.

Babson College undergraduate courses are graded using the following letter grading scale:

- **A:** 4.00
- **A-:** 3.67
- **B+:** 3.33
- **B:** 3.00
- **B-:** 2.67
- **C+:** 2.33
- **C:** 2.00
- **C-:** 1.67
- **D+:** 1.33
- **D:** 1.00
- **D-:** 0.67
- **F:** 0.00

For certain advanced level courses, a pass/fail grading option is available. Students are limited to two pass/fail courses during their undergraduate career. Students can select the pass/fail grading option up until the course withdrawal deadline. To earn a P (passing) grade, students must earn the equivalent of a C or higher in the course. P grades do not contribute to a student's GPA.

Students can compute their cumulative GPA by multiplying the number of credits from each specific course by the points associated with the grade received in the given course, adding those numbers for the period they wish to compute, then dividing the total by the total number of letter-graded credits taken in that same period. Grade point averages are rounded to the hundredths place.

Grades are available online in Workday. No formal grade report will be sent at the midterm or end-of-term. At the discretion of the individual faculty member, instructors may notify the Registrar of those students who are at or below the grade of C- around the midpoint of each fall and spring semester. At that time, the Registrar's Office will notify students via their Babson email account that they received a mid-semester warning, along with any comments the faculty member provided. The Registrar's Office issues these warnings approximately one week before the end of the course withdrawal period. Students who receive warnings should make an appointment with their faculty member to discuss their academic standing and ways to improve in the course. The Department of Student Advising & Success also encourages students to

take advantage of Peer Tutoring, the Math Resource Center, Speech Center, Writing Center, and/or meeting with their Student Success Advisor for additional resources and support.

Instructors will retain final examinations for one complete semester immediately following the final examination. Students have until the last day of classes of the fall or spring semester immediately following the semester in which a grade was earned to request a review of specific grades. This policy applies to all students regardless of the student's status in the following semester. Students who have questions about, or a disagreement regarding, a final course grade or any other coursework grade (quizzes, papers, exams, etc.) should first make an appointment to discuss the matter with the instructor(s) involved as a review meeting to check the accuracy of the process and to learn about inadequacies or strong points. This procedure does not require instructors and students to agree upon the final result. The obligation is simply to help the student understand the process the instructor(s) used in determining the grade. If, after such an appointment, students disagree with the grade they received, they should appeal to the appropriate Division Chair. Further appeal, after these steps, should be directed to the Associate Dean of Undergraduate Programs.

Incomplete Grades

Incomplete, denoted by the letter 'I' on a student's transcript, is not a grade; rather, it indicates a status wherein the grade will be determined later. Students must make the necessary arrangements with their instructor to resolve an incomplete grade. An incomplete is meant to be an agreement between the student and the faculty member that the outstanding work will be completed. Incompletes should not be given if the student did not attend class or does not have any intention of making up the missing work.

Undergraduate students must resolve the Incomplete by making up the necessary work or taking needed examinations in the timeline agreed upon with the instructors, with a deadline of no later than the end of the add/drop period of the following semester. Requests for exceptions to this timeline must be submitted in writing to the instructor(s) with a copy sent to the student's Student Success Advisor and Registrar by the end of add/drop. Instructors will make a determination on the exception.

All Incompletes will be changed to a grade following the end of the next semester's add/drop period. In the case of students who do not make up the work within this period, instructors will award the grade based upon the normal requirements for the course. In effect, instructors will award a grade of 0.00 for the work not made up, then

calculate the final course grade. The Academic Standards Committee may, at its discretion, consider any listed Incomplete on a student's transcript as a failed grade.

Incomplete courses that are required as prerequisites for the following semester must be completed 72 hours before the end of the add/drop period. This earlier deadline provides instructors time to grade the outstanding work or exam and submit the final grades to the Registrar's Office before the end of the add/drop period.

Failing Grades

Students must earn passing grades in all required courses. If a grade of "F" is earned in a required course, that course must be repeated. If a grade of "F" is earned in an elective course, the student must either repeat the course or successfully pass another elective. In any case where a student receives an "F," the original "F" grade and any subsequent passing grade are both factored into the student's cumulative GPA. The original "F" grade will remain on the student's transcript.

Makeup of Failed Courses

Students who receive an F in a required Babson course must repeat the course at Babson. Students who receive an F in an elective Babson course must make up the credits if needed, but may choose to take a different course. Any failing grade for a Babson course remains on the Babson transcript permanently and will be calculated into the overall grade point average.

Students have three opportunities to earn a passing grade in required course (excluding withdrawals). Students who receive a grade of F for the same required course three times or for three courses that would all satisfy the same academic requirement will be academically dismissed and may not return to Babson College.

Students may not repeat a course for which they received a passing grade.

Grade Disputes

Students have until the last day of classes of the fall or spring semester immediately following the semester in which a grade was earned to request a review of specific grades. This policy applies to all students regardless of the student's status in the following semester. Students who have questions about, or a disagreement regarding, a final course grade or any other coursework grade (quizzes, papers, exams, etc.) should first make an appointment to discuss the matter with the instructor(s) involved as a review meeting to check the accuracy of the process and to learn about inadequacies or strong points. This procedure does not require instructors and

students to agree upon the final result. The obligation is simply to help the student understand the process the instructor(s) used in determining the grade. If, after such an appointment, students disagree with the grade they received, they should appeal to the appropriate Division Chair. Further appeal, after these steps, should be directed to the Associate Dean of Undergraduate Programs.

Concentrations

Students may elect to pursue a specific concentration to provide an additional focus of study within the Babson curriculum. Students who formally declare and successfully complete the requirements of a concentration will have that concentration noted on their final transcript. Specific concentrations have been developed by the College's academic divisions and offices in order to assist students in choosing a coherent set of courses for their academic development and external recognition. Concentrations are optional.

Students who have questions about whether or not they would like to pursue a concentration should speak with their Student Success Advisor and staff in the Center for Career Development. The list of concentrations is available on Babson's concentration page.

The following policies apply to concentrations:

- Concentrations are four courses totaling 14-16 credits
- Students may formally declare a maximum of two concentrations that will be noted on their official transcript
- One course may overlap to count for two concentrations
- 1-2 courses taken abroad may apply towards a concentration with faculty contact approval

Students who choose to concentrate must declare their concentration in Workday via their Overview page found in the Academics application.

The deadlines to formally declare concentrations are as follows:

- For December graduates: September 30 of their graduation year
- For May graduates: February 15 of their graduation year
- For August graduates: May 15 of their graduation year

Examinations (Scheduled)

Attendance, Absence, or Conflicts

Students may be excused from taking an examination at its regularly scheduled time in certain extenuating circumstances as outlined below. For midterm exams, students must work out the conflict with their professor directly or submit a "Request for Exam Excuse" form found on the Babson Student Portal under Academic eForms. This form must be filled out prior to the examination. In cases in which a student will miss a final examination because of a clear and unavoidable absence as defined below, the Department of Student Advising & Success will grant approval through this form, and the faculty member teaching the course will be notified of the approval. This does not excuse students from meeting the academic demands of the course; it is only verification that students will be absent from the exam because of circumstances outside of their control. Students must work with their professors to make up examinations in a timeline and format determined by the faculty member. Students who fail to take a scheduled examination and have not received an excuse from Student Advising & Success may attempt to work out the situation after the fact with their faculty member, though neither the faculty member nor the Student Success Advisor is required to provide an excuse or makeup opportunity at that time. Please note, Student Success Advisors cannot excuse students from take-home exams, presentations, projects, papers, quizzes, or regular class meetings. The Exam Excuse Policy pertains strictly to scheduled examinations. The following situations warrant a formal exam excuse:

1. **Conflict with Final Examinations:** Students are considered to have a conflict if two final examinations are scheduled for the same time. If a student has three or more final exams on an exam day and wishes to discuss the possibility of moving one of the exams to another date, they may contact the Registrar's Office to discuss their options. Students should report such a conflict to the Registrar's Office by completing the Final Exam Conflict Form as soon as they notice it and no later than the week before the end of classes. The Final Exam Conflict Form is available in the Final Exams section of the Registrar's website. A delay in reporting examination conflicts lessens the likelihood of alternative accommodations. The Registrar's Office will notify those students who reported examination conflicts of alternate scheduling. Exam excuses are unable to be applied retroactively if you have already taken the exam.
2. **Extenuating Circumstance:** The Department of Student Advising & Success may excuse students

from an examination when one of the following extenuating circumstances presents itself and the student provides appropriate documentation:

- **Illness:** If a student is seriously ill and will miss an examination they must:
 - Complete the Exam Excuse form before the exam, unless hospitalized, in which case the form should be filled out as soon as the student is medically able
 - Provide verification of the illness to his or her Student Success Advisor. The student must either be seen by Babson College Health Services within 24 hours of the missed exam or provide written verification of the illness with the recommendation that the student not attend the exam from a licensed physician or other licensed medical professional
- For seniors only, a final job interview off campus. All such interviews will require appropriate verification from the organization conducting the interview
- Observance of a religious holiday
 - For those religious observances that include food and/or work restrictions, an exam excuse may be granted for scheduled exam times that overlap with these restrictions.
- Family emergency
- Participation in significant family events
- Intercollegiate athletic contest sponsored by Babson College's Athletics Department Official College functions
- Jury duty or other mandatory court appearances
- If an examination is scheduled at the same time as another course in which the student is enrolled

Student Success Advisors may provide exam excuses only for the aforementioned reasons. Students may not receive formal exam excuses for any of the following reasons: missed study time, travel, oversleeping, work commitments, forgetting the exam schedule, not reading the examination instructions clearly, disabled vehicles, etc.

Accommodations

Babson College welcomes students with disabilities to participate fully in all aspects of their college experience. Babson College is prepared to modify policies, practices, and procedures, as necessary, to assure that students with disabilities have full access to all programs, services, and benefits of the institution. This includes, but is not limited to, classroom and exam accommodations; housing and dining accommodations; modifications of

policies that might have a differential impact on students because of disability; temporary medical condition accommodations; environmental adjustments such as the removal of architectural, communication, or transportation barriers; and auxiliary aids and services.

Babson students requesting accommodations must register with the Department of Accessibility Services (DAS) and participate in an intake interview. Accessibility Services staff utilize an interactive review process to determine necessary accommodations. To register, students may submit an application via the Accessible Information Management (AIM) portal, along with appropriate documentation. Babson College is not responsible for ensuring academic accommodations for students who identify themselves only to faculty or staff, and not directly to Accessibility Services; nor are they responsible for those who identify themselves after the completion of academic requirements or projects.

Please visit the Babson Student Portal to learn more about our policies and procedures. We are in Hollister Hall, Suite 220, from 8:30 AM to 4:30 PM, Monday through Friday. Email: Accessibility Services Phone: 781-239-4075

Dean's List

The Dean's List recognizes outstanding scholarship among those students enrolled in the undergraduate program. Eligible students must have a semester average of at least 3.30 based on a minimum of 12 semester-credits taken at Babson or through cross-enrollment. The grades may not include Incompletes or "P" passing grades. Babson College bases Dean's List eligibility upon a student's semester GPA as of five weeks following the conclusion of final exams in the given semester.

Transfer of Credit

Advanced Standing Credit

Entering new students may receive credits and/or advanced course placement for the successful completion of the Advanced Placement (AP) examination given by the Educational Testing Service of the College Entrance Examination Board, the International Baccalaureate (IB), the French Baccalaureate, the Swiss Maturité, or the completion of coursework at an accredited college or university. Babson does not award credit for A-Level Exam results.

For students who matriculated as new first-year students in Fall 2018 and thereafter, the following policies are in effect for all advanced credits:

- Students may bring in a maximum of 16 credits (equivalent to one full semester) of advanced credit,

which includes credits earned from AP/IB/French Bacc/Swiss Maturité and coursework taken at other colleges or universities.

- Students may bring in no more than 8 total credits from AP/IB/French Bacc/Swiss Maturité in the Intermediate Liberal Arts portion of the curriculum, specifically from the Cultural Studies and Philosophy (CSP), History and Society (HSS), and Literature and the Arts (LTA) categories.
- Credit for AP, IB, French Baccalaureate, and Swiss Maturité will only be awarded if there is an equivalent course in the Babson curriculum.

For students who matriculated as new transfer students in Fall 2018 and thereafter, the above policies apply with respect to all AP, IB, French Baccalaureate, and Swiss Maturité credit. Transfer credit from coursework taken at prior institutions is not restricted to the 16 credit maximum.

For specific information about course equivalents, including those for students who matriculated earlier than Fall 2018, please see the Advanced Credit page on the Student Hub. Course equivalents for Advanced Placement, International Baccalaureate, French Baccalaureate, and Swiss Maturité may be reviewed annually by the Department of Student Advising & Success and individual academic divisions.

Advanced Standing Score/Grade Requirements:

AP- Credit and/or advanced placement is awarded for AP exam scores of 4 or 5.

IB- Credit and/or advanced placement is awarded for higher-level IB courses with exam scores of 5 or higher.

French Baccalaureate- French Baccalaureate credit and/or advanced course placement is awarded for a coefficient of 5 or higher with a score of 14 or above. Credit will be given for Economics, History and Geography, Mathematics, Philosophy, Language and Literature. An Official Transcript is required to receive credit for French Baccalaureate.

Swiss Maturité - Credit and/or advanced placement is awarded for a grade of 4 or better.

Transfer- The Director of Undergraduate Administration and the Babson faculty review course work taken at another institution based on the course's depth and scope, which must compare to the Babson curriculum. Once courses are approved, students will receive credit for those in which they earned a grade of C or higher. Courses graded pass/fail will not transfer to Babson College. To receive transfer credit, students must submit their official transcript from their previous institution. The Director of Undergraduate Administration awards credits per course based on the credit hours earned in

the course at the previous institution. If the institution from which the credit is being transferred operates on a trimester or quarter system, or a foreign system (e.g. ECTS), those credit hours will be calculated in U.S. semester hours before credit is transferred to Babson.

Babson College will consider awarding credit for coursework taken at a college or university while the student was in high school if **all** of the following conditions are met:

- the institution at which the course was taken is an accredited college or university,
- the course was taught by a member of that institution's faculty,
- the course was taught on the institution's campus or via an online platform operated by the institution
and
- the student did not receive high school credit for the course
- The course is not part of a dual enrollment program.

Students are recommended to submit all AP, IB, French Baccalaureate, and Swiss Maturité scores as well as transfer and/or pre-matriculation off-campus transcripts to Student Advising & Success by the end of their first semester of enrollment at Babson College. Failure to do the aforementioned may result in an inability to make progress in the curriculum, particularly when the pre-matriculation credit serves as a prerequisite course.

Waivers will not be placed on students' records to allow them to take coursework without completion of the appropriate pre-requisite. To ensure that students enroll in the correct courses their first semester on campus and do not repeat courses for which they may be eligible to earn credit through pre-matriculation coursework, students are encouraged to submit all AP, IB, French Baccalaureate, Swiss Maturité courses, and/or transfer transcripts prior to their first semester on campus. Students are responsible for ensuring that pre-matriculation credit has been posted to their record by checking their unofficial transcript in Workday. Students must complete one-half of the total credits required for graduation at Babson or through a Babson-affiliated program regardless of the number of credits accepted from other sources.

Off-Campus Course Policy/Post-Matriculation Transfer Credit

Students who matriculated prior to Fall 2021 may request permission to take a maximum of 12 credits at another institution, exclusive of official cross-registration or Babson-approved study abroad/away programs. Students who matriculate in Fall 2021 and

thereafter may request permission to take a maximum of 16 credits at another institution, exclusive of official cross-registration or Babson-approved study abroad/away programs.

Students may take those off-campus credits over winter or summer sessions, during a formally declared Leave of Absence from the College, or enroll in up to 4 credits per semester during fall and spring semesters when also enrolled at Babson. Additionally, students may take up to 4 of those 12 credits following the final period of enrollment at Babson or in a Babson-approved program. Please note that if a student is already overloaded to 20 credits at Babson during a fall or spring semester, an approval for an off-campus course during that same semester is unlikely. Similarly, since students are limited to 4 credits during a winter session at Babson, typically only 4 credits of off-campus course work will be considered for approval during the winter term.

Students interested in taking off-campus courses must submit an off-campus request e-form, available on the Babson Hub, along with a course description, syllabus, and rationale for their interest in taking the proposed course. Students should wait to enroll in the course until they receive approval from the Department of Student Advising & Success. The Department of Student Advising & Success evaluates requests to take courses off-campus based on the rigor of the course and the rationale of the student submitting the request. Only courses from accredited, degree-granting colleges and universities will be considered. Additionally, the Department of Student Advising & Success will only approve courses that do not overlap with or closely resemble any courses offered at Babson. Course approval for one student does not constitute approval for every student. If approved, off-campus courses are typically awarded Free Elective/General Elective credit at Babson. Thus, students should plan ahead to take their required business and liberal arts courses at Babson College and not off-campus. A student must have unsatisfied Free Elective/General Elective credit available in his or her degree in order to apply for off-campus credit. For example, if a student has already satisfied some of the required Free Elective credits, but still has 8 credits of Free Elective credit yet to be satisfied, then only up to the remaining 8 credits may be taken off-campus. For students who matriculated prior to Fall 2021, the maximum number of credits that may be taken off-campus is 12. For students who matriculate in Fall 2021 or thereafter, the maximum number of credits that may be taken off-campus is 16.

Once approved, students must earn a grade of C or higher in the approved course in order for the credits to transfer to Babson. Students' grades from off-campus courses will not transfer to Babson College or factor into students' cumulative GPA; rather, students' Babson transcript will simply reflect the credits earned for the

course. To receive course credit, students must submit an official transcript sent directly from the college or university attended to the Department of Student Advising & Success, Babson College, Babson Park, MA 02457, or have an official transcript sent electronically through an encrypted service offered by the other school's registrar.

Babson College's tuition does not cover the costs of off-campus courses. Any financial obligation incurred for an off-campus course is the responsibility of the student.

Courses Taken Elsewhere in Your Final Semester

Students who take courses elsewhere in their final semester should be aware of the deadlines for grades to be submitted to the Babson College Registrar in order to meet Commencement requirements. Babson College must receive spring semester grades from other institutions by 4:30 pm on the Tuesday before Commencement. If grades are not received by that time, Babson will list these students in the Commencement program with May graduates, but graduation honors will not be designated, and students will receive an empty diploma case at the ceremony. After Commencement, students will receive a diploma upon completion of all degree requirements, will be ranked with all graduates once all grades are in the system, and will be awarded honors, if applicable.

F-1/J-1 international students who plan to take their final credits off-campus should first consult with an international student advisor in the Glavin Office of International Education to learn how this may affect their U.S. immigration status.

Course Selection and Registration

Once matriculated, students must take all courses on campus or through a Babson-approved program (e.g. cross-registration programs, approved institutions abroad, approved off-campus course work). Students who wish to accelerate their program of study should take coursework at Babson during the summer or winter sessions or take approved course overloads.

Course registration takes place in the fall term for spring courses and in the spring term for fall courses. Registration for winter and summer courses occurs before the start of those terms. Students may register online if they were registered in the previous semester and are continuing their coursework in the next term. Students who have been on an approved Leave of Absence with an Expected to Return date of the coming semester can also register online for the semester they are returning. Registration opens by groups, which are

assigned by the Registrar's Office based on students' progress toward graduation and computed total credits (earned credits plus enrolled credits). Earned credits include AP, IB, transfer, and other advanced standing credits. Students can find their registration group and corresponding registration date on the Registrar's website.

Failure to take courses in sequence may cause a delay in normal academic progress and achievement. Some courses at Babson College have prerequisites (required courses that must be completed before taking another course). Students may look up prerequisites by course through the Course Listing in Workday.

Course Listing

Students can find current course offerings online through Workday.

Note: Babson College reserves the right to make changes and updates to the courses offered and to cancel or reschedule any class where low enrollment or other considerations warrant. Babson does not offer every course every semester.

Registration

Once matriculated, students must take all courses on campus or through a Babson-approved program (e.g. cross-registration programs, approved institutions abroad, approved off-campus course work). Students who wish to accelerate their program of study should take coursework at Babson during the summer or winter sessions or take approved course overloads. Course registration takes place in the fall term for spring courses and in the spring term for fall courses. Registration for winter and summer courses occurs before the start of those terms. Students may register online if they were registered in the previous semester and are continuing their coursework in the next term. Students who have been on an approved Leave of Absence with an Expected to Return date of the coming semester can also register online for the semester they are returning. Registration opens by groups, which are assigned by the Registrar's Office based on students' progress toward graduation and computed total credits (earned credits plus enrolled credits). Earned credits include AP, IB, transfer, and other advanced standing credits. Students can find their registration group and corresponding registration date on the Registrar's webpage. Failure to take courses in sequence may cause a delay in normal academic progress and achievement. Some courses at Babson College have prerequisites (required courses that must be completed before taking another course). Students may look up prerequisites by course through the Course Listing in Workday.

Schedule Confirmation

Students may view their course schedules, grades, or other options by clicking the academic icon in Workday. Schedule confirmations are not mailed to students.

Course Changes: Add, Drop, or Withdrawal

All students may make adjustments to their schedule during the add/drop period. Please view the Academic Calendar for specific add/drop deadlines for a given semester or term. Students adding courses during this period will be reasonably accommodated with regard to any assignments, examinations, or other deliverables assigned prior to their registration in a manner that does not unreasonably disadvantage them. It is the responsibility of the student to approach the instructor as to this matter. If students add a course during the add/drop period that requires additional tuition, the additional tuition cost must be paid prior to registering.

Following the conclusion of the add/drop period, students may withdraw from individual courses up to the withdrawal deadline. The withdrawal deadline is determined by the Registrar's Office each semester/term. Please visit the Registrar's website for the specific dates, which are listed on the Academic Calendar. No withdrawals will be approved and no tuition will be refunded after the 60 percent point of the academic period. There are not prorated tuition refunds for individual course drops or withdrawals after the add/drop period. For information on the financial implications of withdrawing from the College, please refer to the Tuition Policies section of the handbook.

Students who wish to withdraw from a course must first obtain the approval of a Student Success Advisor. Students who withdraw from a course after the add/drop period and no later than the withdrawal deadline will receive a W on their transcript for that course. Students who do not formally withdraw from a course by the withdrawal deadline will receive a grade in that course. Final grades will be accepted only for students listed on the official class roster. Students seeking to withdraw below 12 credits must seek approval from the Reduced Courseload Committee. Please see instructions in the *"Reduced Course Load – Fewer Than 12 Credits After the Add/Drop Deadline"* section below.

For 2-credit courses that start in the middle of the semester, students may add or drop the course before the start of the second class meeting. Students have the opportunity to withdraw from these courses prior to 60 percent of the course being completed.

For courses that are taught entirely online or via Web-Ex, dropping the course before the start of the second online class meeting carries no academic or financial penalty. After that, if the course withdrawal occurs between the

start of the second online class meeting and the 60 percent point of the academic period, the student will receive a grade of "W" for the course in progress at the time of withdrawal. For course withdrawals from summer or winter term courses, tuition and fees will be refunded on a prorated scale based upon the date of the withdrawal, with no refund to be awarded after the 60 percent point in the academic period. Prorated tuition refunds are not applicable for individual course withdrawals during the fall or spring semesters.

Students wishing to drop all of their courses are regarded as withdrawing from the semester and must complete a Separation form, which is available online through the Babson Hub. In addition, students who drop or withdraw from all courses are required to vacate College housing. Under such a status, students are not eligible to participate in any College activities including athletics, student clubs and organizations, student business development space, or student employment. For students who drop all of their courses, failure to complete the Separation form may result in a status change to Administrative Withdrawal.

The minimum credit threshold during a fall or spring semester to be considered a full-time student is 12 credits. The undergraduate program at Babson is a full-time program, and students seeking to enroll in less than a full time credit load after add/drop must seek permission from the College by following the steps of the Course Load Policy below.

Semester Course Load

The minimum credit threshold during a fall or spring semester to be considered a full-time student is 12 credits. The undergraduate program at Babson is a full-time program, and students seeking to enroll in less than a full time credit load must seek permission from the College.

Course Load Policy

Normal progression through the curriculum is defined as 16 credits per Fall and Spring semester. It may be appropriate for students to deviate from a full course load in certain circumstances. Requests may require supporting documentation and additional approvals depending on timing and student status.

Reduced Course Load - Fewer than 12 credits

Enrollment Changes Prior to the Add/Drop Deadline

Students may adjust their enrollment during the published add/drop period, including reducing their course load below full-time status (12 credits), without submitting a Reduced Course Load Request.

Students considering a reduction in enrollment below 12 credits are strongly encouraged to consult with their Student Success Advisor to understand the academic implications of their decision. Depending on their circumstances, students should also consult Student Financial Services, Residence Life, International Student & Scholar Services (for international students), and other applicable campus offices.

Reduced Course Load – Fewer Than 12 Credits After the Add/Drop Deadline

Students who wish to reduce their enrollment below 12 credits after the add/drop deadline must request approval for a reduced course load. Requests will be considered only under eligible circumstances outlined by the policy and may require supporting documentation.

Students must email studentadvising@babson.edu to begin the request process. The review can take up to two weeks.

Eligibility and Criteria – Course Load Adjustment Request

Students who wish to amend their enrollment to **fewer than 12 credits in a Fall or Spring semester** must request approval for a reduced course load in one of the following circumstances:

- A documented disability necessitates enrollment in less than a full course load
- A documented medical condition necessitates enrollment in less than a full course load
- Consistent with applicable leave policies, a student requires a reduced course load:
 - To care for a child within one year of birth, adoption, or the initiation of foster care; and/or
 - To care for a child, spouse, partner, or parent with a serious health condition.
- Significant personal circumstances, such as family or work obligations, that substantially affect a student's ability to maintain a full course load

Requests Submitted After the Withdraw Deadline

Requests submitted after the published withdrawal deadline will be considered only when supported by documentation demonstrating exceptional circumstances that arose or worsened after the deadline or prevented the student from withdrawing from a course by the deadline.

Review Committee

Requests will be evaluated by the Reduced Courseload Committee that may include representatives from:

- Academic Affairs

- Accessibility Services
- Babson CARES
- Student Advising & Success
- Student Financial Services
- Counseling & Psychological Services, Health Services, and/or Wellness & Prevention (when applicable)
- International Student & Scholar Services (for international students, when applicable)

The Committee may consult other campus offices as needed to assess the request and its implications.

Implications of a Reduced Course Load

Before requesting a reduced course load, students should understand the potential impact on their academic progression and student status.

International Students

Students in F-1 or J-1 immigration status are generally required to maintain enrollment in at least 12 credits each semester to comply with federal immigration regulations. Limited exceptions may apply, including a student's final semester if fewer credits are needed to complete degree requirements.

International students must consult with an International Student Advisor in the Glavin Office before applying to reduce their enrollment below 12 credits.

Financial Aid

A reduced course load may affect eligibility for federal, state, institutional, and private financial aid programs. Students are responsible for consulting Student Financial Services prior to reducing their course load to understand any impact on aid eligibility, satisfactory academic progress requirements, or future funding.

Billing and Tuition

- Students enrolled in 12 credits will be charged at the per-credit tuition rate.
- Students enrolled in more than 12 credits and up to 18 credits will be charged the flat-rate tuition amount.

Students should consult Student Financial Services for the most current tuition and fee information.

Housing and Other Campus Services

Students residing in campus housing should be aware that a reduced course load may affect eligibility for housing, student employment, health insurance requirements, athletic participation, and other campus

services. Students are encouraged to consult the appropriate campus offices before applying to reduce their enrollment.

Appeals

Students may appeal a denial of a Course Load Adjustment Request.

Grounds for Appeal

Appeals will be considered only when one or more of the following conditions exist:

- New information or documentation that was unavailable during the original review
- A procedural error that materially affected the outcome of the decision
- Evidence that the policy was applied inconsistently

Disagreement with the decision alone is not sufficient grounds for appeal.

Appeal Process

1. Submit a written appeal via email within ten business days of receiving the decision to Dr. Ryan Travia, Associate Vice President of Student Success.
2. Include a detailed explanation of the basis for the appeal and any supporting documentation

The outcome of the appeal will be communicated in writing and will be considered final.

Reduced Courseload - Enrollment Between 12 and 15 Credits

Students who wish to take fewer than the standard 16-credit load but remain enrolled in at least 12 credits are not required to submit a Course Load Adjustment Request Form. However, students are strongly encouraged to discuss the academic implications of this decision with their Student Success Advisor.

Audit Policy

Babson College students may not audit a course. Babson offers this option only to senior citizens from Wellesley and Needham and to Babson alumni who are 65 years or older.

Class Year Standing

For students who matriculated prior to Fall 2021, students' class year standing is defined as follows:

- 0-31.99 earned credits: First Year
- 32-65.99 earned credits: Sophomore

- 66-97.99 earned credits: Junior
- 98 earned credits and above: Senior

For students who matriculate Fall 2021 and thereafter, students' class year standing is defined as follows:

- 0-31.99 earned credits: First Year
- 32-63.99 earned credits: Sophomore
- 64-95.99 earned credits: Junior
- 96 earned credits and above: Senior

Class standing is used in processes such as course registration and on-campus housing selection. A student's class standing, as defined above, may differ from the year in which they intend to graduate, as students may choose to take more or fewer credits than a standard course load, thus impacting the total number of semesters necessary to complete their degree. Adding, dropping and/or withdrawing from courses during a semester may impact class standing and registration group assignments. To learn more about registration group assignments, please refer to the Registrar's "Undergraduate Registration Groupings" document.

Separations from the College

Leave of Absence

Students may take a Leave of Absence (LOA) for a specified period not in excess of two consecutive semesters. Voluntary Medical Withdrawals do not count toward the two consecutive semester rule. To take an LOA, students should talk with their Student Success Advisor, Housing (if they live on campus), and Student Financial Services to understand the implications of taking time off, and must receive approval for the Leave via a Separation form, available on the Babson Hub. Students who submit a completed Separation form prior to the end of the drop period for the semester in which they are requesting the Leave will not incur academic or tuition penalties. If a student separates from the College after the end of add/drop, the College considers the student to be withdrawn from the semester. Students who intend to separate from the

College after the end of add/drop are advised to work with their Student Success Advisor and with Student Financial Services to ensure that they understand the academic and financial ramifications of doing so. The student's return date and future status will be determined by the College based on the circumstances surrounding the separation.

All LOAs carry a specific expiration date. Babson College is not required to remind students of the expiration date. If students return at the start of the semester immediately following the expiration date of the LOA, they resume all normal rights and privileges of Babson

students, provided they meet all required notification dates and financial and registration procedures. Students taking an LOA must still complete their Babson degree within three years of their initially expected graduation date (traditionally, a seven- year time frame from matriculation to graduation).

Note: *If a student does not return from an LOA, their status will change to Administrative Withdrawal.*

International Students

Before discontinuing studies, international students in F-1/J-1 immigration status considering an LOA must notify an international student advisor in the Glavin Office of International Education to discuss the immigration implications of the LOA. International students in F-1/J-1 immigration status who take an LOA from Babson College may lose their eligibility to remain in the United States. Students' records in the Student & Exchange Visitor Information System (SEVIS) also may be terminated. If the student decides to return to Babson in the future, a new Form I-20/DS-2019 and F-1/J-1 visa may be required in order to resume studies in valid F-1/J-1 status. For further information, contact an international student advisor in the Glavin Office.

Administrative Withdrawal

Any student who is not enrolled in courses and who does not have an approved temporary separation from the College, such as a Leave of Absence, will be subject to Administrative Withdrawal.

Non-Medical Withdrawal

Students may choose to or need to separate from Babson College for longer than one year and/or with no anticipated return date. To withdraw from the College, students must receive approval for the withdrawal via a Separation form, available through Academic eForms on the Babson Hub. Students who submit a completed Separation form prior to the end of the add/drop period for the semester in which they are requesting the withdrawal will not incur academic or tuition penalties. If a student separates from the College after the end of the drop period, the College considers the student to be withdrawn from the semester. Students who intend to separate from the College after the end of add/drop are advised to work with their Student Success Advisor and with Student Financial Services to ensure that they understand the academic and financial ramifications of doing so. The student's return date and future status will be determined by the College based on the circumstances surrounding the separation.

Students who have withdrawn from the College must go through the application for readmission process if they wish to return to Babson following the withdrawal. This

readmission process consists of a letter of request, submitted to the Department of Student Advising & Success. In this letter the student must address his or her reasons for wanting to return, how the student addressed any issues that resulted in the withdrawal, how the student will use on- or off-campus resources to aid in their academic performance and/or other concerns while back on campus, if necessary, and what the student's plan is for completing the degree. In order to qualify for registration, housing, and financial aid, students must submit the written request to Student Advising & Success (studentadvising@babson.edu) by the following dates:

March 1 for fall re-entry

October 1 for spring re-entry

Meeting the above dates ensures participation in the registration process for the upcoming semester.

Babson College does not guarantee housing for students returning from a withdrawal. Upon returning to campus, students have three years from their originally expected graduation date to complete their degree (traditionally, a 7-year time-frame from matriculation to graduation).

F-1/J-1 International Students

International students in F-1/J-1 immigration status who plan to withdraw from Babson College must notify an international student advisor in the Glavin Office of International Education (Glavin Office) before separation from Babson. The student's record in the Student & Exchange Visitor Information System (SEVIS) may be terminated upon separation, and the student may lose their eligibility to remain in the United States.

For information on the financial implications of withdrawing from the College, please refer to the Tuition Policies section of the handbook.

Military Activation

In the event that a student who is a military reservist is called to active duty and is not able to complete an academic semester or module, they will be entitled to a full refund of tuition and fees and a prorated refund of room and board charges.

Voluntary, College-Initiated, and Emergency Interim Medical Withdrawals

1. PURPOSE AND INTENT:

Babson College ("the College") endeavors to provide a safe and healthy living and learning environment in which all qualified students can participate in the College's programs and activities and successfully pursue their academic, personal, social, and emotional

development.

The College recognizes that students may experience medical issues which limit their ability to function safely or successfully as students. The College offers a variety of medical, academic, and administrative resources to assist and support students in such situations, and makes reasonable accommodations to allow students with documented disabilities to have equal access to College programs and activities.

When a student's personal well-being may be at risk or when a student experiences a medical issue that may prevent the student from participating in the College's programs and activities regardless of accommodation, the student is encouraged to consider a voluntary medical withdrawal from the College. Although students remain eligible to take other types of leave in accordance with applicable College policies and procedures, a voluntary medical withdrawal may carry certain advantages, including more flexible withdrawal timelines and less disruption to scholarships and funding. Any tuition, housing, and meal refunds will be calculated by appropriate College officials using the determined date of withdrawal and if applicable, the student's date of departure from campus housing. A voluntary medical withdrawal will be noted as a 'W' on the student's transcript.

When the College becomes aware of a student who is unable to safely participate in the College's programs and activities regardless of accommodation or who presents a high probability of substantial harm to health or safety, the College may also consider the appropriateness of involuntary medical withdrawal from the College and/or emergency interim medical withdrawal according to the standards and procedures described in this Policy.

Student conduct that violates the College's Student Code of Ethics remains subject to the Student Conduct Process regardless of whether such conduct violation results from or is exacerbated by a medical condition. Actions taken pursuant to this Policy do not affect the student's obligation to comply with other College policies or, where applicable, sanctions to which the student may be subject as a result of any violation of such policies.

This Policy is designed to ensure that students are given individualized attention, support, care, and consideration in addressing medical issues that may arise or escalate during matriculation. The College will apply this Policy to all students in a nondiscriminatory manner using a flexible and individualized process to facilitate student success. Decision-makers acting under the Policy will make determinations on the basis of objective evidence of student behavior and reasonable judgments based on professional assessments and current medical knowledge—not on the knowledge or belief that a

student may be an individual with a disability.

Whenever a College official is referenced in this Policy, such reference shall include another official designated to carry out such official's duties in their absence or the person who otherwise assumes such duties.

2. VOLUNTARY MEDICAL WITHDRAWAL ("VMW")

When a student's personal well-being may be at risk, or when a student experiences a medical issue that may prevent them from participating in the College's programs and activities regardless of accommodation, the student is encouraged to consider a VMW. The VMW process is designed to be reasonable and flexible, and to proceed as quickly as possible to allow a student experiencing difficulties due to a medical condition to receive the care, support, and treatment that they need.

Students wishing to initiate a VMW should contact the Director of Health Services and/or the Director of Counseling and Psychological Services or their designee (each, an "Appropriate Health Service"). The Appropriate Health Service will meet with the student, if feasible, and review any medical documentation provided. The Appropriate Health Service will then submit a recommendation for a VMW to the Associate Vice President for Student Success ("AVP") if it is determined that the student has a medical issue that prevents the student from participating in the College's programs and activities regardless of accommodation, or otherwise compromises the student's safety, well-being, or academic success. As appropriate, the Appropriate Health Service may make individualized treatment recommendations designed to help the student become academically and personally ready to resume life at the College with or without reasonable accommodation.

The recommendation for a VMW and any relevant supporting documentation will be submitted to the AVP for review. The AVP may consult with the Appropriate Health Service and others as appropriate in evaluating the recommendation and any relevant supporting documentation. Based on an individualized review of the facts and circumstances, the AVP will make a final determination as to whether and for what period of time the VMW will be granted, generally not to exceed one year, and will so notify the student in writing. At the AVP's discretion, a VMW may be extended beyond one year, typically for an additional semester. Students who do not return from VMW after being on leave from the College for three consecutive semesters may be administratively withdrawn from the College. Students who reside in on-campus housing are required to remove their belongings from their residence hall by a time specified by the AVP and return their room key prior to departing campus for a VMW. In consultation

with appropriate campus partners, the AVP will determine if and how much prorated tuition, room, and board can be reimbursed to the student. Students are also required to return their Babson-issued laptop computer to ITSD. The student will also be notified of specific conditions, if any, that may be required in order to return to the College, based on the nature and individual circumstances of the VMW.

Under certain circumstances, a student may request a medical-reduced course load (MRCL) as an accommodation, which would enable the student to continue their studies, though in fewer credits, while pursuing treatment. While requests for MRCL may require appropriate supporting medical documentation, students approved for MRCL will remain enrolled at Babson. Students studying on an F-1 visa who are approved for an MRCL and drop below 12 credits will accrue time away toward their total allocated medical leave per immigration regulations.

A student may appeal the denial of a request for VMW in accordance with the Appeal Process set forth below.

3. COLLEGE-INITIATED MEDICAL WITHDRAWAL ("CIMW")

The College may initiate a medical withdrawal when it becomes aware of a student who is unable to safely participate in the College's programs and activities or who presents a high probability of substantial harm to health or safety.

The College may initiate a CIMW only under the limited circumstances and only in accordance with the procedures set forth in this Policy. CIMW may only be initiated: (i) after reasonable efforts to obtain student cooperation for a VMW have been attempted, if feasible; (ii) after other available interim measures have been deemed inappropriate, insufficient, or unsuccessful; and (iii) as a non-disciplinary action.

In evaluating whether the College will initiate a medical withdrawal, the AVP will consult with a medical withdrawal committee ("Committee"). The Committee will be comprised of the AVP and one or more representatives from the Appropriate Health Service, along with other College officials with relevant knowledge and expertise who may have direct insight into the conduct or behavior of concern.

In consultation with the Committee, the AVP will conduct an individualized assessment of the student's present ability to safely participate in its programs and activities. The individualized assessment will be based on objective evidence and, whenever feasible, on current medical information and documentation. The

individualized assessment will evaluate whether there is a high probability of substantial harm in light of: (i) the nature, duration, and severity of the risk; (ii) the probability that injury will occur; and (iii) whether reasonable accommodations can sufficiently mitigate the risk.

If, based on an individualized review of the facts and circumstances, the AVP conditionally determines that a CIMW should be granted, the AVP will so notify the student in writing. The student will be afforded three business days to submit a written statement and any other documentation or materials relevant to the conditional CIMW and the student's desired outcome before a final determination is made by the AVP. If warranted under the circumstances, the AVP may restrict the student from attending classes, living in college housing, or otherwise accessing campus property or participating in College activities during the conditional CIMW.

Based on an individualized review of the facts and circumstances, the AVP will make a final determination as to whether and for what length the CIMW will be implemented and will so notify the student in writing. The student will also be notified of specific conditions, if any, that may be required in order to return to the College, based on the nature and individual circumstances of the CIMW. As appropriate, the Appropriate Health Service may make individualized treatment recommendations designed to help the student become academically and personally ready to resume life at the College with or without reasonable accommodation.

A student placed on CIMW may appeal in accordance with the Appeal process set forth below.

4. EMERGENCY INTERIM MEDICAL WITHDRAWAL ("EIMW")

The College may initiate an emergency interim medical withdrawal ("EIMW") when it reasonably determines that a student presents an imminent risk of substantial harm to health or safety.

The College may initiate an EIMW only under the limited circumstances and only in accordance with the procedures set forth in this Policy. An EIMW may only be initiated: (i) after reasonable efforts to obtain student cooperation for a VMW have been attempted, if feasible; (ii) after other available interim measures have been deemed inappropriate, insufficient, or unsuccessful; and (iii) as a non-disciplinary action.

The Vice President for Learner Success and Dean of Campus Life ("Vice President") or their designee may

implement an EIMW after conducting an individualized assessment based on objective evidence and documentation. The individualized assessment will evaluate whether there is an imminent risk of substantial harm in light of: (i) the nature, duration, and severity of the risk; (ii) the probability that injury will occur; and (iii) whether reasonable accommodations can sufficiently mitigate the risk. The Vice President or designee will consult with the Appropriate Health Service and others as appropriate and will exercise reasonable judgments that rely on current medical information. Circumstances permitting, the Vice President or designee will consult with a Committee to assist in the individualized assessment.

The duration of an EIMW will be limited to the period necessary to address the imminent risk of substantial harm to health or safety. While under EIMW, the student is prohibited from attending classes or living in College housing, and may be trespassed from campus or other College facilities and/or prohibited from participating in College activities if warranted under the circumstances.

A student placed on EIMW will be notified in writing by the Vice President or designee as soon as possible. The student will also be notified of the specific conditions that are required in order to return to the College, based on the nature and individual circumstances of the EIMW. A student placed on EIMW may appeal in accordance with the Appeal process set forth below.

The EIMW process is intended to address emergency situations on an interim basis. Where appropriate and in accordance with the terms and conditions of this Policy, an EIMW may be converted to a VMW or a CIMW.

5. RETURN FROM VOLUNTARY, COLLEGE-INITIATED, OR EMERGENCY INTERIM MEDICAL WITHDRAWAL

All conditions for returning to the College will be the same for VMW and CIMW. The conditions for returning to the College from an EIMW will be equivalent, except that relevant timelines will be adjusted to account for the interim nature of the withdrawal.

The goal of a medical withdrawal is to ensure that students return with an increased opportunity for academic and personal success. Students are encouraged to take the time necessary to achieve this goal. Students should periodically check in with the AVP and/or the Appropriate Health Service during their leave, as indefinite leaves will not be permitted.

A student seeking to return to the College from a medical withdrawal should take the following steps to initiate the reenrollment process:

- a. Contact the Appropriate Health Service and provide the required documentation described below. With the exception of students placed on EIMW, it is requested that students submit all material by December 1 for consideration for the Spring Semester, April 1 for summer sessions, and July 1 for Fall Semester. This will help to ensure that the AVP and the Appropriate Health Service have sufficient time to review the request and facilitate reenrollment as appropriate. Exceptions to these deadlines may be made at the sole discretion of the AVP. If materials are received after the relevant deadline, the College will make reasonable efforts to review the request in a timely manner.
- b. Have the student's treatment provider(s) send a report to the Appropriate Health Service documenting the provider's work with the student, the student's clinical status, and an opinion as to the student's readiness to safely and successfully resume academics and college life. The student's treatment provider should also include any conditions or recommendations for ongoing treatment, or other suggestions to support the student's academic and personal well-being upon return to the College. The Appropriate Health Service relies heavily on information received from the student's treatment provider. Students will be expected to sign releases or other forms necessary to authorize their treatment providers to communicate with the Appropriate Health Service and others as appropriate regarding the student's return.
- c. As required by the AVP depending upon the nature and individual circumstances of the medical withdrawal, provide information to the Appropriate Health Service showing that the student has reasonable capability of day-to-day functioning while a student at the College, with or without accommodation. There are several ways a student might be able to sufficiently demonstrate their day-to-day functioning, and the AVP will discuss appropriate options with the student upon request.
- d. As required by the AVP depending upon the nature and individual circumstances of the medical withdrawal, provide a brief written statement describing: (i) the student's experience away from the College including the activities undertaken while away; (ii) the student's current understanding of the factors that led to the medical withdrawal and any insights the student has gained from treatment and time away; and (iii) how the student plans to ensure a successful return to the College and to sustain their academic and personal well-being.

Reasonable effort will be made to respond to a student's request to return from a medical withdrawal within ten

business days of receipt of all required materials. Additional time may be required based on extenuating circumstances.

If the information received from a treatment provider requires further explanation or clarification, or when there is a discrepancy between the medical information provided and other information in the student's file, the Appropriate Health Service may contact the treatment provider to obtain additional information. In exceptional cases as required by the AVP depending upon the nature and individual circumstances of the medical withdrawal, the student may be asked to obtain a second, independent evaluation from a licensed medical professional approved by the Appropriate Health Service. The purpose of the independent evaluation is to document the student's clinical status and provide an opinion as to the student's readiness to safely and successfully resume academics and college life.

Upon receipt of all required materials, the AVP and the Appropriate Health Service, in consultation with others as appropriate, will determine if the student appears ready to resume academics and college life. If approved to return, the student will be required to check-in with the AVP and/or Appropriate Health Service to review the student's current safety and plan for sustained health, including recommendations for ongoing treatment and/or other support services as appropriate. Students may also be required to meet with the Dean of Students if there were prior community impacts that contributed to the need for a medical withdrawal. The nature and timing of these meetings will be determined by the AVP, DOS and/or Appropriate Health Service, and will generally take place before the end of the first week of classes following a student's return to campus. Students may also be required to sign a behavioral agreement with the College indicating that they agree to comply with specific treatment recommendations outlined by their provider(s) and/or the Appropriate Health Service.

Students with disabilities are eligible for reasonable accommodations. Students are responsible for communicating any requests for accommodation to the Department of Accessibility Services ("DAS"). Detailed information on the process for requesting accommodations is available at the DAS website: <http://www.babson.edu/health-and-wellness/advising-and-support/accessibility-services/>.

The student will be approved to return to the College when the documentation demonstrates that the student is ready to safely resume studies and be a successful member of the campus community. If approved, the student will be notified in writing and informed of any applicable academic, housing, administrative, or other requirements for return by the AVP. Prior to petitioning to return to Babson, students are encouraged to reach

out to Residential Life to request information about returning to campus housing, should they be approved to return. Students remain responsible for meeting all applicable housing deadlines.

If the student is not approved for return from a medical withdrawal, the student will be notified in writing along with recommendations that will enhance the likelihood that a future request to return will be granted. The student may appeal the denial of their request to return from a medical withdrawal in accordance with the Appeal process set forth below.

6. APPEALS PROCESS

A student has a right to file a written appeal ("Appeal") to the Vice President requesting review/reconsideration of: (i) the denial of a request for VMW; (ii) the denial of a request for return from a medical withdrawal; (iii) the implementation of a CIMW; or (iv) the implementation of an EIMW. The Appeal must be submitted to the Vice President within five business days of the date of the notice to the student.

The bases for the Appeal are limited to the following: (i) material information or evidence not considered in the original determination; (ii) new information or evidence that was not available at the time of the original determination; and/or (iii) a material deviation from procedures that was prejudicial to the student and that affected the outcome of the original determination. Appeals made on other grounds will not be considered.

As appropriate, the student should include relevant supporting documentation with the Appeal. The Vice President will carefully consider the Appeal and any supporting documentation and render a final decision based on the best available information and an individualized review of the facts and circumstances.

A final decision on the Appeal of the implementation of an EIMW will be made within three business days of receipt. Final decisions on all other appeals will be made within ten business days of receipt, or the Vice President will notify the student that additional time will be necessary to consider the Appeal. The decision of the Vice President on the Appeal is final and not subject to further review.

International students in F-1 status should initiate the reenrollment process (International Student and Scholar Services) at least three months prior to their return; additional time may be needed when requesting immigration documents and applying for a student visa.

Students with disabilities are eligible for reasonable accommodations. Students are responsible for communicating any requests for accommodation to the

Department of Accessibility Services. Detailed information on the process for requesting accommodations is available at the Department of Accessibility Services website.

Graduation Requirements

Requirements

For students who matriculated prior to Fall 2021, the following degree requirements and policies apply:

To be eligible for the Bachelor of Science degree, a student must meet the following criteria:

- Satisfactorily complete a minimum of 130 credit hours of work;
- Earn a cumulative GPA of at least 2.0;
- Complete the content of 65 credits in liberal arts;
- Satisfactorily complete all specific degree requirements; and
- Not have any missing or incomplete grades.

Transfer students will follow the curriculum into which they were admitted, regardless of matriculation date. Students take both management and liberal arts courses at the foundation, intermediate and advanced levels. The **foundation program** consists of 40 credits*:

- 25 foundation liberal arts credits and 15 foundation management credits*

The **intermediate program** consists of 42 credits:

- 24 intermediate liberal arts credits and 18 core management credits

The **advanced program** consists of 48 credits:

- 16 advanced liberal arts credits, 16 credits of further advanced-level work, 12 credits of free elective, and a 4 credit capstone course, ASM3300

Note: Up to 8 credits of intermediate liberal arts coursework beyond the required 24 credits may count toward the advanced liberal arts requirement. The total number of credits of intermediate liberal arts coursework designated as advanced liberal arts must be equal to, or fewer than, 8 credits. For example, if a student took three 4-credit intermediate liberal arts courses beyond the required 24 credits, only two of those courses [8 credits] could count toward the advanced liberal arts requirement.

*Students who matriculate into the undergraduate program in the 2020-2021 academic year will earn an additional foundation management credit through the FME1000 course that may be applied toward the Free Elective credit requirement.

Normal progression through the curriculum is defined as 16–18 credits per semester. However, Babson students in good academic standing are permitted to enroll in up to 20 credits at Babson's standard flat tuition rate.

Please see the Course Underloads and Overloads section of this handbook for more information on this policy.

To be considered a full-time student, the minimum credit threshold during a fall or spring semester is 12 credits.

Though required to take a minimum of 130 credits to graduate, students may take up to 156 credits. Students may earn those credits through classes at Babson College or through cross-registration, Babson-approved education abroad, and/or off-campus course work (up to 12 approved credits). The maximum credit total does not count coursework taken prior to enrolling at Babson (including AP/IB and transfer credit). Once students enroll at Babson (signified by the submission of an enrollment deposit), students must take all courses at Babson or through a Babson-approved program or approved off-campus course work.

Students may transfer a maximum of 65 credits toward their Babson degree. While enrolled at Babson, transfer students may take as many credits as are needed to complete the requirements of the Babson curriculum.

Incoming transfer students may elect to enroll in classes at Babson during the summer or winter session immediately preceding their initial semester. Credits and grades for courses taken in a Babson summer or winter session will count toward degree requirements and in the calculation of a student's grade point average. A student's matriculation date will not change regardless of enrollment in summer or winter session courses

Students have full responsibility for knowing and understanding all degree requirements and enrolling in the correct classes in order to progress through the curriculum. Students can find a list of curriculum and degree requirements on the Academic Progress tab in the Academics section of their profile in Workday.

International students with F-1/J-1 immigration status who wish to enroll in course work at a school other than Babson College (except during the annual summer vacation) should consult with an international student adviser in the Glavin Office to review eligibility for concurrent enrollment.

Any interruption in a student's tenure may result in limited availability of required courses or in those courses no longer being offered. If Babson no longer offers a required course, the College will make reasonable accommodations to provide a substitution. Reasonable accommodations may include course substitution,

independent study opportunities, and/or permission to take the course off-campus for credit at the student's expense. Any students who experience a voluntary or involuntary interruption in their tenure at Babson should make immediate contact with their Student Success Advisor to ensure proper planning.

Students have three years from the originally expected graduation date to complete their Babson degree (typically, a total of 7 years from matriculation to graduation). Exceptions to this time frame must be approved by the Associate Dean of Academic Programs, Undergraduate School, or his/her designee, and are typically granted only for compelling circumstances or situations outside of the student's control.

For students who matriculate Fall 2021 and thereafter, the following degree requirements and policies apply:

To be eligible for the Bachelor of Science degree, a student must meet the following criteria:

- Satisfactorily complete a minimum of 128 credit hours of work;
- Earn a cumulative GPA of at least 2.0;
- Satisfactorily complete all specific degree requirements; and
- Not have any missing or incomplete grades.

Transfer students will follow the curriculum into which they were admitted, regardless of matriculation date.

Note: Up to 8 additional credits of intermediate liberal arts coursework (defined as HSS20xx, CVA20xx, LVA20xx courses) may count toward the advanced liberal arts requirement. The total number of credits of intermediate liberal arts coursework designated as advanced liberal arts must be equal to, or fewer than, 8 credits. For example, if a student took three 4-credit intermediate liberal arts courses beyond the required 12 credits of HSS, LVA, and CVA coursework, only two of those courses [8 credits] could count toward the advanced liberal arts requirement.

Normal progression through the curriculum is defined as 16–18 credits per semester. However, Babson students in good academic standing are permitted to enroll in up to 20 credits (students will be charged tuition on a per credit basis when they are enrolled above 18 credits). Please see the Tuition Policies section of this handbook for more information on this policy. To be considered a full-time student, the minimum credit threshold during a fall or spring semester is 12 credits. The undergraduate program at Babson is a full-time program, and students seeking to enroll in less than a full-time credit load must seek permission from the College.

Though required to take a minimum of 128 credits to graduate, students may take up to 154 credits. Students

may earn those credits through classes at Babson College or through cross-registration, Babson-approved education abroad, and/or off-campus course work (up to 16 approved credits). The maximum credit total does not count coursework taken prior to enrolling at Babson (including AP/IB and transfer credit). Once students enroll at Babson (signified by the submission of an enrollment deposit), students must take all courses at Babson or through a Babson-approved program or approved off-campus course work.

Students may transfer a maximum of 64 credits toward their Babson degree. While enrolled at Babson, transfer students may take as many credits as are needed to complete the requirements of the Babson curriculum. Incoming transfer students may elect to enroll in classes at Babson during the summer or winter session immediately preceding their initial semester. Credits and grades for courses taken in a Babson summer or winter session will count toward degree requirements and in the calculation of a student's grade point average. A student's matriculation date will not change regardless of enrollment in summer or winter session courses.

Students have full responsibility for knowing and understanding all degree requirements and enrolling in the correct classes in order to progress through the curriculum. Students can find a list of curriculum and degree requirements on the Academic Progress tab in the Academics section of their profile in Workday.

Any interruption in a student's tenure may result in limited availability of required courses or in those courses no longer being offered. If Babson no longer offers a required course, the College will make reasonable accommodations to provide a substitution. Reasonable accommodations may include course substitution, independent study opportunities, and/or permission to take the course off-campus for credit at the student's expense. Any students who experience a voluntary or involuntary interruption in their tenure at Babson should make immediate contact with their Student Success Advisor to ensure proper planning.

Students have three years from the originally expected graduation date to complete their Babson degree (typically, a total of 7 years from matriculation to graduation). Exceptions to this time frame must be approved by the Associate Dean of Academic Programs, Undergraduate School, or his/her designee, and are typically granted only for compelling circumstances or situations outside of the student's control.

Degree Time Limit

Students have three years from the originally expected graduation date to complete their Babson degree (typically, a total of 7 years from matriculation to graduation). Exceptions to this time frame must be

approved by the Associate Dean of Academic Programs, Undergraduate School, or his/her designee, and are typically granted only for compelling circumstances or situations outside of the student's control.

Latin Honors

Graduation Honors are awarded to students who have achieved distinction in their undergraduate work as evidenced by their final cumulative Babson College GPA. Cumulative grade point average is calculated upon completion of all degree requirements. 22

Honor requirements:

Honor	Requirement
Cum laude	3.30 to 3.49 cumulative grade point average
Magna cum laude	3.50 to 3.74 cumulative grade point average
Summa cum laude	3.75 to 4.0 cumulative grade point average

Students who successfully complete the Honors Program will have that designation noted on their diploma. The Honors Program designation is separate from any graduation honors a student may earn. To be eligible to be the valedictorian, students must have at least 80 credits of graded courses at Babson.

Commencement

Commencement Participation Policy for August Degree Candidates

If you are a probable August graduate, you may participate in the preceding May Commencement ceremony as an August participant. At the Commencement ceremony, you will wear the full academic regalia, sit with all graduates, have your name announced, and have your name printed in the Commencement program with the appropriate notations (honors will not be listed). To participate, you must:

1. Verify your expected completion date is listed as 8/31/27 in Workday. To verify this date, click on your photo in the upper right corner of your Workday account and choose **View Profile**. Under your name on the left, you will see a menu of options. Choose **Academics**. This will bring you to an Overview page. Click **Overview**. Confirm the date listed in the **Expected Completion** column is **8/31/27**. If this column does not show 8/31/27, please contact your student success advisor. They can assist you with updating this date. **The deadline to update your expected completion date is April 12th, 2027.** Any student who joins the August 27' graduating list after this date will not be able to participate in the Commencement ceremony.
2. Register for and plan to complete all remaining degree requirements over the summer session. Students must be within 16 credits of the

completion of their degree to participate in commencement. Students must register for their remaining degree requirements by April 12th, 2027.

3. Submit the name for your diploma via the "Manage My Diploma Name" task in Workday.
4. Complete the Commencement Clearance Process (CCP). The CCP is an application site that allows you to view and complete the requirements necessary to participate in the Commencement ceremony. This site opens in April.

Recording Classes

Babson College prohibits the use of recording devices to record class lectures or discussions unless a student has received the prior written approval of the professor, lecturer, guest lecturer, or speaker or has received prior written approval from Accessibility Services. The recording may not be accessed or used by any other individual. The recording may not be reproduced, transcribed, distributed, publicly played, or transmitted without the prior written approval of the professor, lecturer, guest lecturer, or speaker. In accordance with the above policy, all students should be aware that any class, including class discussions, may be subject to recording.

Additional information, as well as policies and procedures, can be found on the BabsonHub, by the Department of Accessibility Services (DAS) at accessibility@babson.edu, or by calling 781-239-4075.

Orientation

The undergraduate orientation program helps you adjust to the Babson lifestyle and eases the transition into college. Our sessions provide information and answers to any academic, personal, and social questions you may have before starting your undergraduate education and pursuing your bachelor's degree in business administration.

New student orientation is the first experience you will have with your new classmates. Our staff, faculty, and current students will be available throughout the undergraduate orientation program to help guide and advise. We hope that through the orientation experience, you'll begin to form a sense of belonging to our community!

Orientation is about three things:

1. **Discovering** - We want you to discover all the resources and opportunities available as part of our undergraduate programs at Babson College to succeed academically and socially.

2. **Exploring** - Our goal is for you to explore your new community, meet new people, and see what options there are for you to create your own Babson journey.
3. **Engaging** - As part of the Babson community, we want you to engage with others and learn from people who come from different places and have different traditions.

For more detailed information regarding pre-arrival information, move-in, the Babson Academic Calendar, and first-year student orientation, please visit the Babson Hub.

Transcript Requests

The Registrar's Office has partnered with the National Student Clearinghouse to provide an online ordering service for processing transcript requests. The National Student Clearinghouse offers electronic and printed transcripts. Transcripts may be requested on the transcript section of the Registrar's website.

Family Educational Rights and Privacy Act (FERPA)

The Federal Family Educational Rights and Privacy Act (FERPA or Act) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. "Education records" are "those records, files, documents and other materials which (i) contain information directly related to a student; and (ii) are maintained by an educational institution."

FERPA affords students certain rights with respect to their education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College

will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Note: *The right to challenge grades and notations about disciplinary decisions does not apply under the Act unless the grade assigned or the disciplinary decision rendered was inaccurately recorded.*

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to college officials with legitimate educational interests. A "college official" is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including Public Safety and Health Services); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or another student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Another exception is the release of "Directory Information," which may be released without a student's consent unless specifically prohibited by the student. The following is considered Directory Information:

- the student's name
- permanent and local addresses
- telephone listings
- electronic mail addresses
- digitized photographs and images
- date and place of birth
- major field of study
- grade level
- enrollment status
- dates of attendance
- past and present participation in officially recognized activities, organizations and sports
- weight and height of members of athletic teams
- degrees, honors, and awards received
- the most recent previous educational agency or institution attended by the student

A student's grades are considered Directory Information only to the extent that Dean's List, graduation honors, and/or awards may be published. Individual grades and GPA information are not Directory Information and will not be released without the consent of the student.

Upon request, the College also discloses education records to officials of another school in which a student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer.

Disclosure without consent also may be made concerning the following: Final results of a disciplinary proceeding in which a student was found to have violated College rules concerning a crime of violence or a non-forcible sex offense. The outcome may be disclosed to the victim regardless of whether a violation was found. Alcohol or drug violations may be disclosed to parents if the student is under age 21. The College reserves the right to disclose information about students to their parents, regardless of the student's age, without the student's written consent in cases involving the student's health and well-being or in the case of a change of student status (including, but not limited to, loss of housing, pending disciplinary proceeding, suspension, expulsion or to comply with a court order or subpoena). For the purposes of this Policy, "parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

The term "education records" does not include the following records, and therefore such records are not governed by this Policy:

- A. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons, which:
 - i. are kept in the sole possession of the maker of the record
 - ii. are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record
- B. College Public Safety Department records which are created and maintained by campus police solely for law enforcement purposes.
- C. Employment records, when College employment did not result from and does not depend upon the fact that an individual is a student at the College, provided that the employment records:
 - i. relate exclusively to the individual in that individual's capacity as a College employee
 - ii. are made and maintained in the normal course of business
 - iii. are not available for use for any other purpose

All records relating to a student who also is an employee of the College are included in the definition of education records, if the student's employment is contingent upon the fact that they are a student. For example, work-study program records are education records.

- D. Health records, which:
 - i. are created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity, or assisting in that capacity;
 - ii. are created, maintained or used only in connection with the provision of treatment to the student; and
 - iii. are not disclosed to anyone except to other than individuals providing the treatment, except that the records may be personally reviewed by a physician or other appropriate professional of the student's choice.

For the purpose of this definition, "treatment" does not include academic and career advising, tutoring, disability management counseling, or any activities which are part of the program of instruction offered by the College. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule excludes student medical treatment records and other records protected by FERPA.

- E. Applicant records of individuals who do not enroll in or register with an academic program of the College. If and when applicants become students, their applicant records become education records, which are then accorded the same privacy rights as any other education records governed by this Policy.
- F. Records (i.e., alumni records) about a person containing only information obtained from that person after that person is no longer a student, or relating to that person and obtained from others after that person is no longer a student.

Restricting the Release of Directory Information

If you do not wish to authorize the release of Directory Information and do not want your Directory Information to appear in the Student Directory, you must indicate so through the "My Info" section of the Hub. The restriction will be promptly initiated in any electronic media. For any printed media, the restriction will be initiated as of the next printing. At any time after restricting the release of your Directory Information, you may change your mind and choose to authorize the College to release Directory Information. You can grant such authorization at any time by editing the "My Info" section of the Hub.

Students should be aware of the possible consequences of withholding Directory Information, such as missed announcements, mailings and messages, non-verification of enrollment or degree status, and omission from the Commencement program.

4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of federal law as they pertain to access and disclosure of students' education records.

The name and address of the Office that administers this law is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, DC 20202-5920
1-800-USA-LEARN (1-800-872-5327)

Questions or concerns about the privacy of students' education records or these procedures may be brought to the attention of the Registrar's Office, Hollister Hall, Room 334.

Additional Resources

For more information on FERPA and the regulations promulgated thereunder, please see the following:

Family Policy Compliance Office (FPCO) FERPA 20 USC 1232(g) 34 CFR PART 99

Location of General Education Records Maintained by the College

Babson College maintains the following general records:

- Admission and current education status records are maintained in the Department of Student Advising & Success. These records are open to students and may be reviewed by appointment. In compliance with FERPA and other applicable state and federal statutes, records may be redacted for the review. Babson students will be provided with copies of Babson transcripts, degree audits, and their original student essays. Should a student require a transcript, they must complete a transcript request online through the Registrar's webpage.
- Security and law enforcement records are retained by the director of public safety. Students may request copies of law enforcement records from the director of public safety. Certain legal restrictions may limit or prohibit the ability to grant such a request. The dean of student affairs and the director of public safety maintain final discretion in the consideration of any such request.

- Medical records are maintained by Health Services. These records also are exempted from the provision of the law and are not normally available to students for inspection.
- Disciplinary records are generally maintained by the Office of Community Standards. Students may review these by appointment. In compliance with FERPA and other applicable state and federal statutes, these records may be redacted for the review.
- Financial aid records are maintained by Student Financial Services. Students may review these by appointment. Students are not permitted to review their parents' financial records, unless the documents were jointly signed and submitted by the parents and the student, or if the parent has given written permission.
- Residence Education maintains residence life records and Student Activities and Leadership maintains student involvement and activities records.
- It is assumed that students want their hometown newspapers notified when they graduate, earn awards, or achieve the Dean's List. Students are to notify College Marketing, if they do not wish to participate in this process.

Academic Opportunities

Cross Registration

Babson has a cooperative cross-registration program with Franklin W. Olin College of Engineering, Babson College has a cooperative cross registration program with Franklin W. Olin College of Engineering, Wellesley College, Brandeis University, and Regis College. Students may cross-register for a maximum of one course each semester, subject to availability. Students may not cross-register during the winter or summer sessions, nor may they cross-register during their first semester of enrollment in Babson's undergraduate program. To initiate the cross-registration process, students must complete the Cross-Registration form available through the Babson Hub. This form contains further information regarding the cross-registration process. When enrolling in cross-registered courses, Babson students must meet the host institution's prerequisites for that course, or gain permission to waive the prerequisites by the course's instructor. Students must follow the add/drop deadline of the host institution. The final grade for a cross registered course is posted on a student's Babson transcript. The final grade is calculated into the grade point average except for a neutral "P" passing grade.

Enhance your educational opportunities, expand your academic interests, and meet new people. Leveraging geographic proximity and complementary curricula, Babson College has partnered with Wellesley College and the F.W. Olin College of Engineering to form the Babson, Olin, and Wellesley (BOW) Three College Collaboration, providing you with cross-registration and certificate opportunities across our academic community. Babson students also can cross register at nearby Brandeis University and Regis College.

Babson Students

Babson undergraduate students have the opportunity to cross register at Olin College of Engineering in Needham, Wellesley College in Wellesley, Brandeis University in Waltham, and Regis College in Weston.

Babson students may cross register during the fall and spring semesters for a maximum of one course per semester, subject to availability. All cross registered students are subject to the rules and sanctions of the host college or university. This includes, but is not limited to, academic honesty and integrity policies, as well as add/drop and withdrawal policies. Students must notify both the Babson Registrar's Office and the Registrar's Office of the host college or university to drop or withdraw from a cross registered course. The final grade for a cross registered course is posted on your Babson transcript and calculated into the grade point average. The academic calendars for these other colleges and universities may not align with the Babson academic calendar. For example, course start and end dates as well as the spring break period may vary. Students must plan accordingly.

Students may not cross register during their first semester of enrollment at Babson.

Students are strongly discouraged from cross registering in their final semester. Such students should meet with their Student Success Advisor before submitting a Petition for Cross Enrollment. Babson students who plan to cross register in their final semester need to be aware of the deadlines for grades to be submitted to the Babson Registrar's Office in order to meet Commencement requirements. The Babson Registrar's Office must receive spring semester grades by 4:30 p.m. on the Tuesday before Commencement. If the grades are not received by this deadline, the student will be listed in the Commencement Program with the May graduates, but honors will not be designated and the student will not receive a diploma at the ceremony. The student will receive a diploma upon completion of all degree requirements, will be ranked with all graduates once all grades are received, and will be awarded honors if applicable.

If you live on-campus and see that the academic calendar of the host institution starts before the residence halls open or after the residence halls close please reach out to your Area Director as soon as possible to discuss this conflict. Your Area Director will work with you to see if an early arrival or extension may be granted. Please be aware that we cannot guarantee an early arrival or extension. You may be required to find alternative accommodations. Please be advised that there may be additional costs for accommodations outside of the housing license.

To begin the **cross registration** process, a Petition for Cross Enrollment must be submitted. Log into the Babson Hub and click on Academic e-Forms located under the Academic section of the Hub Links page. The Petition for Cross Enrollment requires the appropriate approval. If approved, the Registrar's Office will send the student a supplemental form to complete. That form will then be sent to the host college or university who will be in touch with the student regarding enrollment.

Olin College, Wellesley College, Brandeis University, or Regis College

Students at F.W. Olin College of Engineering, Wellesley College, Brandeis University, and Regis College have the opportunity to cross register at Babson College.

Students may cross register at Babson during the fall and spring semesters for a maximum of one course per semester, subject to availability. All cross registered students are subject to the rules and sanctions of Babson College. This includes, but is not limited to, academic honesty and integrity policies, as well as add/drop, and withdrawal policies. The Babson academic calendar may not align with the academic calendar of your home college or university. For example, course start and end dates as well as the spring break period may vary. Students must plan accordingly.

To cross register at Babson, students must first contact the Registrar's Office at their home college or university and complete any required forms. If approved, their Registrar's Office will contact the Babson Registrar's Office. Olin students may cross register at Babson beginning on the first day of Babson undergraduate registration. Students from Wellesley, Brandeis, and Regis may cross register at Babson beginning on the first day of the Babson undergraduate add/drop period. Students will be notified via email if registration is successful and will be sent Babson network account activation information. Students must notify both their Registrar's Office and Babson's Registrar's Office to drop or withdraw from a cross registered course.

Students cannot cross register for the following courses at Babson: FME1000, FME1001, MOB1010, and EPS1000.

Short-Term Programs

Babson Electives Abroad and Away are short-term courses that combine classroom instruction on the Babson campus with company site visits, cultural excursions, and hands-on experiences abroad or away. Led by Babson faculty, these courses also include on-site lectures given by partner school faculty and distinguished guest speakers. The academic content for these courses is diverse and specialized, ranging from the supply chain of coffee bean in Costa Rica to entrepreneurship and innovation in Silicon Valley to new ventures in Fashion in London. The International Consulting short-term course combines classroom instruction with real-world consulting on a business issue identified by an international company. Short-Term Programs are offered to students during academic breaks in January, March, May, August and Thanksgiving break.

The Glavin Office of International Education has approved a set of guidelines and policies to assist and support the following short-term programs: Electives Abroad, Electives Away, and International Consulting Experience.

Honors Program

Babson College's Honors Program is designed to enrich your educational experience through unique curricular and cocurricular opportunities, including a research capstone project, seminar courses, and special social and cultural offerings.

The Babson Honors Program is a supplemental project to your undergraduate business program. Babson honors students are exceptionally self-motivated and possess superior academic ability. You will work with a faculty member one-on-one on your research project and will graduate as an expert in your chosen research topic.

The Honors Program offers academically accomplished students enhanced curricular and co-curricular opportunities. Honors students are accepted into the Honors Program during the first semester of their second year through a process including an application, interview, and a review of the student's academic achievement during the first year. Honors Program students enroll in two honors seminar courses and create an 8-credit honors project on a topic of their choosing, working one-on-one with a faculty adviser. The Honors Program also aims to create a community for its students through an intellectual citizenship requirement where students are required to attend a minimum of 5

events hosted by honors council members by the time they complete the program. These events include on campus productions, brown bag lunch discussions, advising sessions, speaker series, etc. For additional information on the Honors Program, contact the Associate Director of the Honors Program or visit the [website](#).

Application Criteria

Students who have earned a minimum cumulative GPA of 3.4 in their first year at Babson are invited to apply during the fall semester of their sophomore year. Transfer students who have completed at least one semester at Babson, and meet the minimum cumulative GPA of a 3.4 or higher at Babson, are also invited to apply. The fall semester application cycle is a student's only opportunity to apply for admission to the Honors Program. Students receive an email invitation during the first week of the fall semester with further instructions on how to submit their application online.

The Honors Council faculty selects students based on a wide variety of factors including academic performance, scholarly passions, and writing ability. The Honors Council considers each applicant's academic record, letter of application, co-curricular involvement, and interview with Council members in deciding who will be admitted to the program. Space is limited and the process is competitive.

Requirements

In order to remain in the Honors Program, students are required to:

- Have a cumulative GPA of 3.4 or higher at the end of each academic year
- Attend the Sophomore City as Text Exploration and Cape Cod retreat
- Enroll in and pass Honors Seminars I and II
- Complete a two-semester Honors Project with a grade B+ or higher
- Remain in good disciplinary standing at the College

The Honors Project

The capstone experience of the Honors Program is the year-long Honors Project. Students work closely with one or more faculty members to complete work on either a scholarly project or a scholarly project with a creative component. The project is not simply a research endeavor that synthesizes prior research; rather, it is a substantial contribution to its field of inquiry. The scope of the project depends on the nature of the chosen discipline. Regardless of the area of inquiry, students develop strong research and writing skills.

Program Administration

The Honors Program is administered by a faculty Director, an Associate Director and the Honors Council, which consists of faculty from the various academic divisions. Members of the Honors Council select students for admission to the program, act as liaisons to the honors project, join students at Honors Program activities and events, and set policy for the program.

Independent Research Projects

Students interested in learning more about a given topic may choose to complete an independent research project (IR) for credit. Interested students should identify a supervising faculty member and work with him or her to draft a proposal for the IR, then complete the Independent Research form on the Babson Hub to request approval for the IR from their supervising faculty member, Division Chair, and Student Success Advisor. IRs must be approved by all parties before add/drop ends for the semester in which the IR will occur. Independent research projects are letter-graded courses that appear on a student's transcript and are treated as any other course in which the student is enrolled for the semester. The following guidelines apply to independent research projects:

- The supervising faculty member must come from the area from which the student seeks credit; i.e. to receive liberal arts credit, the supervising faculty member must be from a division that awards liberal arts credit.
- Only one independent research project may be undertaken per semester, and students must complete all work by the last day of classes of the semester for which the project is approved.
- Up to 4 credit hours per project in a semester may be granted for an approved independent research project.
- Students may complete no more than two independent research projects over the course of their enrollment in the undergraduate program at Babson, and no more than one in any given semester. Babson does not consider Honors Program projects as independent research projects as it relates to the two IR maximum.
- A student may not pursue an independent research project and an Honors Program project during the same semester.

The spring semester of your senior year is your chance to share your passion for academic topics outside of the standard undergraduate curriculum. Babson's hugely popular Senior-Led Seminar program will give you the opportunity to teach and share your knowledge on a topic that holds special meaning for you. Past seminar

topics have ranged from navigating responsible adulthood to appreciating and understanding memes and popular culture.

For Babson undergraduate students, one independent study may be proposed per semester for up to four semester hours of credit.

The Registration Process

Complete proposal for **independent research** through the Student Portal.

Credits

Students should indicate here whether their project is for 1, 2, 3, or 4 semester hours. Only one independent study may be proposed per semester for up to four semester hours of credit; no more than eight semester hours of credit may be completed through independent study work.

Approvals

Independent Research proposals must be accepted by both the supervising faculty advisor and his/her division chairperson before it can be submitted to Student Advising & Success for approval.

Deadlines

Once the project proposal has been submitted through the Independent Research eForm, it must be approved by the supervising faculty member, Division Chair, and Class Dean. Forms must be submitted and approved by all parties before add/drop ends for the semester in which the IR will occur.

Registration

If students have registered for a course that will be replaced by the Independent Research Project, the student must indicate on the e-form which course is to be dropped.

Completion date

Independent Study projects must be submitted to the faculty advisor no later than the last day of class of the specific semester or summer term for which the project was proposed.

The Project Proposal Specific learning objectives

This section should be a 100 to 200 word statement covering the purpose and the method of the research to be conducted. It should be complete enough so that any reader, regardless of his/her knowledge of the subject area, will know the general plan of the investigation without further study of the proposal. Studies vary in

type: some are case studies, some are statistical, some primarily aim at the general exploration to open up the problem while others seek to arrive at definite conclusions in a more enlightened area. This statement, then, should make clear the general methodological intention and scope of the academic research to be conducted.

Problem(s) to be investigated

This section of the proposal should indicate the relation of study to the student's academic goals and objectives within Babson College's curriculum. The student should, at the same time, point out the value of this Independent Study to him/her as a student and how it will allow him/her to achieve a more meaningful learning experience. This statement will rarely be more than 400 words in length. It may discuss the prior studies in the same area, a field situation to which the study relates, or the conceptual framework out of which the study arises. This section should make clear why the study is of academic value to the student and to his/her career goals and objectives. The specific assignment to be undertaken should be stated explicitly in this section. This would involve the definition on any crucial terms or concepts involved in defining the problem, and a statement of the major problem(s) to be investigated.

Proposed activities to meet learning objectives

This section should explain exactly how the study is to be explored. It will be necessary to define the specific questions to be answered in operational terms. The following points must be considered:

- The discussion should point out what persons, documents, or other sources will be used in gathering data for the study. In most investigations it is necessary to indicate the approximate number of cases to be studied. A bibliography and texts used in the investigation must also be provided. The discussion should point out any sampling assumptions made and any characteristics of the groups selected which limit the applicability of the findings to other groups. The proposal should discuss what generalizations are possible from a sample of the type used.
- The proposal should describe in detail the procedure to be used to obtain data. The discussion should point out what precautions are being taken to ensure objectivity, reliability, and validity.
- The student should at this point explain in detail the role expected of his/her faculty advisor. It is important to note the schedule with which the student is to meet with his/her advisor to ensure proper development and completion of the project.

Output to be graded

Here the student will need to explain at length how he intends to proceed from his data to his conclusions. A statement is needed which defines exactly the output to be graded (paper, case study, presentation, etc.). Any notable assumptions made in the study should be made clear. The student should indicate what assumptions were made about the subject matter investigated, or if the data used are necessary and critical in interpreting that data as well as in accepting the findings of the study.

Senior-Led Seminars

The spring semester of your senior year is your chance to share your passion for academic topics outside of the standard undergraduate curriculum. Babson's hugely popular Senior-Led Seminar program, one of the most exciting collegiate academic opportunities out there, will give you the opportunity to teach and share your knowledge on a topic that holds special meaning for you. Past seminar topics have ranged from navigating responsible adulthood to appreciating and understanding memes and popular culture.

Senior-led seminars are free, non-credit, and meet the first five weeks of the spring semester.

Upon successful completion of a seminar, students enrolled in a seminar receive a passing grade, and the course appears on their transcript. Students can register for the seminars via Workday as a student.

Email Rob Major, Director, Undergraduate Administration, for more information.

Study Abroad

The Glavin Office offers Babson students over 84 summer, semester or academic-year education abroad opportunities in 34 countries around the world. Attend a Babson Abroad 101 information session, which is the required first step in the education abroad application process.

Become a more informed global citizen, and gain skills and international experience that will support your professional endeavors. Discover how Babson College learning opportunities abroad can enhance your education.

Babson offers a wide range of opportunities: choose from 100+ programs and spend an academic year, semester, or summer abroad; travel with faculty during your academic break, and more. We partner with top international business schools and organizations to offer you an academically rigorous and culturally engaging

experience abroad while earning degree credit. And, if traveling abroad isn't feasible, we also have virtual and domestic study away options.

Through a variety of our programs and courses, you can take advantage of a global experience in a business school atmosphere while at Babson. Our extensive study abroad opportunities allow you to prepare for the ever-changing global landscape while learning about yourself, your professional goals, and the world around you. And, it lets you travel and grow your independence while providing you with the resources and security to safely navigate out of your comfort zone.

Study abroad is an academic experience designed to enhance your student experience. That means you won't get behind in your studies while abroad. You will be in international study programs that allow you to earn credits toward your Babson degree.

If you want to go somewhere and learn something new, we want you to get there.

The Arthur M. Blank School of Entrepreneurial Leadership

The Arthur M. Blank School for Entrepreneurial Leadership at Babson College enhances Babson's entrepreneurial mindset beyond the classroom through specialized resources for learners across industries and career stages. Through a values-based leadership approach, the Blank School empowers people to pursue opportunities and solve problems with confidence, purpose, and impact.

Centers and Institutes

Arthur M. Blank Center for Entrepreneurship

Nearly 50 years ago, Babson College established its first center for entrepreneurship. The center was later named the Arthur M. Blank Center for Entrepreneurship in 1998 in recognition of the generous support of alumnus Arthur M. Blank '63, H'98.

Today, the Blank Center is the home for the exploration and practice of entrepreneurship and new venture creation at Babson. Our programs, learning experiences, and thought leadership bring to life Babson's Entrepreneurial Thought & Action® methodology and prepare our stakeholders to identify and pursue entrepreneurial opportunity. We catalyze innovative ideas, develop entrepreneurial mindsets and skills, and inspire action.

- Expert advising, community of entrepreneurs, and access to venture resources through the John E. and Alice L. Butler Launch Pad

- Signature entrepreneur programs including Rocket Pitch, the B.E.T.A. Challenge business competition, and the Summer Venture Program accelerator
- Thought leadership, convenings, and dialogue through the Butler Institute for Free Enterprise Through Entrepreneurship (BIFETE)
- Global entrepreneurship research, scholarship and insights through the Babson College Entrepreneurship Research Conference (BCERC) and the Global Entrepreneurship Monitor (GEM)

Frank & Eileen™ Institute for Women and Allies

At the Frank & Eileen™ Institute for Women and Allies we believe entrepreneurial leadership is a life skill.

Thanks to the generosity of Frank & Eileen™ founder Audrey McLoughlin, we educate and empower leaders to create social and economic impact through industry and innovation as we research and enlighten the global community about the importance of inclusive leadership for prosperity and human progress.

The Center's award-winning programs include:

- The F&E CWEL Mentor Network for graduate and undergraduate students
- WIN Lab® venture accelerator program
- The Babson Association of Women MBAs (BAWMBA)
- The Diana International Research Institute (DIRI), the premier global research institute dedicated to women's entrepreneurship
- Executive Education: Leadership Program for Women & Allies

Kerry Murphy Healey Center for Health Innovation and Entrepreneurship

The Kerry Murphy Healey Center for Health Innovation and Entrepreneurship is where innovation meets entrepreneurship to bring health, economic, and social value for all, with a focus on health equity and justice. The KMH Center for Health Innovation and Entrepreneurship aims impact entrepreneurial leaders in the health sector globally and the Babson community, including more than 1400 Babson alumni in the health sector via a series of initiatives including:

- Entrepreneurial Learning: Global Tech Innovation Lab
- Undergraduate Badge program: Be active in the health opportunities on campus and earn cords for graduation and an interesting talking point on your resume
- Research on health innovation and entrepreneurship, health equity, and health analytics

- Undergraduate Healthcare & Biotech Club
- MassBIO membership
- Mentoring with Senior Fellows

Bertarelli Institute for Family Entrepreneurship

The Bertarelli Institute for Family Entrepreneurship (BIFE) is a hub for research, resources, and innovative programming dedicated to entrepreneurial students and their families. This includes the support of multigenerational family businesses, family foundations, startups and acquisitions supported by families, spousal startups, entrepreneurial family members embarking on separate ventures, and many other value-creating family activities.

Our programs include:

- Family Entrepreneurship Living Learning Community - Residential community featuring mentorship, coaching, and peer connections
- Family Entrepreneurship Courses – Undergraduate and graduate courses focused on entrepreneurial families and family enterprise leadership
- Coaching & Convo – Informal coaching sessions that help students navigate family entrepreneurship challenges and opportunities
- Student Leadership Forum – Leadership opportunities to co-create programming and serve as ambassadors for the Institute
- Global Family Entrepreneurship Network – Connections to a global community of entrepreneurial families, business leaders, and family enterprise experts

Institute for Social Innovation

The Institute for Social Innovation inspires action for creating social innovation, which is defined as any activity that advances one or more of the UN Global Goals—the most important unmet economic and societal needs of our time.

The institute seeks to create better outcomes for business and society by reimagining relationships of all kinds and providing experiences and resources to activate changemakers.

- Natalie Taylor Scholars - A program that formally engages students in service and social change embedded in their academic and co-curricular experiences.
- Social Innovation Fund - A grantmaking initiative for Babson students that supports experiential learning led by Babson, partner organizations, or self-directed by students.

The Tariq Farid Franchise Institute

The Tariq Farid Franchise Institute prepares students to explore franchising as a powerful pathway to entrepreneurship and business growth. By combining Babson's entrepreneurial expertise with the knowledge and experience of franchising leaders, the Institute helps students understand how franchise systems create opportunities for innovation, expansion, and entrepreneurial success.

Through industry engagement, experiential learning, and cross-disciplinary programming, the Institute connects students with entrepreneurs, franchise executives, and business leaders from across the franchising ecosystem. The Institute also supports student interest in franchising through educational programs, networking opportunities, mentorship, independent research, and thought leadership that help students explore careers as franchisees, franchisors, and entrepreneurial leaders.

Student opportunities include:

- Industry speakers, panels, and networking events with franchise leaders
- Cross-disciplinary workshops and educational programming
- Mentorship and engagement with franchising professionals
- Participation in Babson's student-led Franchise Society
- Scholarships and experiential learning opportunities
- Access to franchising research, thought leadership, and the *Stars of Franchising* podcast

C. Dean Metropoulos Institute for Technology and Entrepreneurship

The C. Dean Metropoulos Institute for Technology and Entrepreneurship explores how emerging technologies can be leveraged to create entrepreneurial solutions to complex challenges. As part of the Arthur M. Blank School for Entrepreneurial Leadership, the Institute helps students develop the knowledge, skills, and mindset needed to navigate a rapidly evolving technology landscape while applying entrepreneurial thinking to create economic and social value.

Through experiential learning, cross-disciplinary collaboration, and engagement with emerging technologies, the Institute connects students with opportunities to explore innovation at the intersection of technology and entrepreneurship. The Institute supports students interested in fields such as artificial intelligence, digital transformation, and technology-enabled ventures while fostering responsible leadership and practical problem solving.

Student opportunities include:

- Participation in the Babson Innovation Fellowship
- Hands-on projects applying emerging technologies to real-world challenges
- Collaboration with faculty, staff, and industry partners
- Exposure to artificial intelligence and other emerging technologies
- Experiential learning focused on innovation, problem solving, and entrepreneurial leadership
- Opportunities to develop technology-driven solutions with campus and external stakeholders

TARCO Institute for Real Estate and Entrepreneurship

The TARCO Institute for Real Estate and Entrepreneurship is a bold initiative dedicated to advancing the future of real estate through entrepreneurial leadership. As part of the Arthur M. Blank School for Entrepreneurial Leadership, the Institute prepares students to explore real estate as a powerful vehicle for innovation, wealth creation, and community impact while developing the entrepreneurial mindset needed to lead in a rapidly evolving industry.

By connecting students with industry professionals, academic resources, and experiential learning opportunities, the Institute bridges entrepreneurship and real estate education. The TARCO Institute supports students interested in real estate ventures, property development, investment, and related entrepreneurial opportunities while strengthening connections between classroom learning and industry practice.

The Institute also works closely with Babson's Real Estate Concentration and supports the growing student interest represented by the Babson Real Estate Club.

Student opportunities include:

- Industry speakers and networking with real estate entrepreneurs, investors, and practitioners
- Real estate-focused entrepreneurial programming and workshops
- Dedicated accelerator and incubator opportunities for real estate ventures
- Sector-specific negotiation training
- Academic research collaboration and curriculum support
- Engagement with Babson's Real Estate Concentration and Real Estate Club

Entrepreneurial Learning Spaces and Resources **Herring Family Entrepreneurial Leadership Village**

The Herring Family Entrepreneurial Leadership Village (HELV) at Babson College is a one-of-a-kind facility where Babson students, alumni, faculty, stakeholders, and staff will collaborate and come together as they learn.

Made possible by the generous naming gift from the Herring Family and the founding gift from the Arthur M. Blank Family Foundation (AMBFF), The Herring Family ELV allows Babson's students and community to expand upon the college's strategic vision, developing the skills necessary to be an entrepreneurial leader impacting communities everywhere.

It is the home to the Foundations of Management and Entrepreneurship, a unique and required course for all first year students that perfectly embodies the environment of the HELV. Aspiring and established entrepreneurial leaders can come to learn and apply the mindsets, principles, and tools of entrepreneurial leadership to turn their ideas into reality.

The village serves as a space that brings students, faculty, staff, partners, and new stakeholders together, as a community, for unique living and learning experiences as well as educational experimentation.

Stephen D. Cutler Center for Investments and Finance

The Stephen D. Cutler Center for Investments and Finance enhances Babson's innovative and practical approach to finance education through programs and resources that enrich the student learning experience, support faculty research, and engage our alumni community.

The Center was founded in 2000 with a generous gift from Stephen D. Cutler MBA'61 and his wife, Alice. Thanks to their generosity and the ongoing support of our many donors, the Cutler Center advances financial education and improves Babson students' skill set and marketability.

With increased demand on the Cutler Center, a newly expanded center in the Babson Commons opened in June 2019. To help prepare students for a career in finance, the Cutler Center provides access to state-of-the-art information resources and educational opportunities in and outside of the classroom.

- Cutting Edge Technology - students and faculty are equipped with access to advanced financial technologies that mirror the tools used by leading global institutions. From real-time market data to sophisticated analytics platforms, our technology ecosystem ensures the Babson community stays ahead of industry innovation.

- **Real World Learning Environment** - The lab creates an immersive, practice-driven environment where students apply classroom concepts to real market scenarios. Through experiential programs, live simulations, and practitioner-led sessions, the Center transforms theory into hands-on learning that builds confidence and career-ready skills.
- **Industry Standard Tools** - The lab provides unparalleled access to the same platforms, data resources, and investment tools used by top finance professionals. This exposure helps students develop technical fluency, sharpen decision-making abilities, and prepare for the demands of competitive finance and investment roles.

The Weissman Foundry

The Foundry is a design studio Babson students can use to create prototypes, pursue creative goals, and collaborate on hands-on projects across Wellesley and Olin colleges. This space, which includes a woodshop, digital fabrication studio, and textile and electronics studio, is open to all of our students. Come expand your knowledge of technological concepts such as AI and Blockchains, learn about crowdfunding, and get your start in the fashion industry.

The Foundry is a place where you can collaborate with other students who help you build on your ideas. It's an entrepreneurial think tank, an artist's studio, a performance space, a media lab, a wood shop – and your 10,000 square foot arena to work on any project you want. Stop by or email us and we will help you get started. Want to brainstorm with a team, let us know and we will put one together just for you.

Have an idea and don't know where to begin?

Bring it to the Foundry and we will help you get it off the ground and make it a reality. Working on a project already? We can help you advance it even further with technical support, advanced fabrication equipment and fresh perspectives. The new Weissman Foundry has everything you need to build your art, design, academic or entrepreneurial projects. It's an entire building dedicated solely to making your ideas happen, and it is open to all BOW students and faculty.

Think outside the curriculum – and the campus –and put your ideas into motion.

Food and Beverage Business (FABB) Lab

The Food and Beverage Business (FABB) Lab equips students to explore entrepreneurship within the food, beverage, and agriculture industries by connecting them to an ecosystem of mentorship, funding, community, and experiential learning. With a focus on sustainability,

innovation, and human connection, the Lab supports both new venture creation and the evolution of existing businesses addressing local and global food challenges.

Students engage with industry leaders, entrepreneurs, and investors through networking opportunities, educational programming, and signature events such as Babson Food Fest. The FABB Lab helps students build practical industry knowledge while exploring careers and entrepreneurial opportunities across the food ecosystem.

Community Student Code of Conduct

Community Code of Student Conduct

Please note that this version of the Community Code of Student Conduct was updated on August 5th, 2025. For the most up to date version of the code, please visit <https://www.babson.edu/media/babson/assets/community-standards/community-code-of-student-conduct.pdf>.

Community Code of Student Conduct Preamble

The Babson College *Community Code of Student Conduct*, and all that it comprises, aims to promote a positive living and learning community for students at Babson. Integrity, civility, and respect for the community, in and out of the classroom, are recognized by Babson College as core values. The College expects that all students and student organizations will do their utmost to embrace these core values and subsequent expectations. In doing so, students and student organizations will contribute to the development of Babson as a positive living and learning community.

In your coursework, activities, and life in the residence halls, we challenge you to learn, understand, and reflect on how your decisions impact not only yourself, but also the Babson community and the broader communities in which you live, work, and serve. We expect you to be ethically responsible leaders, both in business and in life. The Babson College *Community Code of Student Conduct* reflects the kind of campus culture that fosters critical learning and development—an essential element to your success, as Babson students, organizations, and future alumni.

Integrity

Babson students and student organizations are expected to act with integrity. Integrity, derived from the Latin word *integer*, means the state of being whole and undivided. Babson students and student organizations are expected to bring their whole selves to each situation and recognize that decisions made in one situation are representative of your whole self. Your actions, behaviors, and decision making should demonstrate reflection and support for the five guiding principles set forth in the Five Pillars of Integrity: honesty, respect, trust, fairness, and ownership.

HONESTY is truthfulness in all that we do and say, including clear attribution for others' thoughts and ideas.

RESPECT is showing sincere consideration and appreciation for individuals and the differences among them.

TRUST is the ability to believe in the integrity and reliability of others.

FAIRNESS is actively ensuring that everyone has access to the same opportunities and community resources.

OWNERSHIP is taking pride in and responsibility for one's actions and authorship and having the courage to compel others to do the same.

As a Babson student or student organization, you are committing to being an active and engaged participant in our community, in partnership with your fellow students, faculty, staff, and alumni. As such, it is our expectation that you familiarize yourself with the following guides for ethical decision making and civil discourse.

Ethical Decision Making

Our Babson community is connected and strengthened by each member's individual commitment to integrity and ethical decision making in all we do. The following steps are designed to guide you through making decisions with integrity.

1. **Identify** – Recognize that you are in a situation that warrants your active participation and then determine your intentions for action.
2. **Evaluate** – Consider multiple courses of action and then weigh the potential impacts of these options prioritizing the College's values of Integrity and Inclusive Excellence.
3. **Act** – Implement your decision with full awareness and responsibility of your decision.
4. **Reflect** – Assess the impact that your decision had on yourself, and others, and then examine the alignment of these impacts with your intentions.

5. **Inform** – Retain your objective reflections and then utilize this information for future situations.

Civil Discourse

At Babson, entrepreneurs from all walks of life gather to learn from one another through the free exchange of ideas. The following elements are designed to provide you with guidance to respectfully engage in difficult conversations with other community members.

1. **Listen** – Actively pay attention to the individual with whom you are speaking; this includes being aware of your non-verbal communication and limiting distractions.
2. **Affirm** – Acknowledge the perspective of the individual with whom you are conversing; you do not need to agree with the individual in order to acknowledge their humanity.
3. **Respond** – Articulate where you agree and disagree within the conversation; use I statements when sharing your perspective, feelings, and reasoning.
4. **Grow** – Allow yourself to gain appreciation for the alternative perspective.

For guidance or questions regarding effectively utilizing these guides, email communitystandards@babson.edu.

Introduction to Student Accountability Processes Student Accountability Authority

Responsibility for the overall administration of undergraduate and graduate student conduct matters at Babson College has been delegated by the College's President to the Vice President of Learner Success and Dean of Campus Life. The Vice President of Learner Success and Dean of Campus Life has designated authority for direct management of the process to the Director of Community Standards. The Vice President of Learner Success and Dean of Campus Life reserves the right to designate this responsibility to others when necessary.

Jurisdiction

Babson College assumes that all students and student organizations will abide by College policies and by state, local and federal law. In addition, the College strives to be a good neighbor to the surrounding community. Therefore, it is expected that students and student organizations will observe the same standards and expectations whether they are on or off-campus, or in the virtual environment. The College may review any information regarding the conduct of a student or student organization while off-campus to determine if they/it has acted in compliance with local, state, and federal law and/or College policies. Conduct that adversely impacts the educational mission, reputation, or operations of the College will also be reviewed. The

College reserves the right, in its sole discretion, to determine whether an off-campus incident involving one or more students or student organization(s), shall be subject to a review by the College's student accountability process. The College also reserves the right to sanction any student found guilty, who pleads no contest, is subject to a continuation without a finding or is found guilty in a court of law for a violation of law. In these instances, disciplinary action will be administered by the Vice President of Learner Success and Dean of Campus Life or their designee.

The role of the Community Standards staff is to interpret the alleged misconduct in order to determine whether the conduct in question is a possible violation of College's regulations or policy, local, state, or federal law; determine if there is sufficient information to pursue a charge; and identify the specific charge(s) that will be brought against the student. If appropriate, the Director of Community Standards may also refer allegations of criminal violations to the Department of Public Safety, the Wellesley or Needham Police Departments, or other law enforcement authorities for investigation.

The College's *Community Code of Student Conduct* applies to a student's conduct from the time of application for admission through the conferring of a degree. This includes conduct that occurs before classes begin or after classes end, during periods between terms of actual enrollment, during a leave of absence or other period of withdrawal. Additionally, all students and student organizations are responsible for the contents of their rooms, cars, or on their person. In the event of a violation committed while still enrolled but unresolved or reported after the responding student or student organization has taken a leave of absence, is withdrawn from the College or has graduated, the College may proceed with the Student Accountability Process. In the case of conduct that could lead to removal or separation from Babson College, the College reserves the right to rescind an admitted student's acceptance or graduated student's degree and/or withhold a degree until a matter is resolved. When the College is investigating a serious violation of policy, as determined by the Director of Community Standards or their designee, the College will place a hold on the student's transcript and request a temporary transcript notation until the matter has been resolved. Should the student request a transcript while the hold is placed on their account official transcript will not be released and the unofficial transcript will reflect the temporary transcript notation regarding the unresolved matter. Upon resolution of the matter, the College will apply the relevant transcript notation, when applicable and according to the definition of the sanction assigned to the responding student or student organization.

Glossary of Terms

The following glossary is intended to clarify the meaning of key terms used throughout this document. Questions regarding further details of these terms should be directed to the Office of Community Standards.

Appeals Party: The individual or the Appeals Board that is used to decide either to approve or deny a Responding Student/Student Organizations' appeal.

Classification: Graduate or undergraduate student, faculty, staff, etc.

Chairperson of the Board: The chairperson of the board serves as a nonvoting member and is responsible for running the hearing and facilitating the Board's deliberations.

Educational Conference: A meeting between the responding party(ies) and a staff person (Student Accountability Officer) for the purpose of resolving alleged policy violations.

Hearing Board: A body of students, faculty, and/or staff that hear both academic and non-academic cases.

Impacted Party: An individual who experienced the impacts of the responding student(s) or student organization's behavior.

Invited Party: An individual, student organization, or student group invited to engage in Restorative Resolutions for Interpersonal Harm with a reporting party.

No Contact Order: A College-issued order between a student and a community member(s) restricting verbal and physical contact. This tool is typically offered when a student is seeking assistance from the College in managing an interpersonal issue that is not appropriate or unlikely to be resolved through other resolution methods. As appropriate, Stay Away Provisions may be included in the No Contact Order which restrict a student(s) from accessing a particular College location, activity or organization. No Contact Orders can be issued by Public Safety, Community Standards, Title IX Coordinator, and/or the Dean of Student's Office and can remain in effect through alumni engagement. No Contact/Stay Away Orders issued before the completion of a student accountability process are not an indication of responsibility.

Not in Good Standing: A student or student organization who has an active Change of Status Sanction in place. Students or student organizations that are not in good standing may have limits on what they can and cannot

do and may not be eligible for certain privileges. A student's or student organization's standing with the Office of Community Standards may be reportable information to other entities.

Notice of Alleged Violations: Correspondence in letter form sent from the Office of Community Standards to an official Babson College email account to provide notice that information was received indicating an alleged violation of a College policy or regulation. The letter's purpose is to inform the student of the general nature of the issue(s) and outline next steps in the process.

Outcome Letter: Correspondence in letter form sent to the responding student or student organization(s) via Babson email account from the Office of Community Standards outlining: the formal policies or regulations reviewed, the finding of the Board or Student Accountability Officer(s) regarding responsibility of the student for violation of those policies or regulations, and the sanctions (if any) that will be applied as a result of the finding of responsibility.

- Note: All outcome/sanction letters will be placed in the student's educational record. However, only cases of College suspension or expulsion will result in a permanent transcript notation.

Preponderance of Evidence: The notion that it is more likely than not that a policy violation occurred.

Reporting Party (or Reporter): The person who initiated the complaint or resolution request.

Responding Student(s)/Student Organization: A student, students, and/or campus organization(s) whose behavior is alleged to have violated College policy and/or regulations.

Sanctions: Outcome(s) that result from a student being found responsible or having accepted responsibility for the violation of a particular policy(s) or regulation(s).

Student Accountability Officer: A trained staff person from the Office of Community Standards, the Office of Residence Life, or the Dean of Students Office who can facilitate the Educational Conference process.

Student Organizations: Recognized student groups including, but not limited to, registered student organizations, varsity athletic teams, club sports, fraternities and sororities, and Special Interest Housing communities.

- Note: At the discretion of the Director of Community Standards, or their designee, Student Organizations may be held accountable either through the Office of Community Standards and/or by the office that advises/supports the group. The officers or the leaders of the student organization or a designee from the student

membership are expected to represent the organization during the Student Accountability Process. The College's policies do not preclude holding specific members of an organization accountable for their individual acts committed in the context or in association with the organization's alleged violation of College policy.

Support Person: A member of a student or student organization's community that provides emotional and resource assistance for students and/or student organizations engaged in the student accountability process. The support person does not play an active role in the process but, rather, works to help the student navigate the Community Standards Process.

Witness: An individual who, either in-person or in-writing, can provide the Board or Student Accountability Officer with a firsthand account of the events under review. Students or student organizations are not permitted to provide any character references or testimonials on their behalf for the benefit of the Board or Student Accountability Officer(s).

Student Rights and Responsibilities

Fundamental fairness is paramount when resolving reports regarding alleged violations of Babson College's Community Code of Student Conduct. To provide an orderly procedure for the handling of disciplinary and/or restorative matters that will ensure fairness for all students or student organizations involved, the following safeguards will be afforded to all who participate in the Student Accountability Process.

1. All students and student organizations are responsible for reviewing the College's behavioral expectations in Babson College's Community Code of Student Conduct.
2. Written notification of the date, time, and place of any hearing will be delivered to the student's Babson email. It is the student's responsibility to check their Babson email daily following receipt of charges until the process is resolved.
3. Prior to any type of formal Educational Conference or Hearing, the responding student(s) or student organization will receive a written notice of the charges and the source of such charges. This letter will be delivered to the student's Babson email account and securely accessed with the student's login credentials.
4. The responding student(s) or student organization has the right to be heard by an impartial hearing body.
5. It is the responsibility of the responding student(s) or student organization to promptly resolve any

scheduling conflicts with respect to a scheduled hearing. The responding student(s) or student organization has the right to request written postponement of a hearing.

6. The responding student(s) or student organization has the right to request that the perspective of witnesses be considered by the hearing body.
7. The responding student(s) or student organization has the right to request the opportunity to answer questions posed by the complainant outside of the physical presence of the complainant.
8. It is the responsibility of all those participating in the Student Accountability Process to respect the confidentiality of personal information about members of the College community and to preserve the right of privacy.
9. All students and student organizations have the right to report allegations of retaliation resulting from participation in the Student Accountability Process.
10. The responding student(s) or student organization has the right to appeal a Community Standards decision to an appeal party based on limited grounds, as outlined in these documents.

Student Accountability Policies

Standard of Evidence

In educational conferences, board hearings, and the gender-based misconduct process, the hearing body or Student Accountability Officer uses a preponderance of the evidence standards in determining if the responding student(s) is responsible for the alleged violation(s). A preponderance of evidence means it is more likely than not that a policy violation occurred.

How to Report

Violation of the guidelines and requirements contained in Babson College's Community Code of Student Conduct and/or other College policies constitutes grounds for a valid complaint by any member of the Babson Community. Reports of alleged violations may be submitted by any department or by any member of the community utilizing the online reporting form. The Director of Community Standards, or their designee, reviews the alleged misconduct in order to determine whether the conduct in question may constitute a violation of College policies, rules, or regulations, and identifies those specific charges that may be brought against the student or student organization. When appropriate, certain matters may be referred to Public Safety and/or other applicable law enforcement agencies for further disposition.

Record Retention Policy

Student conduct files are maintained separately from any other academic or official file at the College by the Office

of Community Standards. The student's entire conduct file will be retained indefinitely if the case resulted in an expulsion, suspension, a rescission of acceptance, or a revocation of degree. Other conduct files will be retained for seven (7) years after the date of an incident unless the College is mandated to maintain the record in compliance with federal, state, or local law or College policy. Every student may review, upon written request, all non-confidential contents of their conduct file to the extent permitted by law. Audio/video recordings of hearings are used for the appeal process only and are not considered a part of the student conduct file. Educational Conferences may not be recorded by any party.

Prohibited Conduct

The following list of behaviors is intended to represent the types of acts that constitute a violation of Babson College's Community Code of Student Conduct. All community members are responsible for knowing and observing the College's policies and procedures.

Any attempt, successful or not, to violate College policy(ies) may be referred to the Student Accountability Process. Students and student organizations may be held responsible for these actions regardless of the result of the attempt. Students and student organizations are responsible for the consequences of their actions even when the conduct may have been influenced by their physical or emotional state (irrespective of any medical or clinical diagnosis) and/or by the use of alcohol and/or other drugs. Additionally, students and student organizations are responsible for the actions of their guests.

Below is a list of possible policy violations; the violations apply to students and student organizations. The examples listed below each potential policy violation is not exhaustive:

Academic Integrity Policy Violations

See Appendix A for More Information

- Cheating
- Fabrication
- Facilitating Academic Dishonesty
- Plagiarism
- Academically Dishonest Activities
- Unauthorized Collaboration

Abuse of or Interference with the Student Accountability Process

Examples include but are not limited to:

- Disrupting or interfering with the orderly conduct of a student accountability proceeding;

- Falsifying and/or knowingly misrepresenting information to a student accountability officer or hearing body;
- Influencing or attempting to influence another person to commit an abuse of the Student Accountability Process;
- Attempting to discourage an individual's proper participation in, or use of, the Student Accountability Process;
- Attempting to interfere, retaliate, or intimidate any person responsible for addressing incidents and/or administering the Student Accountability Process;
- Submitting a false complaint to the College;
- Failure to comply with the sanction(s) imposed under Babson College's Community Code of Student Conduct.

Aiding in the Violation of Babson College's Community Code of Student Conduct

Any act or action that supports and/or facilitates a violation of the College's Community Code of Student Conduct.

Alcohol Policy Violations

See Appendix C for More Information

- Possession or Consumption of Alcohol by an Underage Individual;
- Overconsumption of Alcohol;
- Providing Alcohol to Underage Individuals;
- Drinking Paraphernalia/Drinking Games;
- Open Container;
- Unauthorized Locations for Alcohol Consumption;
- Central Source (any centralized source where alcohol is kept and easily accessible to the masses, i.e., a keg);
- Excessive Quantities of Alcohol;
- Alcohol Delivery.

Bullying

Repeated or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically or mentally. This definition does NOT include speech or conduct otherwise specifically protected by applicable law and/or College policy.

Bias

Any act constituting a violation of College policy that is directed at any person and/or group and is motivated by: race, color, national or ethnic origin, ancestry, religion, sex, sexual orientation, gender identity or expression, age, genetics, mental or physical ability status, and veteran or any other protected status. Cases determined to be bias-related violations of Babson College's Community Code of Student Conduct may be assessed for enhanced sanctions. Complaints of bias behavior can

be reported to the Office of Community Standards or submitted through the Bias-Related Experience reporting link.

Damage

Damage, destruction, or defacement of/to personal, College, or public/private property.

Disorderly Conduct Involving a Motor Vehicle

Operating a motor vehicle on or off-campus in a reckless or endangering manner.

Disruptive Behavior

Inappropriate, disorderly, and/or disruptive conduct. Examples include, but are not limited to:

- Behavior in the classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to benefit from the instruction;
- Behavior that causes inconvenience, disturbance, or alarm;
- Behavior in the residence halls that hinders the ability of residents to living in a safe, reasonably calm environment;
- Intentional disruption of the administration operations of the College;
- Misconduct deemed unbecoming of a Babson student.

Disruptive Gatherings

Gatherings on or off-campus that become disruptive to the Community at large.

Examples include, but are not limited to:

- Excessive noise;
- Excessive attendance beyond what is safe and/or reasonable (overcrowding);
- Central sources of alcohol;
- Permitting underage drinking;
- Uncooperative residents and/or guests.

Driving Under the Influence

Driving a motorized vehicle under the influence of alcohol and/or other drugs.

Drug Policy Violations

See Appendix C for More Information

- Drug Use and/or Possession;
- Drug Paraphernalia;
- Distribution, Sale, or Manufacturing of Drugs;
- Misuse of Prescribed or over-the-counter medication(s).

Endangering Behavior

Conduct, reckless actions, or threats that jeopardize or

endanger the general health or safety of any member of the community, including oneself, the community at-large, and/or the operations of the College.

Failure to Comply

Failure or refusal to comply with the reasonable request or directive of a College official (Public Safety officer, residence life staff member, faculty member, or staff member).

Examples include, but are not limited to:

- Failing to produce identification;
- Failing to consent to a room search;
- Fleeing the scene of an incident;
- Failing to adhere to College health and safety guidance.

False Identification

Use and/or possession of false or altered identification.

False Information and Misrepresentation

- Providing false information and/or making misrepresentations to any College official including Public Safety, residence hall staff, faculty members, administrators, and/or any member of the College community acting on behalf of the College.
- Providing false information to any individual or agency including, but not limited to, recruiters and employers, regarding one's status or relationship with the College.

Fare Evasion

The act or attempted act of using a transportation service, whether a public transit authority or a private company, without paying for the service in full.

Fire Life and Safety Violation

See Appendix E for More Information

- Possession of Unauthorized Item(s) (hookahs, candles, unauthorized appliances, etc.);
- Hanging items for ceilings, pipes, or lights;
- Failure to evacuate a building during a fire alarm;
- Tampering with fire extinguishers, fire exits, pull boxes, hoses, smoke alarms, heat sensors, or emergency phone/lighting equipment;
- Obstruction of a fire exit, hallway, or fire/Public Safety personnel in the performance of their duties;
- Smoking in an unauthorized area;
- Causing a fire.

Gambling

Gambling as prohibited by the laws of the Commonwealth of Massachusetts (may include: raffling, lotteries, etc.). See: Massachusetts Gambling Laws

Gender-Based Misconduct:

See Appendix H for More Information

Harassment

Severe, persistent, and/or pervasive conduct, including any form of communication or expression, any physical act or gesture, or any combination thereof, directed at one or more individuals that has the purpose or effect of: causing physical or unreasonable emotional harm to such individual(s) or damage to their property; placing the individual(s) in reasonable fear of harm to their safety or property; or infringing on the rights of other community members to fully participate in the programs, activities, and mission of the College.

In evaluating the purpose or effect of potentially harassing conduct under this section, the College will consider the perception and/or reaction of a hypothetical reasonable person under like circumstances. The College will also consider the full context of the conduct, giving due consideration to the protection of the College climate, individual rights, freedom of expression and academic freedom. Not every act that might be considered offensive to an individual or a group constitutes harassment and/or a violation of College policy. Additionally, the College may consider intentional adverse action taken against a responding student or student organization after it was determined that the responding student or student organization did not violate College policy as a violation of the Harassment policy.

Hazing

See Appendix F for More Information

Any action or situation that recklessly or intentionally endangers, or has the potential of endangering, the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization. This policy applies to student groups, teams, and organizations of any kind whether or not they are registered or recognized by the College (collectively, "Student Group(s)"). Examples of Student Groups include but are not limited to athletic teams, fraternities and sororities, and any other student group or organization. This policy also applies to all members of the College community, including faculty, staff, students, alumni, and other affiliates.

Hazing is prohibited both on- and off-campus, regardless of whether someone consents to participate in hazing activities. The College defines three categories of hazing, but prohibited behaviors can span categories depending upon context, severity, and other factors. A non-exhaustive list of examples of prohibited potential hazing behaviors by category can be found in Appendix F. The three categories as defined by the College are as follows:

- **Subtle Hazing:** Behaviors that create or build upon a power imbalance between members of a group, team, or organization. Subtle hazing is often taken for granted or viewed as harmless by those doing or being impacted by subtle hazing. Subtle hazing often disrupts one's integrity and mutual respect, oftentimes resulting in humiliation or embarrassment.
- **Overt Hazing:** Behaviors that may cause physical, emotional, or psychological discomfort or undue stress to oneself or others.
- **Potentially Violent Hazing:** Behavior that may cause physical, emotional, or psychological harm to oneself or others.

Misuse of College Resources

Demonstrating lack of regard for College Regulations and/or policies.

Examples include but are not limited to:

- Accumulation of an excessive* number of parking tickets;
 - Accumulation of an excessive* number of residence hall lockouts;
 - Disregard for residence hall key replacement processes;
 - Inappropriate use of College forms;
- *Please note that the Departments of Residence Life and Public Safety reserve the right to determine what constitutes an "excessive number" of parking tickets and/or lockouts.

Misuse of Space

See Appendix I for More Information

Utilizing college-owned buildings or private property in a manner outside of its intended use.

Non-compliance with Office of Student Engagement Travel Policies

Failing to adhere, knowingly or unknowingly, to the travel policies as outlined in the Club/Organization Manual, including, but not limited to violating chaperone expectations, college van usage, as well as unapproved travel.

Non-compliance with the Law

Failing to adhere to all federal, state, and local laws.

Physical Abuse/Violence

Physical abuse of others including, but not limited to, fighting and/or inflicting injury. Self-defense may only be used to the limited degree necessary for self-protection.

Public Exposure

Publicly exposing one's intimate body parts. Examples include but are not limited to public urination and public sex acts.

Residence Hall Violations

See Appendix G for More Information

- Unauthorized Furnishings;
- Guests;
- Noise;
- Pets;
- Possession of prohibited item(s);
- Roofs, Windows, and Fire Escapes.

Retaliation

Any adverse action taken against a person on the basis of their participation in a protected activity.

Examples of protected activity include but are not limited to:

- participating in or otherwise assisting with a College investigatory procedure or law enforcement investigation;
- filing a complaint alleging a College policy violation or a violation of law; or
- filing a complaint about the College's policy for resolving alleged violations of policy.

Examples of adverse action include, but are not limited to:

- threats, intimidation, continued harassment or other misconduct;
- discouraging an individual from participation in an investigation or adjudication process;
- adverse educational or employment consequences.

The College maintains the right to take action against a student for other legitimate reasons in accordance with College policies and procedures, even if that student has filed a complaint with the College or otherwise participated in a protected activity.

Retaliation by any member of the College community or any person acting on their behalf is strictly prohibited. Retaliation is a serious violation that can result in sanctions independent of the merits of the underlying complaint or allegation. The College will respond immediately to retaliation and impose disciplinary measures as appropriate including, but not limited to, interim or longer-term suspension from the College.

Smoking

Smoking in any College building including but not limited to, tobacco products of any kind (cigarettes, e-cigarettes), vaporizers, or hookahs. and/or failing to maintain a minimum 25 feet distance from a building entrance while smoking or vaping.

Theft

Actual or attempted theft of personal property, deliveries, College property, public/private property or identity and/or the possession of stolen property.

Unauthorized Presence

Unauthorized presence in College-owned buildings and/or private property. Instances where force is used to gain access may be assessed for enhanced sanctions.

- Tampering with locks to College buildings and/or private property;
- Unauthorized possession and/or use of College keys and/or Babson OneCard;
- Alteration and/or duplication of College keys and/or Babson OneCard;
- Accessing residence hall rooms without explicit permission from the resident(s) assigned to the space;
- Accessing restricted areas of residence halls or other campus buildings.

Violations of the Computer Code of Conduct

See Appendix D for More Information.

It is the responsibility of each community member to use the services provided by the College's campus network and computing systems appropriately and in compliance with all College, town, county, state, and federal laws, and regulations.

Violation of Published College Policy

Violation of any College policy, rule, or regulation published in hard copy, communicated in writing, or available electronically on the Hub or College Website.

Weapons

Possession of illegal or dangerous weapons on campus. This includes, but is not limited to, guns of any type (including airsoft and BB guns), knives (other than those used solely for cooking), chemical weapons, slingshots, martial arts weapons, and bows/arrows.

Processes for Resolution

Babson College reserves the right to review any matter that it feels may represent a violation of its policies. Students and student organizations should be aware that there is no prescribed path a given matter may take to resolution. If a matter is to be reviewed, it will be the sole discretion of the Director of Community Standards, or their designee, to determine the appropriate process. Once the process has been determined, the student will be bound by the procedures from the Educational Conference through the appeals process, if applicable to the case.

The Director of Community Standards, or their designee, reserves the right to determine if the incident can be resolved through adaptive means of resolution by mutual consent of the responding party(ies) and the reporting or impacted party(ies). The Student Accountability Officer will suggest the best adaptive resolution based on the matter and the individuals involved.

Students and/or student organizations involved in any of the College's Student Accountability Processes are advised that these proceedings are not a legal process and are not intended to rise to the level of civil or criminal proceedings. Please review the processes and procedures outlined below.

When an incident cannot be assigned to one of the processes due to extraordinary circumstances, the decision regarding the appropriate process will be made by the Director of Community Standards, or their designee. The Director of Community Standards, or their designee, has the sole discretion in determining the process to be followed and/or any appropriate modifications to each process.

All parties involved in any part of resolution procedures are expected to keep in confidence the names of all parties involved, charges alleged, sanctions imposed, appeal status, etc. All hearings and Educational Conferences will be closed to the public and the press.

Alleged violation(s) of Babson College's Community Code of Student Conduct arising in the context of alleged gender-based misconduct subject either to the Gender-Based Misconduct Policy or the Title IX Policy may be addressed under Babson College's Community Code of Student Conduct or such other policy in the sole discretion of the Director of Community Standards in consultation with the Title IX Coordinator.

Interim Restrictions

Under the limited circumstances described below, the Dean of Students or their designee may impose a temporary College suspension, residence hall suspension or other restriction(s) related to College property, programs, or activities. Interim restrictions become effective immediately and may be imposed at any point prior to the final resolution via the Student Accountability Process or other processes.

Whenever necessary, interim restrictions will be imposed to a) ensure the safety and well-being of members of the College community and/or surrounding communities, b) to maintain the normal operations of the College, and/or c) to preserve College property. The nature of the interim restriction(s) will be based on a careful review of all available information and the particular facts and circumstances of each situation.

The interim restriction(s) will be confirmed by written notification to the student and shall remain in effect until the conclusion of a process, without undue delay, in accordance with the Student Accountability Process and policies. Violations of interim restrictions may result in action up to and including suspension or expulsion from the College.

The student may, within five (5) business days of the imposition of the interim restriction(s), petition the Vice President of Learner Success and Dean of Campus Life or their designee for a modification or removal of the restriction(s). The petition must be in writing and must include supporting documentation or evidence that the particular restriction was unwarranted, excessive, or imposed improperly. A decision on such a petition will be made without undue delay by the Vice President of Learner Success and Dean of Campus Life or their designee.

No refunds for lost tuition, housing, or meals will be made due to an interim restriction period. An interruption in a student's course of study may result in required courses no longer being available or only available on a limited basis. At its discretion, the College may allow course substitution, independent study opportunities, and/or a course taken off-campus for credit (at the student's expense). Requests for alternative course of study related to the imposition of interim action can be submitted in writing to the Dean of Students. Any student who experiences an involuntary interruption in their course of study should immediately contact their Student Success Advisor for academic guidance.

No Contact/Stay Away Orders

Under certain circumstances, it may be necessary for a College administrator to restrict a student's access to a college-owned building and/or individual(s). While these orders are determined on a case-by-case basis, they may be associated with alleged behavior that may need to be addressed through a conduct or other administrative process, or they may be granted as a supportive measure to enhance the comfort of community members. Individuals will be notified of these orders in writing via their Babson College email address. These orders become effective immediately and may be imposed at any point prior to the final resolution via the Student Accountability Process or other administrative process. Such orders may be implemented by Public Safety, Dean of Students, Community Standards, or Title IX Coordinator. No Contact/Stay Away Orders issued before the completion of a student accountability process are not an indication of responsibility.

Educational Conferences

The Educational Conference is a meeting between a responding student(s), or a student organization representative(s), and a Student Accountability Officer for the purpose of resolving alleged policy violation(s). The Director of Community Standards, or their designee, has discretion to assign a specific Student Accountability Officer to a given matter.

Initiation of Process and Use of the Educational Conference

The responding student(s) or student organization will receive a letter sent to their Babson College email informing them of the incident and alleged violation(s) in question. The letter will include the date, time, and location of the appointment with the Student Accountability Officer to discuss this issue. Failure to attend the meeting(s) by the date in the letter may result in a decision being determined without the benefit of input from the student or student organization. It is the student or student organization's responsibility to promptly reschedule the meeting if they are unable to attend due to academic-related conflicts and to check their Babson email daily following receipt of the notification until the process is resolved.

Educational Conference Procedures

At the Educational Conference, the responding student(s) or student organization will be asked to provide their perspective on the incident. The Student Accountability Officer will review the incident report with the student(s) or student organization. The Student Accountability Officer will also ask the responding party to verbally respond to the charges. The responding student(s) or student organization has the right to request that the Student Accountability Officer interview any relevant witnesses. However, witness interviews will be determined and conducted at the sole discretion of the Student Accountability Officer. Additional and relevant information, witness names, etc. can be submitted via the guidance of the Student Accountability Officer assigned to the individual case.

Please note: incident reports and/or any other relevant written documentation will be shared with the student(s) or student organization in the Educational Conference and will not be provided to the responding student(s) or student organization in hard-copy or electronically.

Determining an Outcome

A decision will be made by the Student Accountability Officer(s) to determine if the student or student organization is to be found responsible in whole or in part for the alleged policy violation(s) and behavior. If the

student(s) or student organization accepts responsibility or is found responsible, the Student Accountability Officer will impose appropriate sanctions.

Outcome Notification

Notification of the Educational Conference decision will be provided to the responding student(s) or student organization within five (5) business days after the conclusion of the Student Accountability Officer's investigation. A decision letter will be sent to the responding student(s) or student organization representative's Babson email indicating the decision of the Student Accountability Officer. Outcome notifications for responding student organizations will be shared with the Campus Advisor, and, where applicable, the Inter/National Organization.

All responding students or student organizations have the right to file an appeal of the outcome resulting from an Educational Conference based on limited grounds outlined in this document. It is important to note that once imposed, sanctions are enacted immediately. While an appeal is pending, any sanction(s) may or may not be suspended or modified at the discretion of the Director of Community Standards, or their designee, as applicable. If the appeal is denied, the original sanction(s) will remain in place as they were originally, except applicable deadlines may be modified to accommodate the delayed period. If the responding student(s) or student organization has been subject to interim actions, those restrictions may stay in place through the conclusion of this Appeals Process unless otherwise informed in writing by the Director of Community Standards, or their designee. Please see the Appeals Section for details.

The Hearing Board

A Hearing Board may be convened for matters where the Office of Community Standards staff determines that the student(s) and/or student organization may be eligible for a potential separation from the College, which includes removal from housing, suspension, and/or expulsion. A Hearing Board is the typical option for resolution of a matter where the responding student(s) and/or student organization may be eligible for a separation from the College. However, if the responding student(s) and/or student organization wishes to have the matter addressed through an administrative hearing process in lieu of a hearing board, the responding student(s) and/or student organization may request to do so by contacting the Office of Community Standards. Additionally, the Director of Community Standards, or their designee, reserves the right to select an appropriate resolution method in cases where the responding student(s) and/or student organization has not made a selection of a resolution process before the deadline listed in their initial notification letter.

Initiation of Process and Use of a Hearing Board

The responding student(s) and/or student organization will receive a letter sent to their Babson College email informing them of the incident and alleged violation in question. The letter will include (1) the alleged Community Code of Student Conduct violation(s) and (2) that the Office of Community Standards has identified that the alleged violation(s), the incident context, and the student(s) and/or student organization conduct history mean the responding student and/or student organization may be eligible for a potential separation from the College. The letter will provide details about the Hearing Board process, as well as the option to elect to go through an administrative hearing in lieu of a Hearing Board. A member of the Community Standards staff will communicate with the student(s) and/or student organization as to next steps.

Composition

The Hearing Board is composed of members from three Babson constituencies: students, faculty, or staff. The following is a typical composition of the board:

- A chairperson, two student hearing board members, and one faculty or staff member.
 - When possible, the board will be composed of student members who reflect the classification of the responding party.

The Director of Community Standards, or their designee, has the authority to determine the best course of action when circumstances of a case and/or the timing of a case prevent the ability to convene a Hearing Board, or when the composition of the Hearing Board needs to be altered.

Role of the Community Standards Staff

The Director of Community Standards, or their designee, appoints a staff member to serve as the Advisor to the Hearing Board. The Advisor serves as a resource during the hearing. In this capacity, they advise the Board as to proper procedures, institutional policy, and sanction precedent. Upon request from the Board, the Advisor may recommend appropriate sanctions. However, the Hearing Board is not bound to act on the recommendation.

At the discretion of the Advisor, observers may be invited to attend College hearings. This invitation will occur prior to the date of the hearing.

Hearing Board Processes and Procedures

If the responding student or student organization chooses or is required to proceed through the Hearing Board, the following will occur:

- The responding student or student organization will receive a notice informing them of the date,

time, and location of the Hearing, as well as a list of Hearing Board members who will be serving during the hearing. The hearing will be scheduled no earlier than five (5) business days from the date the notice was sent.

- It is the responsibility of the responding student or student organization to promptly resolve any scheduling conflicts with respect to a scheduled hearing. The responding student or student organization has the right to request written postponement of a hearing; however, postponement is rarely granted unless there is a significant circumstance that is subject to the approval of Community Standards Staff.
- It is the responsibility of the responding student or student organization to promptly inform the Office of Community Standards of any conflict of interest with Hearing Board members serving on their hearing no later than three (3) business days prior to the hearing.
- Prior to the hearing, Board members will be asked if they have a conflict of interest in relation to this hearing. If a Hearing Board member indicates they are unable to remain impartial, they will be replaced with an alternate Hearing Board member, or if the Advisor believes they are unable to do so, the Board member shall be excused. The responding party will be notified accordingly.
- All members of the Hearing Board will be instructed to give no weight to any outside information that they have heard regarding the case. Board members will be asked only to consider information from the hearing itself and the hearing packet.
- A responding or reporting party(ies) who wish to submit relevant documentation in support of verbal statements must send all statements to the Office of Community Standards at least three (3) business days prior to the hearing.
- All responding or reporting parties have the right to receive copies of and review the Hearing Board case packet. This information will be provided at least two (2) business days prior to the hearing. Community Standards Staff will ensure the distribution of materials to the Board as well as all responding and reporting parties.
- In cases where the responding party(ies) and/or reporting party decline participation in the hearing process, the hearing will continue as scheduled and Board members will be instructed not to consider the lack of participation in and of itself as a factor in their deliberations.

In cases involving more than one responding student or student organization, the Director of Community Standards, or their designee, will determine whether the responding students or student organizations will receive separate and distinct hearings. In making this

determination, the Community Standards Staff will consider whether the conduct in question arises from a common set of facts, whether separate and distinct hearings would be confusing to the Board, or whether separate hearings would not permit the Board to consider the information in its proper context.

In cases where separate hearings are held, the Board has the discretion to hear all cases before determining the outcome in any one case. Therefore, the time frame for written notification will be extended until all cases have been heard.

All outcomes will be based on the case packet materials and verbal statements presented to the Board.

Previous disciplinary action taken against a responsible responding student or student organization may be considered by the Board solely in the determination of a sanction once a determination of responsibility has been made. The responding student or student organization may voluntarily discuss details of their prior disciplinary history with the Board. Aside from this instance, the Board will not be provided with information regarding any such history until a finding of responsibility has been reached.

The Board's chairperson will prepare a brief written summary and rationale to accompany the outcome determination. This will be made available for review, upon request, to the responding student or student organization after the outcome has been determined and delivered to the responding student or student organization.

The responding student or student organization, witnesses, or support person(s) should keep the case confidential and are requested to refrain from sharing details of the proceedings to protect the integrity of the process and the privacy of those involved.

Support Persons and Witnesses

Both the responding student or student organization and the reporting party have the right to one (1) support person. The support person may be a member of a student or student organization's community who is not involved in the matter. Any parties planning to have a support person at the hearing must notify the Office of Community Standards at least three (3) business days prior to the hearing. *Note: hearings will not be rescheduled based on a support person's availability.

- The support person's role is limited to providing support to a student or student organization leading up to and during the hearing process. During the hearing, the support person may not

address the Board directly or speak directly to witnesses, but may privately confer at reasonable times, with their student or student organization.

- The Community Standards Staff may exclude a support person from a hearing or terminate a student or student organization's right to have a support person, for good cause.
- The support person may not act as a witness for the student or student organization, and a current member of the Board may not serve as a support person.
- The chairperson and/or the Advisor to the Board reserves the right to dismiss a student or student organization's support person should they interfere with the hearing in any way.

The responding student or student organization and the reporting parties will be permitted to call and question witnesses on their behalf. Witnesses are often limited to those who have firsthand knowledge of the events being reviewed and may be limited at the Community Standards Staff's discretion. Witnesses will be invited to participate at their discretion, and the College will not compel any witness to participate. All parties must present a written list of all witnesses to the Community Standards Staff for approval three (3) business days prior to the hearing. *Note: hearings will not be rescheduled based on a witness's availability.

- The responding student or student organization and reporting parties are solely responsible for communicating with their witness(s) about the date, time, and location of the hearing. The list of witnesses will be included in the packet provided to the Hearing Board as well as the responding and reporting parties.
- Witnesses are called into a hearing when needed. They will not sit in on the entire hearing.
- Students or student organizations are not permitted to provide any character references or testimonials on their behalf for the benefit of the Board.

The Hearing

If either the responding student or student organization, or the reporting party fails to appear or chooses not to participate in the hearing, it will be the decision of the Advisor to the Board whether to reschedule the hearing or proceed without the benefit of input from that party. Hearings that take place absent a party or with limited or no input from one of the parties are not considered grounds for an appeal.

At the start of a hearing, the responding student or student organization will be asked to respond to the policy violations of which they have been charged. They have the right to respond as follows: not responsible, or

responsible. If the responding student or student organization is not present, they automatically enter a response of "not responsible".

The responding student or student organization and the reporting party will each be permitted to speak or present relevant written information on their behalf. Verbal statements may be limited by the Board chairperson or the Board Advisor, should they become repetitious or if they are irrelevant, at their discretion.

The hearing will be recorded by the College. Separate recording by any hearing participant is not permitted. The recording and all correspondence are confidential. The recording may be used if the responding student or student organization files for an appeal (as outlined in the appeal section of this document). The responding student or student organization may listen to/watch the recording in preparation for the appeal process. The recording must be listened to/watched in the Office of

Community Standards and in the presence of a designated staff member. Copies of the recording are not permitted.

Order of the Hearing

The general order of a Hearing:

- Introduction of the case by Board chairperson and reading of the charge(s);
- Statement of responsibility;
 - The responding Student or Student Organization is asked to respond responsible or not responsible to the charges as read.
- Opening statements;
 - Reporting Party(ies)
 - Responding Student or Student Organization
- Questioning of the Responding Student or Student Organization and Reporting Party(ies) by the Board;
- Presentation of witness(es) by the Reporting Party(ies);
 - Questioning by Reporting Party(ies)
 - Questioning by Responding Student or Student Organization
 - Questioning by Board
- Presentation of witness(es) by the Responding Student or Student Organization;
 - Questioning by Responding Student or Student Organization
 - Questioning by Reporting Party(ies)
 - Questioning by Board
- Final Questioning of the Responding Student or Student Organization and Reporting Party(ies) by the Board;
- Summation of the case by the Reporting Party(ies);
- Summation of the case by the Responding Student or Student Organization;

- All parties other than the Board and its Advisor are dismissed. The Responding Student or Student Organization will be notified of next steps;
- The Board determines responsibility for each potential code violation.
- The Board may be provided with additional information if applicable by the Advisor depending on the responsibility determination. The Board then determines sanctioning.
- The Responding Student or Student Organization is notified of the responsibility finding(s) and sanctions, if any, by the Advisor of the Board.

The procedural order may be changed during a hearing, should the Board chairperson deem it beneficial or to expedite the hearing process. The responding and reporting parties will address the Board according to the process outlined above or as otherwise directed by the Board chairperson.

During a hearing, all questions will be directed to the chairperson.

Disruptions of any kind will not be tolerated by the Board. In such circumstances, the Board chairperson may order the removal of the person(s) causing such disruption. Under extreme circumstances, and in consultation with the Advisor, the Board may order the exclusion of that person's statements. Questions regarding procedures during the hearing should be directed to the Board chairperson. The Advisor will provide clarification when appropriate. In the absence of a Reporting Party, the Advisor will present information to the Board. The presentation of information will include the report to the College and any information gathered via a Community Standards and/or Public Safety investigation.

Outcome of the Hearing

When the hearing is concluded, the Board adjourns with the Board Advisor present to discuss the information that has been presented, and to make a determination. After the discussion is complete, a vote is taken to determine responsibility of the responding student or student organization relative to each specific charge. A simple majority vote is sufficient for a finding. In its deliberations, the Board considers guidelines provided by the College in Babson College's Community Code of Student Conduct, the nature of the violation, and the impact of the violation on the individual(s), the Babson community, the municipalities, including Wellesley and Needham, and the College's reputation as a member of the community at-large. The Board views each case as distinct, which allows it to consider the unique aspects of every situation.

In deciding an appropriate sanction, the Board may consider any relevant past disciplinary record of the

responding student or student organization, including sanctions issued by other Student Accountability Officer(s) and any failure by the student or student organization to fulfill sanction obligations (which may be referred to the Board for future action). The Board assumes the responsibility to consider any past information carefully and in perspective. A list of possible sanctions is available in the Sanction section of this document (the list is not all inclusive). If a student or student organization chooses to appeal, sanctions may or may not be suspended or modified until the exhaustion of the Appeals Process at the discretion of the Director of Community Standards or their designee. Interim actions may stay in place through the conclusion of the Appeals Process.

Notification of an Outcome

When the Board has reached a decision, the Advisor of the Board will attempt to notify the student or student organization via phone. Additionally, the student or student organization will receive official notification in writing within five (5) business days of their hearing. A notification letter will be sent to the student's Babson email account. Failure to fulfill requirements of a sanction may result in further disciplinary action or a hold being placed on the student's account.

All responding students or student organizations have the right to file an appeal of the outcome of a Hearing based on limited grounds outlined in this document. If the appeal is denied, the original sanction(s) will remain in place as they were originally, except applicable deadlines may be modified to accommodate the delayed period. If the responding student or student organization has been subject to Interim actions, those restrictions may stay in place through the conclusion of this Appeals Process unless otherwise informed in writing by the Director of Community Standards, or their designee. Please see the Appeals Section for details.

Administrative Hearing

An Administrative Hearing may be utilized for matters where the Office of Community Standards staff determines that the student and/or student organization may be eligible for a potential separation from the College, which includes removal from housing, suspension, and/or expulsion. An Administrative Hearing is one of two options for resolution of a matter where the responding student and/or student organization may be eligible for a separation from the College.

Initiation of Process and Use of the Administrative Hearing

The responding student(s) and/or student organization will receive a letter sent to their Babson College email informing them of the incident and alleged violation(s) in question. The letter will include (1) the alleged code violation(s) and (2) that the Office of Community Standards has identified that the alleged violation(s), the incident context, and the student and/or student organization conduct history mean the responding student and/or student organization may be eligible for a potential separation from the College. The letter will provide details about the two options for resolution when the alleged is eligible for a separation: an Administrative Hearing or a Hearing Board. The responding student(s) and/or student organization will be provided information on how to select an option for resolution. Additionally, the Director of Community Standards, or their designee, reserves the right to select an appropriate resolution method in cases where the responding student(s) and/or student organization has not made a selection of a resolution process before the deadline listed in their initial notification letter.

If the responding student(s) and/or student organization elects to proceed with an Administrative Hearing, then the case will be heard by a Student Accountability Officer. The Student Accountability Officer will send a letter to the responding student's/students' Babson College email. The letter will include a date, time, and location of the appointment with the Student Accountability Officer to discuss the incident. Failure to attend the meeting(s) by the date in the letter may result in a decision being determined without the benefit of input from the student or student organization. It is the student, or student organization's responsibility to promptly reschedule the meeting if they are unable to attend due to academic-related conflicts and to check their Babson email daily following receipt of the notification until the process is resolved.

Administrative Hearing Procedures

At the Administrative Hearing, the responding student(s) or responding student organization will be asked to provide their perspective on the incident. The Student Accountability Officer will review the incident report with the student or student organization. The Student Accountability Officer will also ask the responding party to verbally respond to the charges. The responding student(s) or student organization has the right to request that the Student Accountability Officer interview any relevant witnesses. However, witness interviews will be conducted in a manner at the sole discretion of the Student Accountability Officer. Additional and relevant information, witness names, etc. can be submitted via the guidance of the Student Accountability Officer assigned to the individual case.

The hearing will be recorded by the College. Separate recording by any hearing participant is not permitted. The recording and all correspondence are confidential.

The recording may be used if the responding student or student organization files for an appeal (as outlined in the appeal section of this document). The responding student or student organization may listen to/watch the recording in preparation for the appeal process. The recording must be listened to/watched in the Office of Community Standards or online and in the presence of a designated staff member. Copies of the recording are not permitted.

Please note: incident reports and/or any other relevant written documentation will be shared with the student or student organization in the Administrative Hearing and will not be provided to the responding student(s) or student organization in hard-copy or electronically.

Determining an Outcome

A decision will be made by the Student Accountability Officer(s) to determine if the student or student organization is to be held responsible in whole or in part for the alleged policy violation(s) and behavior. If the student or student organization accepts responsibility or is found responsible, the Student Accountability Officer will impose appropriate sanctions. If the sanction includes a removal from housing or separation from the College, the responding student(s) or student organization will have the option to accept the sanction or submit an appeal.

Outcome Notification

Notification of the Administrative Hearing decision will be provided to the responding student(s) or student organization within five (5) business days after the conclusion of the Student Accountability Officer's investigation and relevant meetings. A decision letter will be sent to the responding student(s) or student organization representative's Babson email indicating the decision of the Student Accountability Officer. Outcome notifications for responding student organizations will be shared with the Campus Advisor, and, where applicable, the Inter/National Organization.

All responding students or student organizations have the right to file an appeal of the outcome resulting from an Administrative Hearing based on limited grounds outlined in this document. It is important to note that once imposed, sanctions are enacted immediately. While an appeal is pending, any sanction(s) may be suspended or modified at the discretion of the Director of Community Standards, or their designee, as applicable. If the appeal is denied, the original sanction(s) will be immediately reinstated except applicable deadlines may be modified to accommodate the delayed period. If the responding student(s) or student organization has been subject to interim actions, those restrictions may stay in place through the conclusion of this Appeals Process

unless otherwise informed in writing by the Director of Community Standards, or their designee. Please see the Appeals Section for details.

Restorative Justice and Alternative Resolution Practices

Not all reports of student behavior rise to the level of a potential policy violation and/or require a formal accountability process. As such, the Office of Community Standards offers a variety of services to help students and student organizations navigate conflicts and other difficult situations. Conflict is a normal, healthy, and expected part of life and ideally is viewed as an opportunity to strengthen relationships, improve efficiency, and rectify underlying concerns that often otherwise go unaddressed. Resolving conflict is a vital part of the educational journey of the Babson student and entrepreneur.

Restorative Justice Practices refer to an array of voluntary processes available to address student behavioral concerns outside of formal processes and with particular emphasis on repairing harm and restoring trust. Within the Student Accountability Process, Restorative Justice Practices may be used in lieu of or in addition to any of the processes outlined above and is at the discretion of the Director of Community Standards in consultation with the involved parties. All parties involved in the incident must also voluntarily and freely consent to the use of Restorative Justice Practices and are free at any time prior to an agreed resolution to return to the formal process if the matter at hand involves a potential policy violation. A failure to abide by the agreed-upon resolution may result in the prolonged condition of the dispute which, if left unattended, may result in referral to the Student Accountability Process.

If, upon review of a report, the Director of Community Standards, or their designee, deems that a Restorative Justice Practice is appropriate, the Director will then provide the students or student organization(s) involved with the option of such methods and answer questions. Students and student organizations are encouraged to proactively seek out the Office of Community Standards and do not need to be referred to the Student Accountability Process to participate in these resolution methods. If a member of the community would like to proactively access conflict navigation services or pursue adaptive resolutions, they may do so via the following form: Restorative Practices Request.

Possible Pathways for Restorative Justice

All cases are unique and present distinct needs and circumstances for reparation. As such, the facilitator may

work with the principal parties to map a pathway that addresses their needs. Following intake meetings with all principal parties, the facilitator will determine the most appropriate pathway to repair harms and restore trust. Regardless of the pathway, the involved parties have the option to have support persons with them throughout the process. Depending on how the pathway is designed, individuals serving as support persons may be asked to take an active role in the Restorative Resolution.

The following is a list of examples of Pathways of Restorative Resolution, but is not encompassing of all possible mechanisms:

Restorative Conversations

Restorative Conversations are a restorative resolution option in which students who are willing to accept responsibility for their potentially harmful behavior engage in reflection and thinking to identify impact on self and community, as well as potential resources and strategies for future change. Restorative Conversations are an option for a student's first violation of College policy when deemed appropriate by the Office of Community Standards. Matters resolved under a Restorative Conversation will not result in a reportable disciplinary record but may still result in restorative and/or educational outcomes being assigned.

Resolving a situation through a Restorative Conversation requires the cooperation and prompt attention of the student. In order to take advantage of this option to have the matter addressed as a Restorative Conversation instead of as a Student Accountability Process, the student must communicate with the staff person addressing the matter promptly. Should a student(s) fail to communicate with staff or fail to complete the outcomes from their Restorative Conversation, the matter will be referred to the applicable Student Accountability Process which will result in a reportable disciplinary record. Additionally, should a student(s) wish to opt out of the Restorative Conversation process and elect to have the case resolved through the applicable Student Accountability Process instead, students may elect to do so by communicating as such to the staff member addressing the matter.

Conflict Coaching

Conflict coaching is a one-on-one, private, and individualized conversation to talk through a conflict, explore concerns, frustrations, and goals; in addition to learning ways to manage and resolve conflicts in a way that meets the interests and needs of all parties involved. A conflict coach is someone who is empathetic, trained in conflict resolution, and can provide guidance on best practices for managing conflict effectively. The conflict coach supports the student in exploring and clarifying what their needs, desires, and viable options are with regard to the conflict. Conflict coaching is less about

instructing or mandating how to manage the conflict, and more about empowering and supporting an individual with the confidence and skills to manage conflict on their own. Part of the goal of conflict coaching involves the individual exploring and learning about their individual's conflict style, habits, and ways to manage conflict more effectively in their lives beyond any one particular incident.

Note that assigned conflict coaches are committed to student privacy, however, are not confidential resources.

Shuttle Mediation

Shuttle mediation is a process during which a mediator facilitates a negotiation to resolve a dispute between two or more parties without the parties meeting together at the same time in the same room. This option may be especially helpful for parties in a dispute who have reached a high level of frustration or anxiety due to the conflict and may be more effective in resolving the matter through indirect conversation with the other party(s). Each party of the conflict will have an opportunity to share their perspective, concerns, and desired outcomes. During this process, each party will share and write down their needs in a written agreement, which the facilitator will circulate - or "shuttle" - between the two parties until an agreement is found that is accepted by all parties.

Facilitated Conversation

The goal of a facilitated conversation is to support a group of people in communicating openly and effectively. Sometimes, when tensions are high or there is a lot at stake, it can become difficult to understand and empathize with different perspectives and communicate effectively, calmly, and compassionately. An external and impartial facilitator can be helpful in moving a group discussion or process forward when there is disagreement, tension, or a sense of being stuck. Dialogue facilitators are available to support student groups, organizations or teams who are struggling to manage a particular discussion or project on their own, including but not limited to student club meetings, sport teams meetings, and group projects.

Mediation

Mediation is appropriate in situations that involve two or more individuals who are involved in a dispute, when all parties are willing to participate, and all parties are willing to seek a mutually agreed upon resolution. Mediation is a process in which disputants can share their perspectives, thoughts, and feelings surrounding a conflict in a structured manner by a trained and neutral mediator. The mediator facilitates a conversation between the disputants with the goal of reaching an agreement that satisfies the concerns presented and meets the standards of acceptable behavior in a community environment. The goal of a mediation is not

to determine what is just or who is right or wrong, but rather to act as a catalyst in inspiring conflicting parties to define their issues, assert their interests and needs, enhance communication, and work together to find a solution. The role of the Mediator is not to create or impose a solution or offer College intervention to bring about an outcome, but rather to empower the parties to collaboratively come up with their own solutions. Examples of where mediation can be helpful include roommate conflicts, group project conflicts, cultural conflicts, and/or conflicts between friends, partners, and between students or student organizations.

Restorative Resolution for Interpersonal Harm

Babson College remains committed to providing processes in which students or student organizations can repair harm and restore trust, whether in lieu of or in addition to a College accountability process involving a Babson student or student organization. The Restorative Resolution is a voluntary, remedies-based, structured interaction between or among impacted parties that balances support and accountability without formal, punitive disciplinary action against a responding student or student organization.

The philosophical approach of a Restorative Resolution focuses less on what policies have been violated and instead identifies who and what has been harmed and what actions are necessary to repair the harm and to restore trust in the variety of relationships between participants and the community. During a Restorative Resolution, participants work with facilitators through a shared, transparent, and fair decision-making process.

Appropriate Use of Restorative Resolutions

A reporting party may find it useful to engage in a process with an invited party who acknowledges that the reporting party and/or other participants have reported experiencing harm as a result of the responding student or student organization's behavior.

If parties are interested in exploring a Restorative Resolution, the Restorative Resolution facilitator will complete an intake meeting with each primary party to review the following parameters and assess for appropriateness:

- Participation in a Restorative Resolution is entirely voluntary. Both a reporting party and invited party, as well as any other participating individuals, must consent in writing to participation in a restorative resolution; The College will not pressure or compel a reporting party to engage in Restorative Resolution, to directly confront the invited party, or to participate in any particular form of restorative resolution;

- The relationship between the primary parties does not present significant power differentials (i.e., employment status, abusive relationships);
- There is no imminent risk or threat to the community.

All participating individuals must consent in writing to participation in Restorative Resolution. A written consent will also indicate that either party can choose to discontinue the Restorative Resolution at any time, prior to a signed outcome agreement, and pursue an investigative resolution. The College reserves the right to suspend or terminate a Restorative Resolution at any time, prior to parties formally agreeing to the terms in the signed outcome agreement and refer the case to an investigation/hearing.

Possible Measures of Outcome Agreements

Not all pathways will require a signed agreement, however, if an agreement between parties is made via a Restorative Resolution, the following list represents some possible measures that are available for parties to consider. It should be noted that this list is not all encompassing as each agreement is drafted by the participants of the pathway:

- Amendment of a No Contact Order and/or Stay Away Provision;
- Restriction of one or more parties from participation in specific clubs, organizations, or events;
- Educational or developmental activities;
- One or more parties' referral to the College's Wellness and Prevention Services and/or Counseling & Psychological Services.

Please note, signed agreements cannot include any measure that would constitute a violation of College policy or local, state, or federal law.

Record Retention

Any agreements that are reached via a Restorative Resolution will be documented, signed in-person or via email by the reporting party and invited party, with oversight from the facilitator, and as relevant in coordination with the Title IX Coordinator. Signed resolution outcome agreements that parties enter voluntarily will not be considered a disciplinary record of the College, but like No Contact Orders and other preventative safety measures, the College may take disciplinary action against any student who the College concludes has violated terms of an agreement they have entered.

The College will maintain records of a Restorative Resolution Pathway pursuant to Community Standards

protocol. Specifically, the records retained will include the notice of allegation, agreement of participation, and reparation agreement if applicable.

Internal facilitator notes of information shared during a Restorative Resolution Pathway, including references to minor policy violations pursuant with the College's amnesty policy, will not be retained nor referred to an investigation should parties dissolve a Restorative Resolution.

Amnesty Policy / "I Call Because I Care"

The philosophy of the Office of Community Standards is to reward thoughtful decision making. If a situation arises in which an individual's health, safety, or well-being is in jeopardy, we encourage students to seek help through appropriate channels by contacting Public Safety at 781-239-5555 and to stay with the individual until help arrives.

The Amnesty resolution method will be utilized when students and student organizations choose to seek help through appropriate channels and when students choose to bring related serious violations by others to the attention of the College. This process applies to the individual(s) offering assistance, and/or notifying college officials, as well as the individuals in need of assistance. Under the Amnesty Resolution, students will meet with a Student Accountability Officer, and may be referred to Wellness and Prevention Services when and where applicable.

Matters resolved under medical amnesty will not result in a reportable disciplinary record. However, actions related to other Community Code of Student Conduct violations (For example: Property Damage, Harassment, Theft, etc.) may be referred to the Student Accountability Process.

Sanctions

The following is a list of possible sanctions available in the Student Accountability Process involving a responding student or student organization. This list is not exhaustive, and other sanctions may be imposed depending on the case.

Alcohol and Other Drug Sanctions

Wellness and Prevention Services Interventions

The sanctions listed below are designed to offer an opportunity for responding students or student organizations found responsible for Alcohol and Other Drug violations to reflect on their substance use, discuss any adverse impacts of their use, and provide important

information promoting safe and healthy choices. These sanctions will be conducted by a confidential member of the Wellness and Prevention Services Staff.

Responding students or student organizations found responsible for Alcohol and Other Drug Violations will be sent a letter to their Babson email containing a Wellness and Prevention Services Intake form. Once this is completed, they may be assigned any of the following by a member of Wellness and Prevention Services:

BASICS (Brief Alcohol Screening & Intervention for College Students)

BASICS is an educational intervention for college students around their alcohol use. The program is aimed at reducing the adverse effects of alcohol consumption, promoting reduced drinking and healthier choices, and provides important information and coping skills for risk reduction. BASICS is conducted over the course of two interviews with a member of the Wellness & Prevention Team.

Individual Consultation

Students are required to attend one individual meeting with a member of the Wellness & Prevention Team. The meeting will last approximately 45-60 minutes and is designed to offer an opportunity for students to reflect on their current substance use.

Substance Use Assessment

The student is required to complete a Substance Use Assessment and then attend one or more meetings facilitated by Wellness & Prevention Services staff. The assessment is designed to provide an opportunity for the student to explore their substance use in a broader context by examining other social, emotional or psychological factors that may be contributing to the student's choices regarding their substance use.

Change of Status Sanctions

Administrative Warning

A period of time, typically no less than one semester, which is intended to foster reflection, responsibility, and improved decision making. During this period, the student is put on notice that any further violations of the Community Code of Student Conduct may result in harsher sanctions. The student is not in good standing with the College during the specified period. When the Office of Community Standards completes student conduct checks, administrative warnings will be communicated internally within the College as the lowest level of change of status change.

Disciplinary Probation

A period of time, typically no less than one academic year, which is intended to foster reflection, responsibility, and improved decision making. During this period, the student is put on notice that any further violations of the

Community Code of Student Conduct may result in harsher sanctions. The student is not in good standing with the College during the specified period.

Deferred Loss of College Housing

Although the responding student or student organization is not being removed from College housing at this time, future violations of College policy may result in the loss of College housing. The student is not in good standing with the College during the specified period.

Deferred Suspension

Although the responding student or student organization is not being suspended from the College at this time, future violations of College policy may result in suspension. The student is not in good standing with the College during the specified period.

Deferred Expulsion

Although the responding student or student organization is not being expelled from the College at this time, future violations of college policy may result in expulsion. The student is not in good standing with the College during the specified period.

Separations

Loss of College Housing

The loss of the privilege to reside on-campus permanently or for a designated period of time. This sanction includes cancellation of room and board. Associated costs will be assessed in accordance with the cancellation policy as outlined on the Hub. This sanction may also include forfeiture of the right to participate in the housing lottery. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

Suspension

Removal from Babson College for a specified period of time. During a suspension, a student may not register for or attend classes, participate in, or attend co-curricular activities or College events, live in the residence halls or access any College property or facility. This sanction includes a permanent transcript notation. Additional restrictions regarding transferable College credit may be imposed. Please refer to the Undergraduate Student Handbook and Graduate Student Handbook for policies regarding applicable refunds of semester charges. During a suspension, the student is expected to adhere to all College policies and will be held accountable for any violations during the period of suspension. The College may specify additional conditions for readmission after a suspension. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

Expulsion

Permanent removal from the College with no right to seek reinstatement. Expulsion also includes a permanent notation of the student's transcript.

Other Sanctions

Meeting with Campus Administrator

The Student Accountability Officer may deem it necessary that a student or student organization complete a predetermined number of meetings with another campus administrator.

Parent/Guardian Notification

The Student Accountability Officer or Hearing Board may determine that the student's parent/guardian be notified of the violation and/or the assigned sanctions in accordance with applicable law. This may be assigned in incidents involving alcohol or other drugs, or incidents where a student faces separation from the College (i.e., suspension, expulsion, or removal from housing)

Reassignment to Another Room or Living Area

When the behavior in question is deemed to be significantly detrimental to the residential community in which the student is residing, or to their roommates, the student may be required to relocate to another living area on campus designated by the College. This sanction is made in consultation with the Office of Residence Life. No guarantee of exact or similar housing accommodations can be made for every situation, nor shall it be a requirement.

Re-Entry Meeting

Students or student organizations returning to campus or housing after a temporary removal are required to complete a re-entry meeting with a staff member from the Office of Community Standards or other administrator determined by the Student Accountability Officer. The student or student organization may also be assigned an ongoing support person.

Ongoing Support

If the Student Accountability Officer deems appropriate, the student or student organization will be assigned to meet with an individual to facilitate the student or student organization's reacclimating to campus life. The frequency of these meetings, and whom the support person is, will be determined by the Student Accountability Officer.

Restitution

Students or student organizations found responsible for causing damage to property are monetarily responsible for the cost of repair and/or replacement, and labor.

Other Educational Activity

Students or student organizations may be assigned additional educational activities catered to their developmental needs. These activities may be created and assigned at the discretion of the Student Accountability Officer or Hearing Board and will be reviewed for completion by the Office of Community Standards.

Cyber Bullying Workshop

Students or student organizations may be assigned a workshop designed to prompt reflection on the power of the internet and responsible social media usage. The completion of the sanction is marked by the successful submission of a reflection activity determined by the Student Accountability Officer.

Roommate Agreement

Students may be assigned a roommate agreement designed to create a set of agreed upon expectations for a shared living space between students. Roommates will be assigned a time with a member of the Residence Life or Community Standards team to create the roommate agreement. The completion of the sanction is marked by the successful submission of a completed roommate agreement as determined by the Student Accountability Officer and/or Area Coordinator.

Loss of Privilege(s)

A specified period of time where a student or student organization has been restricted from accessing certain campus resources or participating in specific campus activities and/or leadership roles. Details of the restriction(s) will be provided in the outcome.

Behavioral Conduct Leveling System

Based on the circumstances surrounding an alleged violation of the Community Code of Student Conduct, the allegation will be designated as a Level 1, Level 2, or Level 3 classification. This determination will be made by the Director of Community Standards or their designee. Levels are based upon the seriousness of a violation with successively higher levels indicating that allegations are considered more serious. These levels outline the potential sanctions that a student may be assigned if ultimately found responsible for a violation. This determination does not impact the review process for a case and is only to be referenced when determining appropriate sanctions. If a case is to be addressed in a Hearing Board or Administrative Hearing process, a Community Standards staff member will notify the board or administrator of the alleged violation level in the provided case materials.

Factors that may be considered when determining the level of an alleged violation include but are not limited to the following:

- Impact to the involved student(s);
- Impact to the greater Babson community;
- Level of premeditation involved in the violation;
- Compliance with responding Babson College staff and/or Babson Public Safety;
- Academic year and/or Graduate or Undergraduate

student status;

- Any relevant conduct history of the responding student.

Alleged violations of the Community Code of Student Conduct involving students who were previously found responsible for a violation of these policies will result in a case being addressed as Level 2 or Level 3—regardless of the circumstances of the new allegation.

Some examples of behaviors that may constitute violations of different levels include but are not limited to the following:

Level 1:

- Repeated violations of the Residence Life prohibited items policy and/or noise policy;
- First-time alcohol and/or cannabis use/possession policy violations;
- First-time violation of the misuse of College resources policy (e.g., lock outs, campus parking policies)

Level 2:

- First-time tampering with fire safety equipment policy violation;
- First-time smoking within a College building violation;
- Repeated alcohol and/or cannabis use/possession policy violations;
- First-time false information and misrepresentation and/or abuse of or interference with the Student Accountability Process policy violations;
- First-time retaliation policy violations

Level 3:

- First-time causing a fire policy violation;
- First-time physical abuse/violence policy violation;
- First-time driving under the influence policy violation;
- First-time violation of a No Contact or Stay Away Order;
- First-time harassment policy violation;
- First-time weapons policy violation;
- First-time distribution of alcohol and/or other drugs policy violation

If a student is found responsible for a violation of the Community Code of Student Conduct, sanctions will be determined based on the specific circumstances surrounding the incident. Outside extenuating circumstances, the sanctions specified below are minimum sanctions affiliated with a policy violation of each violation level. Students who are found responsible for a violation of the behavioral policies in the Community Code of Student Conduct are typically assigned both Educational and Change of Status

sanctions which are included in this matrix. They may receive additional sanctions as deemed appropriate given the specific circumstances of a particular violation.

Violation Level	Type of Violations	Educational Sanctions*	Change of Status Sanction	Additional Sanction(s)
Level 1	This level is for minor violations of campus policies and/or students with no prior violations.	Reflective Assignment, Educational Flyer, Roommate Agreement, Referral to another Campus Partner(s).	Administrative Warning through Disciplinary Probation	Upon a finding of responsibility, violations may be assessed for additional sanctions which may/ may not include fines and restitution payments.
Level 2	This level is for more serious violations of campus policies and/or students with previous policy violations.	Required Community Standards follow-up, Workshops, Parent/ Guardian Notification.	Disciplinary Probation through Suspension**	Upon a finding of responsibility, violations may be assessed for additional sanctions which may/ may not include fines and restitution payments and/or Loss of Privileges.
Level 3	This level is for the most serious violations of campus policies and/or students with previous policy violations.	Ongoing follow-up meetings with Community Standards	Deferred Suspension through Expulsion**	Upon a finding of responsibility, violations may be assessed for additional sanctions which may/ may not include fines and restitution payments and/or Loss of Privileges;

*Educational Sanctions may include, but are not limited to, the above mentioned.

**This range includes Reassignment of and/or Loss of Campus Housing.

Appeals Process

Appeals are confined to a review of the case file based on one or more of the pertinent grounds for appeal

described below. Appeals are not intended to re-hear the allegations or to constitute a new review of the case. Absent clear and material error, appeals determinations are intended to be deferential to the original decision-maker. Findings should be revised by the Appeals Party only when remanding for reconsideration or granting a new hearing would be insufficient, impractical, or unnecessary. Sanctions should be revised by the Appeals Party only if there is a compelling justification to do so. Similarly, the level of an Academic Integrity case should be revised by the Appeals Party only if there is a compelling justification to do so.

Appeal Grounds

An appeal of an Educational Conference or Hearing Board decision may be made solely on the following grounds:

- Error in the charge, misapplication of the policy and/or error in the investigation or sanctioning process that has materially affected the outcome (e.g., substantiated bias, material deviation from established procedures, etc.),
- New information that could not have been discovered prior to the hearing through the exercise of reasonable diligence and that would have materially affected the outcome. A summary of this new evidence and its potential impact must be included in the written appeal; or
- The sanctions imposed fall outside the range of sanction guidelines and are grossly disproportionate to the violation(s) committed.

An Educational Conference or Hearing Board that takes place in the absence of a party or with limited and/or no input from one of the parties is not considered grounds for an appeal.

Appeal Requests

An appeal request must be submitted within five (5) business days after the decision letter is delivered to the student's Babson email account. Any appeal submitted after five (5) business days may be rejected by the Director of Community Standards, or their designee.

Please note: If new information that may materially affect the outcome of the case comes to light after five (5) business days has passed, a student or student organization should contact the Office of Community Standards to inquire about the potential to submit an appeal after this deadline.

The appeal must be made in writing to the Office of Community Standards utilizing the Appeal Form and must clearly and succinctly outline and explain how the specific appeal grounds described within the Community Code of Student Conduct have been met. The responding

student or student organization submitting the appeal has the burden of demonstrating how the above grounds have been met.

Sanction(s) Enactment Pending an Appeal

It is important to note that once imposed, sanctions are enacted immediately. While an appeal is pending, the student and/or student organization may request that any sanction(s) be suspended or modified. The decision to suspend or modify sanction enactment is at the discretion of the Director of Community Standards, or their designee.

If the appeal is denied, the original sanction(s) will remain in place as they were originally determined. Applicable deadlines may be modified to accommodate the appeal period. If the responding student and/or student organization has been subject to Interim actions, those restrictions may stay in place through the conclusion of this Appeals Process unless otherwise informed in writing by the Director of Community Standards, or their designee.

Appeal Review Processes

Appeals may be heard by either an alternative Student Accountability Officer or an Appeals Board. The Director of Community Standards, or their designee, has the authority to determine the best course of action for an appeal to be resolved. While appeals will be heard in a timely manner, appeals may take a variable amount of time to resolve depending upon the process for resolution and the capacity and schedules of the individuals involved in reviewing the appeal. For updates on an appeal review, students should contact the Office of Community Standards.

Appeal of a Non-Separation Decision

Appeals of an Educational Conference decision that does not result in a separation may be heard by either an alternative Student Accountability Officer or an Appeals Board. In both cases, the original decision maker will have the opportunity to provide a written response to the appeal.

Alternative Student Accountability Officer Review Process

The Office of Community Standards will assign the appeal to an alternative Student Accountability Officer who will conduct the appeal review individually in accordance with the appeal review process.

Appeals Board Review Process

The Director of Community Standards, or their designee, shall act as the Advisor for the Appeals Board and assemble the Appeals Board members. The Appeals Board is composed of members from three Babson constituencies: students, faculty, or staff. The following is a typical composition of the board:

- A chairperson, two student hearing board members, and one faculty or staff member.
 - When possible, the board will be composed of student members who reflect the classification of the responding party.

The appeals board will conduct the appeal review in accordance with the appeal review process.

Appeal of a Separation Level Decision

Appeals of a separation level decision will be heard individually by an upper-level administrator. The Vice President & Dean of Campus Life or their designee shall act as the appeal party for non-academic appeals. The Associate Dean of Teaching or their designee shall act as the appeal party for academic appeals. The appeal will be reviewed in accordance with the appeal review process.

Appeal Review Process Outline

The Appeals Party will review the following:

- the written appeal(s);
- written statement(s) from the responding student or student organization;
- written statement(s) from the Student Accountability Officer or the Advisor to the Board (when applicable);
- relevant case files.

Once assessed, the Appeals Party will take one of the following actions:

- Reject the appeal as improper based on the grounds articulated above;
- Uphold the original decision and/or sanction(s);
- Grant the appeal and:
 - Remand the case to be readdressed by a new Student Accountability Officer or hearing body; or
 - Modify the sanction(s) by reducing the sanction. A rationale will be provided by the appeal officer when a sanction is modified.

Appeal Decisions

Once an appeal outcome has been decided by the appropriate Appeals Party, the responding student or student organization will be notified of the decision within five (5) business days to their Babson email address. Appeal decisions are final and not subject to further consideration.

If an appeal involves a separation from the College and the sanctions were suspended pending an appeal, the student should be prepared to vacate the College property within 48 hours of the decision notification.

Appendix A: Academic Integrity

Undergraduate and Graduate students are expected to abide by the expectations of Academic Integrity set forth by the Babson College Community Code of Student Conduct.

Students will not be permitted to withdraw from a course while they have a pending academic integrity complaint. Attempting to withdraw from a course while being involved a pending academic integrity complaint may result in a student being charged with abuse of or interference with the Student Accountability Process.

Violations

The following behaviors may constitute a violation of the College's Academic Integrity Policies. Violations of academic integrity can occur either intentionally or unintentionally; it is the responsibility of all Babson students to read and understand these policies in their entirety. Ignorance of academic policies is not an accepted rationale for a violation.

Cheating

Using, attempting to use, or possessing unauthorized materials, testing resources, computing materials, information, or study aids in relation to any academic exercise. Examples include, but are not limited to:

- Unauthorized use of notes, text, or other aids during an examination;
- Copying from another student's examination, research paper, case write-up, lab report, homework, computer disk, flash drive, etc.;
- Talking during an examination;
- Handing in the same paper/assignment/components of a paper for more than one course without the written or explicit permission of the instructors;
- Accessing an assignment's content before it is administered or provided by the professor;
- Accessing an assignment's content from an unapproved location or by unapproved means;
- Unauthorized use or possession of a phone, laptop, calculator, and/or other hand-held or wearable device capable of storing, concealing, transmitting, or accessing notes and/or exam material;
- Receiving assistance/help on an academic exercise from another person/resource without the permission of the instructor;
- Unauthorized use of Artificial Intelligence in any academic exercise.

Fabrication

Falsification, misrepresentation, or invention of any information, data, or citation in relation to an academic exercise. Examples include, but are not limited to:

- Making up the data for a research project;
- Altering the results of a lab experiment or survey;
- Listing a citation for a source not used;
- Citing a source that does not exist;
- Stating an opinion as a scientifically proven fact.

Facilitating Academic Dishonesty

Helping or attempting to help another student(s) to violate any provision of Babson College's academic integrity policies. Examples include, but are not limited to:

- Inaccurately listing a co-author of a paper, case write-up, or project someone who did not contribute;
- Allowing another individual unrestricted access to one's original work
- Sharing a take-home examination, homework assignment, case write-up, lab report, etc., with another without the expressed permission of the instructor;
- Taking an examination or writing a paper for another student.

Plagiarism

Representing the words or ideas of another as one's own in any academic exercise by way of failing to provide proper citation or by intentional misrepresentation. Students are also responsible for appropriately citing work they've previously created and submitted for any past academic exercise. Examples of sources that demand documentation include but are not limited to the following:

- Word-for-word quotations from a source, including your own work from a previous academic exercise or another student's work;
- Paraphrasing the ideas of others, including another student's work;
- Facts not apt to be found in many places;
- Information obtained from any external sources;
- Radio and television programs, interviews, and telephone conversations.

Participation in Academically Dishonest Activities:

Creating or seeking to create an unfair academic advantage or disadvantage for any student—including oneself or others. Examples include, but are not limited to:

- Stealing an examination or seeking access prior to its administration;

- Purchasing or otherwise obtaining a pre-written paper through mail-order or internet service or through generative or other artificial intelligence;
- Selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarizing, or carrying out other academically dishonest acts;
- Alteration, theft, forgery, and/or destruction of the academic work of other students;
- Destruction of library materials, laboratory materials, or academic records, including transcripts, course registration, course syllabi, and examination/course grades;
- Intentionally missing an exam or assignment deadline to gain an unfair advantage;
- Misrepresenting or falsifying your class attendance or participation in required activities or the participation of another student;
- Intentional misrepresentation of academic information on a resume or job application. Including: grade point average (GPA), coursework, rank, grades earned, and honors received;
- Sharing group work with outside parties (including, but not limited to, recruiters and employers) without the written consent of all contributing individuals;
- Distributing a professor's course content or other proprietary information online or otherwise with external sources without prior authorization;
- Refusing to participate intentionally and/or in a manner that impairs or disrupts the group's activities.

Unauthorized Collaboration

Instances when students who all claim sole authorship submit or attempt to submit separate deliverables that are substantially alike.

Academic Integrity Resolutions

Oversight of the resolution of academic integrity concerns is shared between the Director of Community Standards, the Associate Director of Community Standards, Vice President & Dean of Campus Life, and academic leadership of the College. Reports of academic integrity violations from community members should be reported to the applicable faculty member relative to the course and/or the Office of Community Standards directly.

Faculty are instructed to refer their observations, as well as any relevant information and documentation via the Academic Integrity Concern Report Form. In cases of alleged academic integrity violations, until the matter is resolved the student will receive a grade of Incomplete ("I") for the work and/or course in question. If a student is found responsible for academic misconduct, academic sanctions impacting the student's grade may be assigned. If it is determined that a student is not

responsible for committing a violation, they will be given a grade on the work in question without receiving an academic penalty.

Academic Integrity Resolution Process

Following the receipt of an Academic Integrity Report form, the Director of Community Standards, the Associate Director of Community Standards, or their designee, will begin a review of all submitted materials. During the course of the review, additional information may be gathered. At the conclusion of the review, if sufficient information exists to support a charge of a policy violation, the incident will then be reviewed per the resolution procedures outlined within the Community Code of Student Conduct. In cases where there is insufficient information to charge a student with a policy violation, the faculty member reporting the alleged violation will be notified.

Academic Integrity Sanctions

Possible sanctions for academic integrity violations include, but are not limited to:

Administrative Warning

A period of time, typically no less than one semester, which is intended to foster reflection, responsibility, and improved decision making. During this period, the student is put on notice that any further violations of the Community Code of Student Conduct may result in harsher sanctions. The student is not in good standing with the College during the specified period. When the Office of Community Standards completes student conduct checks, administrative warnings will be communicated internally within the College as the lowest level of change of status change.

Disciplinary Probation

A period of time, typically no less than one academic year, which is intended to foster reflection, responsibility, and improved decision making. During this period, the student is put on notice that any further violations of the Community Code of Student Conduct may result in harsher sanctions. The student is not in good standing with the College during the specified period.

Internal Academic Integrity Seminar

A seminar intended to facilitate a student's reflection upon the value of integrity both inside and outside of higher education. This seminar is created, managed, and facilitated by the Associate Director of Community Standards or their designee.

External Academic Integrity Seminar

An online seminar targeting the role of honesty, ethics, and trust in the everyday decision-making process. The

seminar uses many types of readings and reflections to accomplish this goal and is facilitated by an external organization. The student is responsible for any costs associated with this seminar.

Academic Integrity Violation Transcript Notation

Students found responsible for a serious or repeated academic integrity violation may have a permanent transcript notation designated to the class in which the academic integrity violation occurred.

Course Grade Reduction

The student will receive a grade or percentage reduction on the overall course grade for an academic integrity violation.

Grade Reduction on Course Component

The student will receive a grade or percentage reduction on the course component(s) in question. This may require the student to re-submit the course component(s) in question or complete an alternate academic activity for partial credit.

Failure on the Course Component

The student will receive a "0" (zero) grade on the paper, project, examination, or relevant course component(s).

Failure in a Course

The student will fail the course, without reimbursement, for an academic integrity violation. The student's official transcript will reflect the letter grade of "F."

Other Educational Activity

The student may be assigned additional educational activities catered to their developmental needs. These activities may be created and assigned at the discretion of the reviewing Student Accountability Officer or Hearing Board and will be evaluated for completion by the Office of Community Standards.

Deferred Suspension

Although the responding student or student organization is not being suspended from the College at this time, future violations of College policy may result in suspension. The student is not in good standing with the College during the specified period.

Deferred Expulsion

Although the responding student or student organization is not being expelled from the College at this time, future violations of college policy may result in expulsion. The student is not in good standing with the College during the specified period.

Loss of Privilege(s)

A specified period of time where a student has been restricted from accessing certain campus resources or

participating in specific campus activities and/or leadership roles. Specific details of the restriction(s) will be provided in the outcome.

Separations Suspension

Removal from Babson College for a specified period of time. During a suspension, a student may not register for or attend classes at Babson College, will not be permitted to transfer credits from another institution taken during the separation. They also may not participate in or attend co-curricular activities or College events, live in the residence halls or access any College property or facility. This sanction includes a permanent transcript notation. Additional restrictions regarding transferable College credit may be imposed. Please refer to the Undergraduate Student Handbook and Graduate Student Handbook for policies regarding applicable refunds of semester charges.

During a suspension, the student is expected to adhere to all College policies and will be held accountable for any violations during the period of suspension. The College may specify additional conditions for readmission after a suspension. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

Expulsion

Permanent removal from the College with no right to seek reinstatement. Expulsion also includes a permanent notation of the student's transcript.

Academic Integrity Leveling System

Based on the circumstances surrounding an alleged violation of academic integrity, the allegation will be designated as a Level 1, Level 2, or Level 3 classification. This determination will be made by the Director of Community Standards or their designee. Levels are based upon the seriousness of a violation with successively higher levels indicating that allegations are considered more egregious. These levels outline the potential sanctions that a student may be assigned if ultimately found responsible for a violation. This determination does not impact the review process for a case and is only to be referenced when determining appropriate sanctions. If a case is to be addressed in a Hearing Board process, a staff member of Community Standards will notify the board or advisor of the alleged violation level in the provided case materials.

Factors that may be considered when determining the level of an alleged violation include but are not limited to the following:

- Impact of a course component in question on the final grade of course;
- Level of premeditation involved in the violation;
- Potential harm to classmates or Babson community members as a result of the alleged behavior;
- Academic experience of the responding student;
- Graduate or Undergraduate status of the responding student;
- The responding student's relevant history of academic integrity violations.

Any allegations of academic violations involving students who were previously found responsible for a violation of these policies will result in a case being addressed as Level 2 or Level 3—regardless of the circumstances of the new allegation.

Some examples of behaviors that may constitute violations of different levels include but are not limited to the following:

Level 1:

- First-time plagiarism or cheating on a minor course assignment;
- A spontaneous decision to access prohibited material during a quiz or assignment.

Level 2:

- First-time plagiarism or cheating on a major course assignment;
- Repeated plagiarism on minor course assignment(s);
- A premeditated decision to access prohibited material;
- A coordinated plan to provide or receive prohibited assistance;
- Fabricating sources or data that does not exist;
- An alleged repeated violation.

Level 3:

- Rendering payment for completion of one's academic exercises;
- Repeated plagiarism on a major course assignment;
- Stealing exam materials from a professor;
- Sabotaging another student's project;
- Selling completed academic exercises to other students.

If a student is found responsible for a violation of Babson College's academic integrity policies, sanctions will be determined based on the specific circumstances surrounding the incident. Outside extenuating circumstances, the sanctions specified below are minimum sanctions affiliated with a policy violation of each violation level.

Students who are found responsible for a violation of academic integrity are typically assigned sanctions from each of the three categories included in this matrix. They may receive additional or fewer sanctions as deemed

appropriate given the specific circumstances of a particular violation. When determining an appropriate Academic Sanction for a violation, input provided by the course instructor may be considered by the sanctioning body or individual.

Violation Level	Academic Sanction	Educational Sanction
Level 1	Reduced Grade on the Course Component(s) through Failure in the Course	Academic Integrity Seminar
Level 2	Reduced Grade on the Course Component(s) in question through Failure in the Coursew/ Transcript Notation	Academic Integrity Seminar and/or Additional Educational Sanction
Level 3	Failure in the Course through Failure in the Course w/ Transcript Notation	Academic Integrity Seminar and/or Additional Educational Sanction

Upon receipt of a report involving a student organization, the Office of Community Standards will initiate a preliminary review to assess the nature and scope of the alleged conduct. This review will include assessing whether the alleged violations are individual or organization based. As part of this process, the

Change organizations. Student Life Staff Advisor or designated advisor or coach to the organization will be notified, along with appropriate staff members in the Office of Student Engagement. This ensures that all relevant parties are informed and can provide support and guidance throughout the process.

The organization may then be invited to participate in an Educational Conference or Hearing Board. This meeting or hearing serves as an opportunity to review the details of the report, explain the conduct process, and allow the organization to respond to the concerns raised. The student accountability process for student organizations is designed to be a constructive and educational dialogue, rather than a punitive proceeding. However, as is reflected in our general student accountability process, appropriate sanctions may still be assigned.

Appendix B: Student Organizational Conduct

At Babson College, student organizations play a vital role in shaping a vibrant, inclusive, and engaged campus community. These groups foster leadership, collaboration, and personal growth while advancing the College's mission of entrepreneurial thought and action. As such, student organizations are expected to uphold the highest standards of integrity, respect, and responsibility in all their activities.

This section outlines the expectations, responsibilities, and accountability measures for student organizations and their members. It ensures that all student-led groups operate in alignment with Babson's values, contribute positively to the campus environment, and respect the rights and dignity of all individuals. By adhering to these standards, student organizations help cultivate a community where innovation, belonging, and ethical leadership thrive.

Please note that in some cases both the student organization and individual members of the organization may be charged with policy violations based on the circumstances of the incident. The Director of Community Standards or their designee has the authority to determine if it is appropriate to charge both an organization and individual(s).

Student Organization Accountability Process

When a student organization is alleged to have violated the Community Code of Student Conduct, the matter will be addressed through a process that closely mirrors the procedures used for individual students, with adjustments made to reflect the collective nature of student organizations.

To ensure appropriate representation and accountability, the organization must designate two members of its leadership team to attend the Educational Conference or Hearing. One of these individuals must be the President or their designee. The second representative should be a senior member of the Executive Board, ideally someone whose role is most relevant to the nature of the incident – such as a Risk Manager, Treasurer, or Events Chair. Other members of the organization may be invited to participate in the process as witnesses when relevant as determined by the Office of Community Standards. This approach ensures that those most familiar with the organization's operations and responsibilities are present to engage in the process.

The student organization accountability process will proceed in accordance with the institution's commitment to fairness, education, and accountability. Outcomes may include educational sanctions, reflective exercises, or other measures designed to promote organizational growth and reinforce community standards. This process is intended to support student organizations in maintaining a responsible and positive presence on campus, while upholding the values and expectations of the broader College community.

Should the Organization wish to appeal the decision made by the Board or their Student Accountability Officer, refer to the appeals section of the Community Code of Student Conduct.

Organization Specific Violations

Possible violations specific to student organizations in

addition to the above list of possible policy violations. The examples provided for each potential policy violation are illustrative and not exhaustive.

Financial Misconduct

The use of or accounting of student organization funds in violation of college financial and accounting procedures. Violations include, but are not limited to:

- Breaching contractual obligations;
- Using student organization funds and/or members gathering funds for an activity which violates the Community Code of Student Conduct;
- Using student organization funds for purposes not authorized by the student organization and/or not in accordance with College policy;
- Failing to provide accounting of all contributions and reporting said contributions to the proper College department (i.e., Membership Dues, Fundraising, etc.);
- Failing to abide by established College policy regarding fundraising initiatives;
- Maintaining an off-campus bank account without explicitly permission from the Office of Student Engagement for student organization use;
- Failing to abide by Student Government PCard and Office of Student Engagement expectations during usage.

Non-compliance with Office of Student Engagement Travel Policies

Failing to adhere, knowingly or unknowingly, to the travel policies as outlined in the Club/Org Manual, including, but not limited to violating chaperone expectations, college van usage, as well as unapproved travel.

Non-compliance with the Law

Failing to adhere to all federal, state, and local laws.

Guest Responsibility

College-Recognized Organizations are responsible for the actions of their guests (i.e., fans, performers, non-Babson attendees, and alumni).

Violation of the College-Recognized Organization Constitution and/or governing documents

The disregard for, knowingly or unknowingly, the written documentation which governs the student organization, including the Student Government Association. These documents can be local, regional, or national.

Violation of Special Interest Housing Agreement

Special Interest Housing organizations are responsible for the terms of their housing agreement as outlined by

the Office of Residence Life, including but not limited to roster management, space maintenance, common space modification, and storage.

Organization Specific Sanctions

Possible sanctions specific to student organizations in addition to the above list of possible sanctions violations. The examples listed below each are potential sanctions and are not exhaustive:

Inability to Access College Funds

Rendering a student organization account inactive so as to prevent access to funds or services being granted or disbursed. This includes both generated revenue and Student Government Association funding. This sanction is typically imposed when there are concerns regarding the appropriate use of funds by the student organization.

Loss of Special Interest Housing

The loss of the privilege to reside on-campus permanently or for a designated period of time. This sanction may include cancellation of room and board. Associated costs will be assessed in accordance with the cancellation policy as outlined on the Hub. This sanction may also include forfeiture of the right to participate in the housing selection process.

Organizational Loss of Privileges

Restricting a College-Recognized Organization's ability to access College controlled benefits and resources (e.g., temporary loss of access to College and/or SGA funds, College space, Special Interest Housing Eligibility). The specific loss of privileges will be determined in collaboration with the Office of Student Engagement.

Organization Development Plan

The student organization will work closely with their advisor(s) and/or coach to complete a reflection and development assessment to prepare the organization to achieve their goals and engage in positive community development.

Organizational Administrative Warning

A period of time, typically no less than one semester, which is intended to foster reflection, responsibility, and improved decision making. During this period, the organization is not prohibited from functioning fully, but they are put on notice that any further violations of the Community Code of Student Conduct may result in harsher sanctions. The organization is not in good standing with the College and their actions will be considered with prejudice during the specified period.

Organizational Disciplinary Probation

A period of time, approximately no less than one academic year, where the organization's actions are subject to close examination. Probation is a notice to a student organization that their actions are of such

serious nature that they may jeopardize their status as a student organization. The College shall refrain from suspending the student organization at this time as long as the student organization meets all requirements during the probationary period. During this period, the student organization is not prohibited from functioning fully, but they are placed on notice that any further violations of the Community Code of Student Conduct may result in more severe sanctions. The organization is not in good standing with the College and their actions will be considered with prejudice during the specified period.

Deferred Organization Suspension

A Deferred Suspension stipulates the period of suspension when the student organization loses specific privileges associated with being a College-Recognized Organization and may be restricted in their operations. Deferred Suspension requires that the student organization complete assigned sanctions and meet certain requirements before they can fully return to good standing with the College. The purpose of the Deferred Suspension is to provide the student organization the opportunity to partner with the College to correct behavior that led to the suspension, and to realign the student organization's objectives with the college.

The Deferred Suspension shall continue until the term of the suspension is complete and all conditions, as outlined in the sanction notification, are met.

Organizational Separations

Term Suspension

A term suspension stipulates the period of suspension when the student organization loses all privileges associated with being a College-Recognized Organization and may not operate in any fashion. The student organization does not need to re-apply for recognition. When the term is complete and all conditions, as outlined in the sanction notification, are met, the student organization's recognition will be reinstated, and they may return to the College community.

Organizational Suspension

Removal from Babson College for a specified period of time. During the period of suspension, the organization, and its members and/or supporters are prohibited from conducting any activity on-campus or at off-campus College associated events that in any way promote the goals, purposes, identity, programs, or activities of the organization. The College may specify additional conditions for readmission after a suspension.

Temporary Removal

Temporary separation of a student organization from the College for a designated period. These student organizations are permitted to re-apply for College

recognition at the time designated in their sanction notification. The reapplication process may differ based on the type of College-Recognized Organization as outlined by the Office of Student Engagement.

Permanent Removal

Permanent separation of a student organization from the College. Student organizations that are permanently removed are not eligible to apply for recognition. Any change to this status must be approved by the Vice President of Learner Success and Dean of Campus Life or their designee.

****A Suspension or Removal of a College-Recognized Organization does not prohibit alumni groups derived from the student organization from functioning. However, alumni groups may not promote the organization to enrolled students or recruit enrolled students for membership during the term of the Suspension or Removal.**

Appendix C: Alcohol and Other Drugs

Alcohol Policies

Babson College is committed to educating students on responsible decision making, including decisions relating to consumption of alcohol. In accordance with the College's liquor license and Massachusetts state law, alcohol and open containers are restricted throughout all Babson College facilities and residence halls on Babson's Campus, with the exception of inside Roger's Pub during bar service hours or at an event authorized by the town of Wellesley to provide alcohol in conjunction with approved catering services. No outside alcohol is permitted inside Roger's Pub at any time. All students may be asked to present two forms of identification in order to obtain a 21+ wristband from Babson College Dining Services at Roger's Pub. Students under the age of 21 will be permitted inside Roger's Pub before 9pm. After that time, Roger's is 21+ only and underage individuals will be escorted out by Public Safety Officers.

Alcohol-related Policy Definitions

Possession or Consumption of Alcohol by an Underaged Individual

The Possession, consumption and/or transport of alcohol by individuals under the age of 21, the Massachusetts legal drinking age. If a student over the age of 21 lives with underage students in a Babson College residence hall, alcohol cannot be stored within the belongings of the underage individual.

Overconsumption of Alcohol

Intoxication requiring medical and/or staff attention, regardless of age and not protected under the College's

Amnesty/ "I Call Because I Care" Policy. See pg. 37 for more information about Babson's "I Call Because I Care" Policy.

Providing Alcohol to Underaged Individuals

Providing alcohol to individuals under the Massachusetts legal age of 21. Including, allowing underage students to consume alcohol in an on or off-campus residence.

Drinking Paraphernalia/Drinking Games

Items that are being used, or could be used, in connection with any drinking game and/or the promotion of rapid, mass, or otherwise dangerous consumption of alcohol. This includes but is not limited to items such as funnels and tabletops used in conjunction with drinking games. The College reserves the right to immediately and permanently confiscate all drinking paraphernalia. Including, shot glasses and empty alcohol bottles. This policy applies to individuals of the legal drinking age, as well as underage individuals.

Public Intoxication

Being openly under the influence of alcohol and/or other drugs as demonstrated through one's actions or behaviors in any public space on- or off-campus regardless of age.

Open Container

Possession or consumption of alcohol in outdoor areas of the College and/or in-residence hall hallways. Exceptions may apply for college-approved events.

Unauthorized Locations/Events for Alcohol Consumption

Possession or consumption of alcohol in unauthorized locations or events including, but not limited to, at athletic events, in Trim Dining Hall, or in the Reynolds Campus Center.

Central Source

Possession, use and/or distribution of any central source of alcohol. A central source may include but is not limited to items such as a keg, pony keg, beer ball, and/or punch bowl. The College reserves the right, in its sole discretion, and given the specific circumstances of a given incident, to determine the volume of alcohol which constitutes a central source.

Excessive Quantities of Alcohol

Personal possession of alcoholic beverages in excess of the following, whether or not the student is under the age of 21:

- One 12-pack of beer/hard seltzer or equivalent by alcohol volume (144 ounces/4.26 liters); OR
- One-half gallon of wine or equivalent by alcohol volume (64 ounces/1.89 liters); OR

- One pint of hard liquor or equivalent by alcohol volume (16 ounces/470 milliliters).

The College reserves the right, in its sole discretion, and given the specific circumstances of a given incident, to determine the volume of alcohol which constitutes excessive quantities.

Alcohol Delivery

The commercial delivery of alcohol to Babson College, to individual students and/or student organizations. This includes but is not limited to College residence halls and other College buildings.

Massachusetts state law subjects an individual to fines ranging from \$300 to \$2,000, loss of driver's license, and/or imprisonment for the following acts:

- sale or delivery of alcohol to anyone under 21 years of age;
- possession, purchase, delivery, or transportation of alcohol by anyone under 21 years of age;
- misrepresentation or falsification of identification in order to purchase alcohol.

The law further states that anyone who wishes to purchase alcohol must show, upon request, a valid Massachusetts driver's license, Massachusetts Liquor Identification card, passport, or Military Identification card indicating that they are 21 years of age or older.

Individuals who operate a motor vehicle while under the influence of alcohol are subject to criminal prosecution in addition to disciplinary action by the College.

Drug Policies

The possession and use of cannabis remains illegal under federal law. Although Massachusetts state law permits the use of cannabis, Babson College must comply with state and federal laws regarding the use of nonprescription drugs. Consistent with federal law, including the Drug-Free Schools and Communities Act of 1989, the use and/or possession of cannabis continues to be prohibited by Babson College.

Students who obtain a medical registration card from the Massachusetts Department of Public Health for medical cannabis should contact the Associate Vice President for Student Success for information regarding College policies and resources.

Drug-Related Policy Definitions

Drug Use and/or Possession

Possession or consumption of illegal drugs, prescription medications belonging to another individual, and/or the misuse of prescription or other medications; or misuse of inhalants. The use and/or possession of cannabis, even for medical use, is also prohibited.

Drug Paraphernalia

Use, possession, manufacture, distribution, and/or sale of drug paraphernalia or other items used in preparing or consuming drugs.

Distribution, Sale, or Manufacture of Drugs

Distribution, sale, and/or manufacture of drugs (illegal and prescription) including the cultivation of drugs, any other form of distribution or intention of distribution, even to one person and/or knowingly allowing another to use personal prescription medication.

Drug Free Schools and Communities Act of 1989

The Drug-Free Schools and Communities Act of 1989, as amended, requires that Babson College annually distribute information regarding the unlawful use, possession, or distribution of illicit drugs and alcohol by students and employees on College property or as a part of any of its on-campus or off-campus activities. Babson College's standards of conduct regarding drugs and alcohol abuse are described above, along with the 55 health risks associated with substance abuse. In compliance with the Act, the College has set forth sanctions under federal and state law for the illegal possession, use, or distribution of drugs and alcohol, as well as the range of sanctions for violations of the College's policies regarding substance abuse. Persons who violate the College's policy regarding alcohol and drugs as described above are subject to appropriate disciplinary action including counseling, probation, suspension, expulsion, and referral to law enforcement authorities for investigation and/or prosecution. The Drug-Free Schools and Communities Act Amendment of 1989 requires that a description of health risks associated with drug use and alcohol abuse be distributed to Babson students. Potential health risks resulting from alcohol and drug abuse include, but are not limited to, the following:

- Aggressive behavior
- Heart attack
- Physical dependence
- Brain damage
- Hepatitis
- Pneumonia
- Bronchitis
- Impotence
- Ulcers
- Irritability
- Cirrhosis of the liver
- Malnutrition
- Respiratory arrest
- Delirium tremens
- Meningitis
- Sleep problems
- Fluctuating moods and emotions
- Pancreatitis
- Pregnancy complications

- Cancer of the esophagus
- Relationship Problems

Resources are available to assist Babson students in understanding and dealing with drug and alcohol misuse. You can receive information about on campus resources, or how to get connected to off campus resources, please visit the Student Resources page.

Outside any extenuating circumstances, the sanctions specified below are minimum sanctions imposed by policy violation of each type. Students or student organizations may receive sanctions from one or more of the categories below, corresponding to the assigned violation. They may receive additional sanctions as deemed appropriate given the specific circumstances of a particular violation/incident. Repeat and/or egregious violations may incur harsher sanctions.

Appendix D: Policy on Acceptable Use

I. Purpose

Babson College provides access to and use of its Information Technology Resources and Assets to authorized Users to support its educational and administrative activities. This Acceptable Use Policy (AUP) describes the terms and conditions of such access and use by authorized Users, whether through Information Technology Resources and Assets or through Personal Devices using any Information Technology Resources and Assets.

II. Definitions

- Acceptable Use refers to the access and/or use of Babson's Information Technology Resources and Assets by a User as authorized by, and in accordance with, the terms of this AUP.
- Information Technology (IT) Resources and Assets includes all systems, resources, services, equipment, devices, networks, data, content, and media that is owned, contracted and/or controlled by or on behalf of the College, including but not limited to all operating systems, digital resources, hardware, software, telecommunications and other equipment, apps, databases, storage facilities, computers, IT security tools, and other technologies.
- User means all faculty, staff, students, alumni, affiliates, volunteers, providers, suppliers, vendors, contractors, consultants, visitors, guests and others whom the College authorizes to access or use any IT Resources and Assets in accordance with the role and/or responsibilities of the User.

- Personal Devices means all equipment or devices that are privately owned or provided by a third party neither under contract with, nor controlled by or on behalf of the College.

III. Policy

A. Statement of Acceptable Use Policy

This AUP applies to all Users whom the College authorizes to access or use any IT Resources and Assets. Access to and use of IT Resources and Assets is a privilege extended to Users to allow them to perform functions and activities in furtherance of the College's non-profit mission, including educational and administrative activities. Only Users may access or use IT Resources and Assets, and only to the extent of the User's authorization. In addition, all Users must act efficiently, responsibly, ethically and remain in compliance with the terms of this AUP, the scope of their authorization, applicable law, and other applicable College policies and procedures. By using or accessing any of Babson's IT Resources and Assets, Users agree to comply with, and be subject to, the terms of this AUP.

Users are prohibited from accessing or using IT Resources and Assets to engage in any activity that could adversely affect the security, performance, operations, or availability of IT Resources and Assets, that is inconsistent with or conflicts with the College's tax-exempt status, or that would subject the College to liability. Failure to comply with this AUP may result in legal action, contract termination, and/or disciplinary action up to and including the limitation or denial of access to IT Resources and Assets, dismissal from the College, and/or termination of employment or other recognized status.

B. Additional Obligations

Users must additionally comply with the following obligations:

- Users must protect IT Resources and Assets, including data (regardless of where it is stored or accessed), in accordance with applicable College policies and procedures, including but not limited to Babson's Policy on Data Classification & Handling;
- Users must always protect their credentials (username/password). See the Authentication and System Access section below for more details;
- Users must abide by all pertinent licensing and contractual obligations. Information resources licensed by the College for the use of its students, faculty, or staff may only be distributed as permitted by the applicable license;
- Users may not use IT Resources and Assets in furtherance of an independent business or commercial activity except as part of an approved

College program or sanctioned campus organization or activity in accordance with applicable College policies and procedures. The College reserves the right to remove, without warning, any unapproved commercial activities on any IT Resources and Assets;

- Users should promptly report any known or suspected security incidents or breaches, any lost or stolen IT Resources and Assets, any known or suspected security policy violations or compromises, or any suspicious activity to the Information Security team at informationsecurity@babson.edu;
- IT Resources and Assets are made available to faculty and staff for College activities and business purposes. Faculty and staff may make limited and incidental personal use of certain IT Resources and Assets, provided such use is in accordance with applicable College policies and procedures and at a level that is determined by the College to be reasonable; and
- Users may not use shared IT Resources and Assets in any manner that unreasonably inhibits or interferes with the use of such IT Resources and Assets by other Users.

C. Additional Prohibited Use of IT Resources and Assets

Users are additionally prohibited from engaging in any of the following while accessing or using any IT Resources and Assets:

- Acting in violation of any College policy, including but not limited to its Employment Guidelines, Faculty Handbook, and Community Code of Student Conduct;
- Engaging in prohibited harassment or discrimination in any form, including but not limited to harassment or discrimination on the basis of any characteristic protected by law and/or College policy;
- Promoting and/or facilitating any illegal activity, including but not limited to identity theft, hacking, or fraud;
- Unlawfully distributing, redistributing, downloading or attempting to download copyrighted materials without the permission of the copyright owner;
- Engaging in the unauthorized access, use, disclosure, duplication, alteration, modification, or destruction of data, content, systems, configurations, or IT Resources and Assets;
- Tampering with or changing anti-virus, firewall, or other security-related computer settings;
- Installing prohibited software;

- Deliberately introducing any malicious program onto or into any IT Resources and Assets (e.g., virus, worm, keystroke logger);
- Causing or contributing to security breaches or disruptions of network activities or communications, including but not limited to any of the following:
 - Excessively using systems or network capacity for personal gain/benefit;
 - Accessing data without authorization;
 - Attempting or logging into a server or account without authorization;
 - Interfering with or denying service to any other user host or Babson system;
 - Using a program, script, or command or sending messages with the intention of interfering with or disabling a User's session locally or via the IT Resources and Assets;
 - Making misleading or fraudulent offers of products, items, or services;
 - Exporting software, technical information, encryption software, or technology that may violate export control laws; and
 - Engaging, or attempting to engage in, any other conduct or action which the College determines to be inconsistent with or contrary to the terms of this AUP.

D. Authentication and System Access

Authorized Users must use College-issued credentials (ID and password) to access certain IT Resources and Assets. Users are additionally subject to and must comply with the following requirements applicable to individual system and application credentials:

- Users must keep their College-issued credentials secure and confidential. Sharing credentials is prohibited;
- Users are accountable for all activities associated with their College-issued credentials;
- Users should not use their College-issued credentials with non-Babson applications and/or websites (e.g., @babson.edu email address and/or network password on a personal shopping or banking website);
- Users must change their passwords upon initial login and/or when required (e.g., upon expiration or password reset by IT Staff);
- Users must change their passwords if they suspect a compromise (e.g., shoulder surfing, phishing);
- Users may be requested to change their password by an IT Staff member if there is an indication that credentials may have been compromised;
- IT Staff may force a password reset or deactivate a User's access or account with or without the consent of the User to the extent necessary to limit

potential damage or loss, or to protect the operations or integrity of IT Resources and Assets, e.g., in the event of a compromise or active threat;

- Users are prohibited from attempting to circumvent the authentication and/or security of any computer, host, network, or application account; and
- Strong passphrases are highly recommended (See Password Reset Policy). Multi-factor authentication is required for some College services.
- Emails from IT or Information Security will always have a banner and come from the IT Support Center or Information Security account.
- We will NEVER ask you to enter credentials over email.

E. Email Use

Users who are provided access to an email address issued, sponsored, or supported by the College must additionally comply with the following with respect to such email account:

- User emails relating to College activities or business are considered College records subject to applicable records retention and security requirements. See Records Retention Policy;
- Users must use College-provided email accounts rather than personal ones while conducting College business;
- The College may elect to issue, sponsor, or support email accounts as a courtesy for its alumni. Any such email account is a privilege that may be revoked, modified, or removed by the College at any time, with or without notice, in its sole discretion. See Babson's Alumni Email Policy; and
- Email distribution lists are College property and may not be accessed for personal use or provided to any third party without the prior approval of the applicable Data Steward in accordance with Babson's Policy on Data Classification & Handling.

Users are additionally prohibited from engaging in any of the following activities using an email address issued, sponsored, or supported by the College:

- Accessing or attempting to access the contents of another User's email account except in accordance with the Email Access Policy;
- Soliciting for political or religious activities;
- Soliciting for business or commercial activities not directly connected to College business or activities;
- Sending an email under another individual's name or email address, except when authorized to do so for College business or activities by the owner of the email account;

- Attempting to disguise the identification or origin of an email;
- Sending or forwarding any email that the User suspects contains malware; and
- Sending unwanted/uninvited spam emails and email chain messages (i.e., those sent with the expectation that the recipient will forward the message to a group of people) or other similar messages unrelated to College business or activities.

F. Internet Use

Users who access the internet by or through IT Resources and Assets must additionally do so in a manner that supports College business or activities. With approval of the CIO, CISO, CTO, or their respective designees, the College may block or restrict access to internet websites and protocols to the extent necessary to address or prevent a security threat, data breach, or related risk to the College (e.g., phishing, malware, or other virus or malicious attack).

G. Remote Access

The College makes available secure remote access technologies (e.g., VPN) on College-issued devices and equipment and/or otherwise permits authorized Users to access IT Resources and Assets. VPN is required for privileged accounts and for accessing non-web applications. All remote access to IT Resources and Assets must be accomplished using a remote access method approved by the College.

H. Personal Devices

When accessing or using IT Resources and Assets through Personal Devices, Users must additionally comply with the following requirements:

- Ensure that Personal Devices meet any system requirements that may be issued by Information Technology, including but not limited to:
 - Password protection;
 - Up-to-date anti-virus protection;
 - Supported web browsers and operating systems; and
 - Multi-factor authentication, wherever possible.
- Avoid downloading and/or storing Regulated Use Data or Restricted Data on Personal Devices. See Babson's Policy on Data Classification & Handling;
- Avoid merging College data or content with the User's personal data;
- Avoid disclosing or permitting access to College data or content by any unauthorized individual;

- Transfer any College data created and/or stored on Personal Devices to College equipment or devices soon as feasible; and
- Promptly delete or return to the College all College data on Personal Devices upon separation or termination of employment or other designated status with the College (e.g., volunteer status).

I. Access and Privacy

IT Resources and Assets belong to the College, and Users should not consider any data, content, or materials on any IT Resources and Assets to be private. To the extent that Users wish for their private activities to remain private, they should avoid making personal use of IT Resources and Assets.

The College may access User email and email accounts only in accordance with the Email Access Policy. The College does not routinely monitor documents or information stored on or transmitted through IT Resources and Assets but otherwise reserves the right to access, inspect, monitor, block, review, record, restrict, remove, copy, disclose, and preserve all documents and/or information stored on or transmitted through IT Resources and Assets at any time, with or without notice, when it determines in its sole discretion that it has a legitimate need to do so. Legitimate needs for such action may include, but are not limited to, protecting the College from liability; complying with requirements of the law, regulations, or College policy; protecting the integrity, security or proper functioning of IT Resources and Assets; investigating violations of the law, regulations, or College policy; and/or enforcing College policy and investigating or adjudicating potential offenses. Any such action: (i) relating to the integrity, security or proper functioning of IT Resources and Assets shall be taken in consultation with the CIO or CISO, or their respective designees; and (ii) in all other cases shall be taken in consultation with the CIO or CISO, or their respective designees, and the General Counsel.

IV. Additional Information

The College additionally reserves the right to periodically inspect IT Resources and Assets and take any other actions necessary to protect the same.

V. Responsible Office/Department

ITSD, under the direction of the CISO, is responsible for reviewing this AUP and updating as needed in accordance with the College's policies and practices for the same.

VI. Contact Information

Michael Gioia Chief Information Security Officer
mgioia@babson.edu

VII. Related Policies

- Employment Guidelines
- Faculty Handbook
- Community Code of Student Conduct
- Policy on Data Classification & Handling
- Information Security Policy
- Records Retention Policy
- Electronic Social Media Policy
- Password Reset Policy
- Email Access Policy
- Alumni Email Policy

Violations of the Computer Code of Ethics/Acceptable Use Policy will be treated as violations of College policy and may result in disciplinary action including, but not limited to, loss of network and laptop privileges. Prosecution under state and federal laws also may apply.

The College will respond in the following way after receiving notification of the transmission (upload or download) of copyrighted electronic files without the permission of the copyright owner. See below for sanctioning information related to illegal download cases.

For Undergraduate Students:

First Notification/Official Warning: The Office of Community Standards will send an email to the student with a copy of the notice the College received regarding the transmission. The email will ask the student to remove the software and the copyrighted files from their computer. The email will remind the student of the policy, explain that they have received an official warning and will indicate that future violations of the policy will result in disciplinary action.

Second Notification: The Office of Community Standards will charge the student with a violation of the Computer Code of Ethics/Acceptable Use policy. If the student is found responsible, the student will lose laptop privileges for seven days.

Third Notification: The Office of Community Standards will charge the student with a violation of the Computer Code of Ethics/Acceptable Use policy. If the student is found responsible, the student will lose Babson network privileges for a specified period of time.

For Graduate Students:

First Notification/Official Warning: The Office of Community Standards will send an email to the student with a copy of the notice the College received regarding the transmission. The email will ask the student to remove the software and the copyrighted files from their computer. The email will remind the student of the

policy, explain that they have received an official warning and will indicate that future violations of the policy will result in disciplinary action.

Second Notification: The Office of Community Standards will charge the student with a violation of the Computer Code of Ethics/Acceptable Use policy. If the student is found responsible, the student will lose network privileges for a specified period of time. The sanctions specified above are minimum sanctions. They may include additional sanctions as deemed appropriate given the specific circumstances of a particular violation/incident.

Appendix E: Fire and Life Safety

The residence halls are equipped with automated fire protection systems that are monitored 24 hours a day by Babson Public Safety. Each room has an early detection smoke alarm, and the hallways are equipped with smoke detector units. Additionally, there are emergency pull stations in every hallway and fire extinguishers in the hallways and in every kitchen area. Babson also permits students to have an ABC fire extinguisher. Training for fire extinguisher use is available through Babson Public Safety. All Babson community members shall immediately exit the building in a safe and orderly manner during a fire alarm.

In Advance

- Become familiar with fire equipment, fire exits, and evacuation procedures.
- Keep rooms and public areas free of fire hazards.
- Report all damaged or inoperable fire equipment to the Office of Public Safety at x5555.
- Participate in all fire drills in your residence hall.

In Case of Fire

- Sound the nearest campus alarm or activate the nearest emergency pull station. These are linked automatically with the Wellesley Fire Department and Public Safety.
- Use fire extinguishers only on small fires that are not spreading and never attempt to extinguish the fire if you are in jeopardy or feel uncomfortable doing so.
- When possible, shut windows, unlock and close doors, and leave the lights on.
- Alert other occupants on the way out, if possible.
- Keep the driveways clear and stay at least 100 feet from the building.
- Do not re-enter the building until it has been cleared by the Fire Department.

Prevention

- Do not overload electrical circuits and only use laboratory tested appliances (UL listed). Replace damaged wires.
- Do not use hookahs, candles, cigarettes/e-cigarettes, cigars, incense, open flames, propane tanks, hot plates/burners, or halogen lamps.
- Extinguish all smoking material before disposing of it in a nonflammable container.
- Storage of bicycles, chairs, desks, and other combustible items is prohibited in all exit ways. Blocked exits have caused "chain reaction" pile ups of fallen people during emergencies.
- Storage of E-bikes or other lithium-ion battery powered scooters are prohibited within residence halls.
- Never store flammable liquids of any kind.
- Never store flammable gas or liquid in or near a residence hall.
- Never prop open a door.
- Never tamper with or damage door hardware or door lock/safety equipment (including warning alarms).

Students are encouraged to play an active role in fire prevention and security in their buildings by doing the following:

- Never propping open an exterior door;
- Not allowing suspicious or unknown persons into a building;
- Never pulling or forcing a door open or damaging or tampering with any door or safety equipment.

Any violation of these precautions is a violation of College policy and may be referred to the College's Student Accountability Process. It also may constitute a crime. Students should contact Public Safety if they observe unauthorized people in a residence hall. Please refer to MA state law if you have any questions.

Prohibited Items

Due to the serious risk of potential injury to persons and property and to minimize fire and safety hazards within the residence halls, the following items including, but not limited to, are prohibited in the residence halls:

- Air conditioner units – window and/or portable;
- Appliances and/or household items without an automatic shutoff and/or a timer;
- Coffee pots/makers with exposed elements;
- Cut trees, branches or greens;
- Extension cords and power strips without a surge protector;
- Fireworks;
- Fog, Smoke or Foam machines;

- Grills (gas, charcoal, or electric) that are not college supplied;
- Halogen, Lava and/or any heat emitting and flammable lamps;
- Hoverboards, E-Bikes and other lithium ion battery powered scooters;
- Incense, Incense burners, Candles and/or other types of open flames;
- Inhalants;
- Kegerators;
- LED strip lights with adhesive backing;
- Microwaves larger than .8 cubic feet/700 watts;
- Non-LED string lights;
- Refrigerators larger than 5.0 cubic feet;
- Space heaters.

Items found which violate this policy will be confiscated and students found to be in possession of those items will be referred to the Student Accountability Process. In the event Public Safety, Residence Life, or other campus officials identify an item not on this list that is inherently dangerous and/or presents a risk of fire or injury, the student may be asked to have it removed from campus.

Appliances such as toasters, toaster ovens, and other heat-producing cookware are permitted in residential living areas and suites that currently have working cooktop ranges. These items can be stored in the room (not plugged in) but may only be used in the residential living areas and suites that have working cooktop ranges. Excessive appliances in these areas will be evaluated and may result in removal of appliances by Residence Life.

The setting of fires is strictly prohibited. Violators are subject to immediate referral to the College's Student Accountability Process and/or the appropriate law enforcement agency for possible legal action. When a fire alarm is sounded, whether established as actual or false, the building must be evacuated immediately. Any individual failing to vacate a building during a fire alarm may be referred to the College's Student Accountability Process.

Tampering with fire extinguishers, fire protection equipment, or fire exits is a criminal offense. Students found responsible for doing so may be subject to criminal prosecution and College disciplinary action if malicious or unintentional damage is done to fire equipment including, but not limited to, pull boxes, hoses, smoke alarms, heat sensors, and fire extinguishers.

In the event that a pulled alarm box or activation of the alarm system is determined to be malicious, disciplinary action may be taken, including revocation of campus housing privileges, suspension, or expulsion from Babson. Violators will be reported to the Wellesley or Needham fire departments for possible criminal prosecution.

Finally, if modifications to the fire equipment are deemed necessary because of misuse or damage, those determined responsible will be billed for the cost of repairs. If no individual(s) is found responsible, the residents of the hall or a portion thereof will be billed. All fines are due within 10 days following the billing, which will occur as soon after the event as possible. If an individual is not held responsible for the malicious activation of a fire alarm, the residents of the floor/wing section and/or building may be collectively responsible for a \$250 College fine for each alarm.

Outside any extenuating circumstances, the sanctions specified below are minimum sanctions imposed by policy violation of each type. Students or student organizations may receive sanctions from one or more of the categories below, corresponding to the assigned violation. They may receive additional sanctions as deemed appropriate given the specific circumstances of a particular violation/incident. Repeat and/or egregious violations may incur harsher sanctions. See complete definitions of violations above.

Charges	Fines	Change of Status Sanctions
Tampering with fire extinguishers, fire exits,pull boxes, hoses, smokealarms, heat sensors, or emergency phone/lighting equipment. This includes the act of covering a smoke detector;	\$250	Disciplinary probation through suspension, and/or deferred/loss of College housing;
Obstruction of a fire exit, hallway, or fire/Public Safety personnel in the performance of their duty.		Restitution for any damage
Causing a fire	\$500	Loss of College housing and suspension throughexpulsion from the College; Restitution for any damage

Appendix F: Hazing

Hazing is strictly prohibited and will not be tolerated at Babson College. This policy addresses hazing involving student groups, teams, and organizations of any kind whether or not they are registered or recognized by the College (collectively, "Student Group(s)"). Examples of Student Groups include but are not limited to athletic teams, fraternities and sororities, and any other student group or organization. This policy applies to all members of the College community, including faculty, staff, students, alumni, and other affiliates. Hazing is

prohibited both on-and off-campus, regardless of whether someone consents to participate in hazing activities.

1. Hazing Under Massachusetts Law

The Commonwealth of Massachusetts passed legislation in November 1985 regarding the issue of hazing. The College is required by this statute to issue a copy of the law to designated Student Groups. The Office of Student Engagement will require all registered groups to sign an acknowledgement of this law and attend a seminar about the dangers and illegality of hazing.

Hazing is a crime defined under Massachusetts law as "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping; beating; branding; forced calisthenics; exposure to the weather; forced consumption of any food, liquor, beverage, drug, or any other substance; or any other brutal treatment, or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest, or extended isolation."

A second important aspect of the Massachusetts law concerns the failure to report hazing. It states, "Whoever knows that another person is the victim of hazing (as defined) and is at the scene of such crime shall, to the extent that such a person can do so without danger or peril to [themselves] or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable." Failure to report hazing is not a neutral behavior and constitutes a potential violation of this policy.

2. Hazing Under Federal Law

A federal act named the Stop Campus Hazing Act was signed into law in December 2024. This federal law requires the College to compile and disclose statistics on hazing incidents in its Annual Security Report, to publish information related to hazing incidents involving student organizations in a Campus Hazing Transparency Report, and to publish specified information related to anti-hazing policies and hazing prevention and awareness programs. The College fully complies with the federal Stop Campus Hazing Act.

3. College Hazing Policy

Hazing is strictly prohibited by the College. Suspected or reported violations of this policy will be investigated and addressed by the College in accordance with applicable College policy and may result in disciplinary action up to and including expulsion for students, termination of

employment for College employees, and/or termination of all benefits of affiliation with the College for all other members of the College community.

For purposes of this policy, hazing means any action or situation that recklessly or intentionally endangers, or has the potential of endangering, the mental or physical health or safety of a student for purposes including, but not limited to, pre-initiation, initiation, or admission into or affiliation with any organization. Hazing includes, but is not limited to, the following examples below. These examples can also span categories depending upon context, severity, and other factors:

- **Subtle Hazing:** Behaviors that create or build upon a power imbalance between members of a group, team, or organization. Subtle hazing is often taken for granted or viewed as harmless by those doing or being impacted by subtle hazing. Subtle hazing often disrupts one's integrity and mutual respect, oftentimes resulting in humiliation or embarrassment.
 - Deprivation of privileges granted to other members;
 - Requirement to engage in activities or service based on new member status;
 - Drills/tests on trivial or noneducational information unrelated to club/organization purposes, often with consequences for failure to produce the correct answers;
 - Expecting certain items to always be in one's possession;
 - Name calling or requiring members to refer to other members with formal titles; and/or
 - Requiring members to wear humiliating attire or carry humiliating items.
- **Overt Hazing:** Behaviors that may cause physical, emotional, or psychological discomfort or undue stress to oneself or others.
 - Forced engagement in stunts or otherwise embarrassing behaviors;
 - Yelling, using derogatory language, insulting, and/or other verbal actions intended to induce fear, discomfort, or stress;
 - Threats or implied threats;
 - Expecting members to harass others;
 - Encouraged engagement in behaviors based upon a points or ranking systems;
 - Encouraged consumption of food, liquid, alcohol, drugs, or other substances; and/or
 - Forced engagement in law-breaking behaviors that causes stress or discomfort.
- **Potentially Violent Hazing:** Behavior that may cause physical, emotional, or psychological harm to oneself or others.
 - Whipping, beating, branding, or other corporal punishment;

- Exposure to the elements or adverse conditions;
- Forced consumption of food, liquid, alcohol, drugs, or other substances;
- Forced physical activity to the point of harm, including engagement in calisthenics or sleep deprivation;
- Forced behaviors that cause extreme emotional distress, such as social isolation, forced embarrassing behavior, etc.;
- Forced engagement in law-breaking behaviors that lead to harm;
- Abduction / kidnapping;
- Public nudity; and/or
- Expecting or requiring members to inflict harm upon others.

New member initiation processes must be conducted in a manner and environment that respects the dignity, integrity, wellbeing, and autonomy of all parties involved. If students are unsure that a behavior or activity would constitute hazing, they should consult the following resources:

- The Office of Community Standards, communitystandards@babson.edu;
- The Office of Student Engagement, ose@babson.edu

4. College Procedures to Report, Investigate, and Address Hazing

Any person having knowledge of any conduct which may constitute hazing, should report said behavior to the College immediately. Information regarding potential hazing may be reported to the College using the hazing experience reporting form or by contacting the following resources:

Resource	Email	Telephone
The Office of Community Standards	Communitystandards@babson.edu	781-239-6344
The Office of Student Engagement	Ose@babson.edu	781-239-4500
Vice President of Learner Success and Dean of Campus Life	deanofcampuslife@babson.edu	781-239-5028
Dean of Students	deanofstudents@babson.edu	781-239-4084
Public Safety	Publicsafety@babson.edu	781-239-5555 (Emergency); 781-239-4555 (Non-Emergency); 781-237-8164 (Anonymous Tipline)

Office of Human Resources (for hazing matters involving College employees or volunteers)	Hr@babson.edu	781-239-5497	awareness program which includes a number of prevention strategies intended to stop hazing before it occurs. Details regarding the prevention and awareness program are available on the Annual Security Report.
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The College will investigate and address suspected or reported violations of this policy as follows:

- Suspected or reported hazing involving students will be investigated and addressed in accordance with the Student Accountability Process as described in the Community Code of Student Conduct and/or other applicable policies and procedures. Students who fail to comply with this policy and/or applicable hazing laws will be subject to disciplinary action in accordance with the same, which may result in action including immediate suspension from College housing, suspension or expulsion from the College, loss of organizational recognition, and other sanctions.
- Suspected or reported hazing involving College employees will be investigated and addressed in accordance with the Employment Guidelines and/or other applicable policies and procedures. Employees who fail to comply with this policy and/or applicable hazing laws will be subject to disciplinary action in accordance with the same, which may result in action up to and including termination of employment.
- Suspected or reported hazing involving members of the College community other than students or employees will be investigated and addressed in accordance with applicable College policies and procedures depending on their status, role, and/or affiliation with the College. Members of the College community other than students and employees who fail to comply with this policy and/or hazing laws will be subject to disciplinary action in accordance with the same, which may result in action including removal from College property, suspension of privileges, and/or termination of all benefits of affiliation with the College.

The actions described above are in addition to any fines and/or other civil or criminal penalties that may result under applicable law. Alleged violations of the hazing laws may be referred to Babson Public Safety and/or other appropriate law enforcement authorities and may be addressed under applicable legal procedures. Reports of potential hazing received by Babson Public Safety will be assessed in accordance with timely warning, emergency warning, daily crime log, and other applicable requirements.

5. Anti-Hazing Prevention and Awareness

The College maintains an anti-hazing prevention and

Appendix G: Residence Hall Expectations

Students who choose to live in the College's on and off-campus residences must abide by the expectations put forth by The Office of Residence Life. Students are expected to be aware of the following Residence Hall Expectations and follow them. Please contact The Office of Residence Life if you have any questions.

General Policies Furnishings

Rooms are furnished with a bed and mattress (extra-long twin), dresser/set of drawers, closet or wardrobe, desk and chair, bookcase, trash bin, and recycling bin. Students may not remove College furniture or equipment from its assigned room, suite, lounge or other area within a residence hall and personal furniture cannot be brought in to replace these items.

For the safety of all residents, furniture may not be arranged in such a fashion that it impedes access to a door, window, or hallway. If a student would like to bring their own furniture to campus due to a medical need, they must complete the Medical Housing Accommodation request form through Accessibility Services via the Babson Portal.

Shades are provided for windows, and students may install curtains or drapes, provided they conform to fireproofing standards and do not damage walls. Any student-installed curtains or drapes must not cause any damage to the walls or other facilities. Drilling curtain rods into the wall is not allowed; tension rods or command hooks supports are recommended as an alternative. Lofted beds of appropriate construction are allowed within the following dimensions: 67" high x 39" wide x 84" long. Due to issues of safety, the College prohibits the use of cinder blocks by students in residence halls. The College does recognize the need for in-room student storage and, therefore, will supply bed risers upon request in order to lift a student's bed. Risers can be requested by submitting a Facilities work order. Waterbeds are not permitted.

Guest Policy

All guests on the Babson campus are expected to act in a responsible and lawful manner, adhere to the regulations and policies of the College, and comply with applicable federal, state, and local laws, bylaws, and mandates, particularly those relating to use and/or possession of

drugs and alcohol. A guest is defined as any person who is not a resident of the room or living unit in which they are present. This includes other Babson students who are visiting other parts of campus. Host students should themselves be aware of and are responsible for ensuring that their guests are informed of the following guidelines, and that they act accordingly:

- Keys and OneCard access are issued for students' use and may not be altered, duplicated, or distributed to a guest for their use.
- It is the host's responsibility to accompany their guests at all times while on the campus and inform guests of College policies. Guests are not permitted to live, cohabitate, or stay in a student's room for an extended period of time, not to exceed three consecutive days.
- Students will be held responsible for any violation that involves their guests. This includes responsibility for the consequences of their guest's actions, such as payment for any damages and reimbursement for any extraordinary expenses incurred by the College as a result of the guest's actions or behavior, and any fines or non-monetary sanctions imposed.
- Guests should be informed that failure to properly identify themselves upon request by a member or representative of the Office of Public Safety, Student Life, or the Office of Residence Life may result in their being asked to leave the campus.
- A guest's or host's failure to leave the campus when ordered to do so by College authorities may result in the issuance of a Trespass Order. A violation of a Trespass Order may result in an arrest.
- The right of a student to live in reasonable privacy takes priority over the right of their roommate to host a guest in the room. It is the responsibility of the host to seek permission from all roommates prior to arranging for a guest overnight. This includes College-sponsored overnights. Note, all overnight guests are permitted to stay no more than three consecutive nights.
- Guests who are non-Babson students and plan to park a vehicle on campus must obtain a visitor's parking pass from the Office of Public Safety. Failure to obtain a visitor's parking pass may result in the issuance of a fine (for which the host would be responsible, and/or removal of the vehicle from campus at the host's expense). It is expected that guests will abide by all parking regulations while on campus.

Health and Safety Inspections

The College may conduct health and safety inspections of campus housing during school breaks and periodically throughout the year. This serves as notification that such inspections may occur. Each student living in campus

housing expressly acknowledges this right. In addition to the prohibited items, the College expects that all rooms are free from excessive amounts of trash and kept in sanitary conditions. In the event that a prohibited item, such as a candle, is seized from a room, it will remain in the Area Coordinator's possession until the end of the semester. If an item seized is also in violation of the College's Alcohol and Other Drug Policy (i.e. alcohol bottles, drugs, and drug paraphernalia: bongs, grinders, water pipes, etc.), the items in question will be retained by Public Safety and destroyed.

Residence Life Policy Violations Lounge Furniture (College-Owned)

College-owned furniture is placed in lounges and other locations/common areas on campus for the benefit of all students. Theft, removal, damage or possession of, and relocation to student rooms is prohibited; such incidents will be referred to the Student Accountability Process. Removal of College furniture or property from public areas or student rooms will result in a charge equal to the cost of the missing furniture documented through the damage billing process.

Noise and Quiet Hours

It is expected that all students and their guests will show consideration and respect for the need of others for quiet at all times of the day and night in all areas of campus. Noise caused by speakers, televisions, voices, or otherwise should be monitored by the residents of a room so as not to negatively impact the other residents in the building or persons outside the building. It is the responsibility of all residents to ensure that a given noise level caused by themselves or their guest(s) is not problematic to others. Students should seek out a residence hall staff member if they have questions about this responsibility. The College in its sole discretion reserves the right to make a determination about appropriate levels of noise.

Common courtesy is in effect 24 hours a day, in addition to the following guidelines regarding stereo use:

- Speakers may not be placed in windows, aimed outside;
- Speakers should be played at a reasonable decibel level, and doors to the rooms must be shut. ("Reasonable level" shall be defined and interpreted by peers and, if necessary, by the residence hall staff, Public Safety, or members of the Office of Residence Life staff);
- There will be minimal, or no speaker use during those hours of the day or night designated as "quiet hours" by the residence hall community or during 24-hour quiet hours.

It is expected that residents and their guests will be respectful of others' need for quiet, specifically between

the designated quiet hours of 11pm and 8am Sunday to Thursday, and 1am and 8am Friday and Saturday. 24-hour quiet hours are in effect during reading days and final exams.

In the event that a conflict arises between two or more parties, each party should seek out the assistance of their Resident Assistant (RA) and/or Area Coordinator. The residence hall staff will mediate and help students reach an agreement in resolving the noise issue.

Pets

No pets are allowed in the residence halls, student apartment buildings, or other campus buildings. The College reserves the right to contact the humane society to facilitate the removal of unauthorized animals from campus. Students requesting an animal due to a medical need must submit the Medical Housing Accommodation form and the animal registration form with vaccination records to The Office of Residence Life prior to move-in.

Roofs, Windows, and Fire Escapes

In the interest of safety and well-being, students are not permitted on the roof or fire escape of any College building, except in the case of a fire or other emergency. Residents may not remove screens from windows or sit on window ledges. Except in cases of a fire or life safety emergency, it is prohibited to use any window as an entrance or egress from a residence hall. Violations may result in a \$100 fine and/or other disciplinary action. Also, it is prohibited to hang any item (such as flag, banner, satellite dish, and/or air conditioner) from any window without the permission of Residence Life. Violations may result in a fine of \$100 and/or removal from housing.

Room Search Policy

The College reserves the right to enter and search a student's room, suite, apartment, or any residential space or area in College housing and their contents without notice for any of the following reasons:

- To determine occupancy;
- To inspect for health and safety reasons;
- For maintenance and repairs;
- To uphold community standards (including discipline and other College policies);
- Where the occupant or owner of the content consents;
- In cases of emergency as determined by College staff. If a directive is issued by the Vice President of Learner Success and Dean of Campus Life, or their designee, after sufficient information is presented to give rise to a belief that a search will disclose a violation of College policy or state or federal law that has, is, or will take place; or that a danger to

the health or safety of the occupant(s) or other members of the Babson College community exists; and/or in furtherance of law enforcement activities.

Except where there is an emergency, immediate concerns about a student's well-being, to minimize damage to campus housing, or in connection with law enforcement activities, the College will use reasonable efforts to notify occupants of entry in advance by campus mail, email or telephone. When entrance is made for any of the above reasons, the College reserves the right to conduct a plain-view search and to remove any item(s) not in conformity with College policy or local, state, or federal law. A College search authorization, of all contents of a room including safes, luggage, lock box, etc., shall be issued when sufficient information is presented to give rise to a belief that a search will disclose a violation of College policy or state or federal law has taken place or will take place; or that a danger to the health or safety of the occupant(s) or other members of the Babson community exists.

Any item(s) seized in a search shall be turned over to the Vice President of Learner Success and Dean of Campus Life or their designee. Items that are determined to be in violation of college policy, local, state, or federal law will not be returned to the student. If possession of item(s) violates a local, state, or federal law, the item(s) seized will be turned over to the department of public safety or the appropriate government authorities. Records documenting item(s) seized and chain of custody will be maintained.

Babson College exists within a larger community that has its own laws and standards of behavior, and the College confers no exemption from those laws and standards. All Babson College students are subject to the legitimate exercise of government authority. This policy does not prohibit the department of public safety from exercising its lawful authority.

Woodside and Babson Executive Conference Center Expectations

Woodside is a community of undergraduate students living in a wing comprised of four floors connected to the Babson Executive Conference Center (BECC). In some circumstances the College may also utilize additional rooms located in the BECC for student housing located in the main hotel. The BECC is utilized for executive education programs and conferences. Being part of this community, residents must adhere to these additional policies that support the mission of the BECC.

In summary:

- Residents must acknowledge that the BECC is utilized for executive education and BECC program participants will be studying in their rooms when

not in sessions. Accordingly, noise must be kept at a minimum and courtesy hours are expected at all times (i.e., no loud music, etc.).

- Residents must not use the main entrance to the BECC, except in an emergency. They are not permitted to access the BECC from their rooms through the internal BECC door, nor may they use the internal BECC door to access their rooms from the BECC.
- Residents will access the BECC only for legitimate purposes.
- Residents requiring access to the BECC agree to utilize the main entrance for such access.
- Residents may not bring alcohol into Woodside rooms or the BECC.
- Residents may not have events where alcohol would be consumed.
- Residents may not utilize grills of any kind.
- Parking is limited to the area specifically designated for Woodside residents. Parking under the parking deck is prohibited at all times.
- Residents may not have a toaster, toaster oven, microwave, or heat devices in their rooms. These items may be used in the kitchens.
- Use of outdoor patios may be restricted or prohibited. Students are expected to comply with posted guidance regarding specific access to outdoor spaces.

Appendix H: Gender-Based Misconduct

Conduct prohibited by Babson's Title IX and Gender-Based Misconduct Policies fall under the purview of the College's Title IX Coordinator, Betsy Rauch. A list of support resources, reporting options and policies can be found on the Title IX Website.

Appendix I: Campus Utilization Policies

Statement Regarding Campus Utilization

All Babson College campus spaces associated with the Wellesley, MA, Boston, MA, and Miami, FL properties, indoors and outside, are managed at the discretion of the College in accordance with these or any other campus policy, other applicable College policies, guidelines, and procedures, and applicable state and federal laws. Space reservations by faculty, staff, and/or students for College-related purposes must be reserved through the Events Management System (EMS) to ensure appropriate utilization. Individuals or organizations wishing to utilize Babson campus space in conjunction with an outside entity may request space through the Campus

and Community Events Office and/or Summer Programs Office to initiate a utilization agreement between the requestor and the College, typically for a fee.

Solicitation, Vending, Distribution of Publications

At Babson, we are committed to a campus environment that prioritizes the academic experience. As such, we prohibit solicitation efforts that do not relate to Babson College's business or interests. Community members may not sell, solicit, and/or distribute any non-College-related materials on Babson owned property or through Babson operated email and/or online platforms. Approved student organizations or businesses wishing to promote a non-College related opportunity, experience, or business may in a limited capacity reserve a designated vendor table through the Events Management System (EMS) located in either Trim Dining Hall, Olin Hall, Len Green Recreation and Athletics Complex, or the Reynolds Campus Center for such efforts. An associated fee may apply, and reservations are subject to approval in accordance with applicable policies and procedures.

Displays – Posters, Banners, Chalking and Graffiti

A. Flyers, Posters and Banners

Flyers, posters and banners may only be displayed inside campus buildings in designated posting areas in accordance with policies of the specific campus location. No flyers, posters, or banners may be displayed on the exterior of campus buildings, unless associated with an approved College program or event, e.g., Orientation, Back To Babson, NCAA Championships. Projections on campus-buildings is prohibited with exceptions made only for events or initiatives approved by College Marketing.

Community members are expected to utilize designated posting areas respectfully. The following conditions must be followed. Failure to abide by these conditions may result in removal of posted materials and other action in accordance with applicable policy:

- Avoid posting over other materials that are relevant to current opportunities or events on campus;
- Limit postings to a reasonable number of materials per location;
- Materials must be promptly removed by the student organization or individual student who posted them once the event or opportunity has concluded. If there is no specific date associated with the posting, postings must to be removed within two weeks to allow space for other materials;
- Posting on doors or windows is prohibited unless identified as a designated posting area;
- Materials posted may not promote content or include language or text that violates College policy, including the Community Code of Student Conduct;

- Babson College Marketing brand guidelines must be used as applicable;
- The name of the group or organization responsible for the promotional material must be clearly displayed on the flyer, poster, or banner;
- Promotional materials of others may not be removed, vandalized, or altered. Concerns with posted materials can be referred for review to the campus space owner where the posting occurred.

Note: Banners can be displayed in the Reynolds Campus Center, Trim Dining Hall, Len Green Recreation and Athletics Complex, the Main Entrance Gate, West Gate Entrance, Olin Hall (institutional events only), and College Drive lamp posts (institutional events only). To reserve a banner location please do so through EMS and in coordination with associated space owners.

B. Chalking

Chalking is only permitted in designated areas of campus to promote approved campus events and initiatives. The individual or group chalking is responsible for ensuring that the sponsoring organization is identified or clearly recognizable from the contents of the chalking. Under no circumstance may chalking occur on any building, wall, or landscape feature. Chalking in any non-designated location and chalking that includes language or images that violate College policy may be removed by the College.

Designated areas include:

- the sidewalk between (including the side of) the Sorenson Theater and Babson Commons along College Drive;
- the blacktop under the Sorenson/Reynolds Skybridge;
- The blacktop of Webster lower entrance (other areas surrounding athletics complex and fields may be requested for specific events with approval from recreation and wellness team);
- the blacktop sidewalk in front of the Olin Hall patio;
- the blacktop sidewalk between Olin Hall and Knight Auditorium (on the Olin Hall side of College Drive only);
- any other area that may be designated by the College.

C. Graffiti

Any kind of graffiti, permanent or temporary, is prohibited. This includes window painting. Graffiti of any kind will be considered as damage and/or misuse of space under the Community Code of Student Conduct and may additionally be referred to Babson Public Safety.

Displays, Exhibits, and Temporary Structures

Campus buildings and exterior campus spaces may only be used for displays, exhibits, and/or temporary

structures with the prior explicit permission by the Office of Student Engagement, Office of Graduate Student Life and Leadership, and/or the Dean of Students Office and in coordination with space owners. Displays or exhibits of any kind will not be approved during the reading period, exams, or outside of any academic session. The timing and location for approved displays, exhibits, and/or temporary structures is at the discretion of the Office of Student Engagement, Office of Graduate Student Life and Leadership, the Dean of Students, and in coordination with space owners. Displays, exhibits, and/or temporary structures must be removed by the organizers within one calendar week from the first day approved to set-up. Any exterior display, exhibit, and/or temporary structures will also require approval from Facilities Management and Planning and Public Safety to ensure there is no disruption to maintenance operations or community safety. All locations for approved display, exhibit, and/or temporary structures must be reserved in EMS.

Student organizations, and/or individuals sponsoring an approved display, exhibit, and/or temporary structure are required to include the following statement (or such other statement as approved by the Office of Student Engagement, Graduate Student Life and Leadership, and/or Dean of Students Office:

The ability for a student or student group to display their personal views, beliefs, and/or opinions on Babson College property in no way implies that Babson College supports or endorses the views, beliefs, and/or opinions represented in said display(s).

Students wishing to voice their personal views, beliefs, and/or opinions are encouraged to email the Dean of Students Office (deanofstudents@babson.edu) for support and guidance.

Where applicable: Please note that tampering with or destroying these displays is a violation of College policy. This area may subject to video surveillance.

Note: In an effort to maintain a community of respect and promote civil discourse, the Dean of Students Office, Office of Student Engagement, and Office of Graduate Student Life and Leadership are available to guide students through the logistical requirements of the planning process.

Additional guidance for events, displays, exhibits, demonstrations, etc. can be found on the Hub.

Disclosures

The Babson College Catalog is an annual publication that includes information about the College, academic programs offered, academic and financial policies, and student services and resources. Babson College reserves the right to make changes to information included in the College Catalog as deemed necessary and without notice. The information included in this catalog is effective the date of publication.

Babson College prohibits discrimination on the basis of race, color, national or ethnic origin, ancestry, religion, sex, sexual orientation, gender identity, gender expression, age, genetics, physical or mental disability, and veteran or other protected status. This policy extends to all rights, privileges, programs, and activities, including admission, employment, education, and athletics. In addition, Babson College respects, values, and benefits from diversity in the College community. The College, through the president, vice presidents, and deans, requests that all members of the community support efforts that reinforce the value of diversity throughout the curriculum and all aspects of campus life.

Faculty Qualifications

Faculty Qualifications

Tenured and Tenure Track Faculty: Candidates who have received the appropriate terminal degree and have relevant experience.

Non-Tenure Track Faculty: Candidates who have earned a minimum of a Master's Degree and have relevant experience.

Adjunct Lecturers: All adjunct candidates must possess a minimum of a Master's degree and have relevant experience. If adjunct candidates do not have relevant teaching experience, Babson offers an opportunity for adjuncts to shadow a current faculty member for a semester prior to teaching.

Faculty

Aaron Shimoff

Adjunct Lecturer
Accounting & Law

Adam Sulkowski

Professor, Law
Accounting & Law

Ahmed Ahmed

Assistant Professor, Finance
Finance

Albert Barnor

Adjunct Lecturer
Economics

Alex Adamson

Assistant Professor, Arts & Humanities
Arts and Humanities

Alex Slawsby

Adjunct Lecturer
Entrepreneurship

Alexander Ruggeri

Adjunct Lecturer
Arts and Humanities

Alia Crocker

Associate Professor, Management
Management

Alisa Jno-Charles

Assistant Professor, Entrepreneurship
Entrepreneurship

Alvaro Boitier

Assistant Professor, Economics
Economics

Amanda Weirup

Assistant Professor, Management
Management

Amy Blitz

Associate Professor of Practice, Economics
Economics

Amy Reich Weil

Adjunct Lecturer
Accounting & Law

Andres Espinosa

Adjunct Lecturer
Entrepreneurship

Andrew Carfang

Adjunct Lecturer
Finance

Andrew Corbett

Professor of Entrepreneurship
Entrepreneurship

Andrew Stuart

Associate Professor, Accounting
Accounting & Law

Angela Randolph

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Entrepreneurship

Angelo Santinelli

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Professor
Marketing

Anjali Bal

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Daniel LaRochelle

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Accounting & Law

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Marketing

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Associate Professor
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Adjunct Lecturer
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Management

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Operations & Information Management

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Zhi Li

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Operations & Information Management

Degrees

Bachelor of Science

Program of Study

BS

Matriculated Fall 2017 through Spring 2021

Required

Course Code	Title	Credits
ACC1000	Introduction to Financial Accounting	4
AHS1000	Foundations of Critical Inquiry / AHS Foundation	4
	FME1000 or MOB1000	3 - 4
	FME1001 or MOB1010	3 - 4
LAW1000	Business Law & Ethics	4
	NST10XX Natural Science and Technology	4
RHT1000	Foundations of Academic Writing I	4
RHT1001	Foundations of Academic Writing II	4
SME2011	Principles of Marketing	3
ECN2000	Principles of Macroeconomics	4
	CVA20XX Culture and Values Course	4
	HSS20XX Intermediate History and Society Course	4
	LVA20XX Literary and Visual Arts Course	4
	CVA20XX or HSS20XX or LVA20XX	4
	NST20XX or QTM2000	4
	46XX Advanced Liberal Arts Required Course	4
	Advanced Liberal Arts Elective Credits	12
	Advanced Electives (16 credits)	16
	Free Electives (12 credits)	12

Total Credits: 130

Transfer Course: MOB1000, MOB1010

Bachelor of Science in Analytics and AI

Program of Study

BS

Pending approval from the Department of Homeland Security, the College aims to launch a new degree program: Bachelor of Science with a Major in Analytics and AI. The degree will combine core courses with electives focused on the area of Analytics and AI. Program details are expected to be finalized during the 2026-2027 academic year.

Bachelor of Science in Business Administration

Program of Study

BSBA

Matriculated Fall 2021 and Forward

Course Code	Title	Credits
	FME1000 or EPS1000	4
	FME1001 or MOB1010	4
ACC1000	Introduction to Financial Accounting	4
LAW1000	Business Law & Ethics	4
AQM1000	Foundations of Business Analytics	4
AQM2000	Predictive Business Analytics	4
WRT1001	Writing Across Contexts	4
WRT2000	Research Writing	4
FCI1000	Foundations of Critical Inquiry	4
	NST10XX Natural Science and Technology	4
ACC2002	Managerial Accounting	4
OIM2001	Technology Operations Management	4
OIM2000	Digital Technologies for Entrepreneurs	4
MKT2000	Principles of Marketing	4
FIN2000	Principles of Finance	4
ECN2002	Principles of Microeconomics	4
ECN2000	Principles of Macroeconomics	4
	HSS20XX Intermediate History and Society Course	4
	CSP20XX Intermediate Cultural Studies and Philosophy Course	4
	LTA20XX Intermediate Literature and the Arts Course	4
SES2000	Socio-Ecological Systems	4
STR3000	Strategic Problem Solving	4
	46XX Advanced Liberal Arts Required Course	4
	Advanced Experiential Course	4
	Advanced Liberal Arts Elective Credits	12
	Elective Credits	20

Transfer Course: EPS1000, MOB1010

Total Credits: 128

Certificates

Certificate of Humanities and Entrepreneurship

Program of Study

Certificate

Course Code	Title	Credits
HUM1000	The Art of the Self	3
EPS1001	Transform Through Entrepreneurial Leader	3
HUM1001	Self As Global Citizen	3
EPS1002	Leading Your Startup	3

Total Credits: 12

Concentrations

Accounting Concentration

Program of Study

Concentration

The accounting concentration offers a versatile course of study, setting you up for success in a wide range of careers in public accounting and industry including positions in audit, tax, forensic accounting, mergers and acquisitions, corporate accounting, and internal audit. You can pursue these roles in any industry, such as biotech, financial services, non-profit technology, retail, and many others. This is a dynamic profession with a wide range of opportunities.

In addition, it is the foundation that will lead students on a path to start to prepare for a career in public accounting and taking the CPA exam. Additional accounting courses in excess of the accounting concentration will be necessary if a student is pursuing this career path. See Public Accounting Path description below for further information.

Sponsored by: Accounting and Law Division

Faculty Contacts: Shay Blanchette, Cristina Alberti and Mary Durkin

Some courses are only offered in certain semesters and advanced planning is required if you are planning to go abroad, especially if you are considering pursuing a career in public accounting where you will need to take more courses than required by the concentration.

Required Course(s)

Course Code	Title	Credits
ACC3500	Intermediate Accounting I	4
ACC3501	Intermediate Accounting II	4

Elective Course(s)

At least two (2) course should be taken from the following group:

Course Code	Title	Credits
TAX3500	Taxes	4
TAX3650	Tax Policy	4
ACC3510	Financial Planning & Cost Control	4
ACC3546	Accounting Analytics	4
ACC4520	Auditing	4
ACC4530	Advanced Accounting	4

Total Credits: 14-16

Public Accounting Path

If you pursue a career in public accounting, there are numerous roles you could take on within the organization. You may choose a path to pursue auditing, or you could pursue a path to become a tax provider. As an auditor, you would audit client financial statements and assess their internal controls and as a tax provider you would prepare tax returns and assist clients with tax planning. If your goal is to become a CPA and take a position in a public accounting firm, the four courses required as part of the concentration will not be enough for you to pursue this career path. As a result, it is critical you seek the advice of your advisor and/or one of the faculty contacts above regarding the design of this concentration if you are following this path.

CPA Exam and License Information

Our concentration provides the foundation for taking the CPA exam and becoming a CPA. However, the educational requirements to become a licensed CPA vary by state and typically require more accounting credits than this concentration require.

For more information about CPA Exam, CPA License and Careers in accounting. Check out the Accounting Concentration Resource site for more information.

Applied Artificial Intelligence Concentration

Program of Study

Concentration

The Applied Artificial Intelligence concentration prepares students to leverage AI, data, and digital technologies to solve real business and entrepreneurial challenges. Rather than building AI models from scratch, students develop the knowledge needed to understand AI capabilities, limitations, and their implications for business and social value creation. Through coursework in enterprise systems, databases, AI-powered automation, human-AI collaboration, and digital strategy, students learn to critically evaluate AI tools, prototype practical digital solutions, and make informed decisions about technology adoption that consider diverse stakeholders and environmental impact. Designed for future business leaders and entrepreneurs, the concentration develops technical fluency, strategic judgment, digital responsibility, and cross-functional skills needed to lead confidently in organizations where people, AI systems, and technical teams work together.

Sponsoring Division: Operations and Information Management

Supporting Divisions: Mathematics, Analytics, Science and Technology & Entrepreneurship

Faculty Contact: G. Shankar

Required Course

The concentration requires fulfilling 14-16 credits total, including the mandatory course below. The other 10-12 credits may be fulfilled from the list of elective courses below (non-exhaustive list). The mandatory course needs to be completed but is not a pre-requisite for any of the courses on the list below.

Course Code	Title	Credits
OIM3601	Societal Impacts of AI	4

Elective Course(s)

Choose (the remaining) 10-12 credits from the following list of courses (other courses outside this list MAY be considered if the course demonstrates application of AI for a specific topic area and requires approval from OIM division). We strongly suggest (not required) that the student includes only one course from overseas (study abroad) for this concentration although most of all concentrations in Babson allow for 1-2 courses from abroad. All courses below are 4 Credits each unless stated otherwise.

Course Code	Title	Credits
EPS3543	Entrepreneurial Opportunities in AI	4
EPS3548	AI Innovators Bootcamp Small Business	4
OIM3507	Tech, Design&eps SustAInable Systems	4
OIM3509	Project Management	4
OIM3522	SustAInable Operations and Innovation	4
OIM3525	Enterprise 2.0 BUILDing Social Networks	4
OIM3545	Business Intelligence and Data Analytics	4
OIM3580	Artificial Intelligence in Business	4
OIM3610	The Mobile App	2
OIM3640	Data Analytics with Python and AI	4
OIM3641	AI Driven App Development	4
OIM3650	UI/UX Design for Web and App Development	4
OIM3690	Web Development with AI	4

QTM3601	Deep Learning in Business	4
QTM3635	Quantitative Methods for Machine Learning	4
WRT4601	Writing with Robot:authenticity,ethics&AI	4

Total Credits: 14-16

Business Analytics Concentration

Program of Study

Concentration

The phrase "business analytics" refers to the process of using data and analytical techniques to improve decision making in a business environment. To some extent, all business courses teach business analytics. The objective of business analytics concentration is to teach students more advanced skills and techniques applied to discipline-specific and more general business problems.

Sponsored by: Mathematics, Analytics, Science, and Technology (MAST) and Operations and Information Management (OIM) Division

Faculty Contacts: Dessislava Pachamanova and Zhi Li

Required Course(s)

(8 or more credits in total)

All students who graduate with the Business Analytics concentration acquire advanced skills in two (2) key areas: 1) data management processes and programming concepts related to data collection, validation, and organization, and 2) advanced analytical techniques that enable extracting insights from data and modeling decisions based on such insights: machine learning, statistics, optimization, predictive modeling, forecasting, and visualization.

Requirement 1: Data Management and Programming Concepts

Choose at least one (1) course from the following. Taking additional courses in this group is encouraged and counts towards satisfying the Elective Courses requirement of the concentration.

Course Code	Title	Credits
OIM3600	Computational Thinking with Python	4
OIM3545	Business Intelligence and Data Analytics	4

Requirement 2: Advanced Data and Decision Modeling

Choose at least one (1) course from the following. Taking additional courses in this group is encouraged and counts towards satisfying the Elective Courses requirement of the concentration.

Course Code	Title	Credits
QTM3601	Deep Learning in Business	4
QTM3635	Quantitative Methods for Machine Learning	4
QTM3605	Quant Analysis of Structural Injustice	4

Elective Course(s)

(8 or more credits in total)

Course Code	Title	Credits
ACC3546	Accounting Analytics	4
ECN3600	Urban and Land Use Economics	4
ECN3620	Applied Econometrics&causality Analysis	4
FIN4507	Risk Management	4
FIN4510	Corporate Financial Modeling & Decision Tools	4
FIN4530	Investments	4
FIN4535	Fixed Income and Structured Products	4
OIM3545	Business Intelligence and Data Analytics	4
OIM3525	Enterprise 2.0 BUILDing Social Networks	4
	OIM3600 or ENGR2510	4
OIM3536	Scaling Lean Venture	4
OIM3560	Blockchain and Cryptocurrencies	4
OIM3580	Artificial Intelligence in Business	4
OIM3600	Computational Thinking with Python	4
OIM3690	Web Development with AI	4
OIM3573	Supply Chain Management	4
MKT3510	Consumer Insights and Research	4
MKT4506	Marketing Analytics	4
MKT4530	Digital Analytics	4
OIM3640	Data Analytics with Python and AI	4
OIM3641	AI Driven App Development	4
QTM2600	Linear Algebra	4
QTM2622	Sports Application of Mathematics	4
QTM2623	Programming with R for Business Analytic	4
QTM3600	Data Science Field Project	4
QTM3601	Deep Learning in Business	4

QTM3605	Quant Analysis of Structural Injustice	4
QTM3615	Time Series and Forecasting	4
QTM3620	Optimization Methods and Applications	4
QTM3625	Financial Simulation	4
QTM3635	Quantitative Methods for Machine Learning	4
QTM3675	Probability for Risk Management	4

Total Credits: 14-16

If not taken as part of Requirement 1: OIM3545, OIM3600 or ENGR2510

If not taken as part of Requirement 2: QTM3601, QTM3605, QTM3635

If students received FIN5541 Credit while abroad this will count as FIN4530.

Computational and Mathematical Finance Concentration

Program of Study
Concentration

Computational and Mathematical Finance combines financial theory with a solid grounding in quantitative methods to allow students to model and analyze the complexity of financial decisions under uncertainty. The advanced courses in the Finance Division are designed to provide students with an in-depth knowledge of financial markets and instruments, while the advanced courses in the Mathematics and Sciences Division emphasize mathematical derivations, rigorous analytical thinking, and the use of statistical, simulation, and optimization software tools.

Sponsored by: Finance Division and Mathematics, Analytics, Science, and Technology (MAST)

Faculty Contacts: Jia Hao and Dessislava Pachamanova

Required Course(s)

Choose AT LEAST ONE from the following (can take both):

Course Code	Title	Credits
FIN4507	Risk Management	4
QTM3625	Financial Simulation	4

- If FIN4507 is taken as required course, choose one other FIN and two QTM courses listed below.
- If QTM3625 is taken as required course, choose one other QTM and two FIN courses listed below.
- If both FIN4507 and QTM3625 are taken, choose one FIN and one QTM course listed below

Elective Course(s)

Choose two (2) of the following:

Course Code	Title	Credits
FIN3520	Security Valuation	4
FIN4505	Financial Trading Strat and Risk Mgt	4
FIN4507	Risk Management	4
FIN4510	Corporate Financial Modeling & Decision Tools	4
FIN4530	Investments	4
FIN4535	Fixed Income and Structured Products	4
FIN4560	Options & Futures	4

Choose two (2) of the following:

Course Code	Title	Credits
QTM3601	Deep Learning in Business	4
QTM3602	Applied Calculus for Business Analytics	4
QTM3615	Time Series and Forecasting	4
QTM3620	Optimization Methods and Applications	4
QTM3625	Financial Simulation	4
QTM3635	Quantitative Methods for Machine Learning	4
QTM3675	Probability for Risk Management	4

Total Credits: 14-16

Up to two (2) study abroad courses may be counted toward the Computational and Mathematical Finance (CMF) concentration, with a maximum of eight (8) study abroad credits, subject to approval from the concentration faculty contacts. At most one course from each subject area—finance and quantitative methods—may be taken abroad.

If student received FIN5541 abroad will count as FIN4530.

Creative Arts and Media Concentration

Program of Study
Concentration

This concentration prepares students for leadership careers in creative industries, allowing students to combine their business training with classes in film, music, theater, creative writing, and the visual arts.

The concentration offers an opportunity to explore art and media as powerful forms of storytelling. Students will examine how creative expressions knit together the fabric of culture, shaping ways of seeing and understanding the world. Through close study of creative works and their producers, students will develop a broad understanding of arts and media ecosystems preparing for meaningful entry into these dynamic fields.

The concentration will complement career pathways into arts management, marketing and advertising, design, entertainment, fashion, and more.

Sponsored by: Arts and Humanities Division

Faculty Contact: Asiel Sepulveda

Requirements

Note: Of the four (4) required courses, students should combine **ONE** business course with **THREE** from the disciplines represented by this list (film, creative writing, art history, theater and media studies).

Required Course(s)

Select one (1) course from the following list:

Course Code	Title	Credits
EPS3513	Entrepreneurship in Fashion	4
EPS3518	Crowdfunding	4
EPS3536	The Entrepreneurial Innovator	4
LAW3603	Law Through Film	4
LAW3675	Innovation Law and Policy	4
MOB3514	Leading in a Connected World	4
MOB3515	Talent Management:what Many Leaders Miss	4
MOB3523	BUILDing Inclusive Organization	4
MOB3524	Crafting a Meaningful Career	4
OIM3525	Enterprise 2.0 BUILDing Social Networks	4
OIM3580	Artificial Intelligence in Business	4
OIM3600	Computational Thinking with Python	4
STR3501	Generative AI for Bus Growth & Strategy	4
STR3506	Mysteries, Puzzles and Imagination	4
STR3510	Moonshot Strat:reverse Engineer Impossible	4

Elective Course(s)

Select three (3) courses from the following list:

Course Code	Title	Credits
ARB4600	Arab Cinema and Culture (LAN)	4
ARB4640	Arabic Cinema & Culture	4
ART4605	Art in the Age of Enlightenment	4
CSP2020	Media Studies	4
CSP2030	Black American Music	4
ENG4604	Writing Poetry	4
ENG4605	Writing Fiction	4
ENG4620	Writing Creative Nonfiction	4
FLM4671	Comic Form in Film	4
HUM4620	Constructing and Performing the Self	4
LIT4607	Sports and Literature	2
LIT4610	Performing Social Class	4
LIT4689	Poetic Elegy	4
LIT4693	Play Performance Perspective: London Stage	4
LTA2001	Staging Immigration	4
LTA2003	Dramatizing the American Dream	4
LTA2005	The Visual Languages of Art	4
LTA2006	Art in Latin America	4
LTA2013	Global Cinema	4
LTA2031	Business and American Drama	4
LTA2090	The Short Story	4
MDS4615	The Interview	4
MDS4620	Mediating the Wild	4
MDS4625	The Rhetoric of Social Media	4
MUS4620	Global Pop	4
SPN4640	Spanish Cinema and Culture	4
WRT4601	Writing with Robot: authenticity, ethics & AI	4

Total Credits: 14-16

Economics Concentration

Program of Study

Concentration

The concentration in Economics is comprised of four courses beyond the foundation micro/macro sequence. Students planning to concentrate in Economics, or include Economics as part of a double concentration, should complete Microeconomics and Macroeconomics during sophomore year to be eligible to take advanced economics electives.

If you plan to study abroad: Please note that only two courses taken abroad may be used to satisfy a Babson Economics Concentration and must have a Babson equivalent course code as listed below or ECN 565%.

These courses must be approved through the Glavin Office of International Education in advance. All other economics courses must be taken at Babson.

Sponsored by: Economics Division

Faculty Contact: Alvaro Boitier

Concentration Courses

Choose four (4) courses from the following list:

Course Code	Title	Credits
ECN3600	Urban and Land Use Economics	4
ECN3601	Political Econ Sustainable Development	4
ECN3606	Uses & abuses of Financial Derivative: economist View	4
ECN3615	Money, Banking & the Economy	4
ECN3620	Applied Econometrics & causality Analysis	4
ECN3625	The EU Today: Economic and Political Integration in the European Union	4
ECN3630	Industrial Organization & Public Policy	4
ECN3645	Business & Econ Policy in Developing Country	4
ECN3650	Contemporary Economic Systems	4
ECN3655	Managerial Economics	4
ECN3660	International Trade & Theory	4
ECN3662	Political Econ Latin America Development	4
ECN3663	Economics of Education	4
ECN3664	College Fed Challenge	2
ECN3665	International Finance	4
ECN3667	Strategic Game Theory	4
ECN3671	Economics of the Labor Market	4
ECN3675	Environmental Econ-Policy and Analysis	4

Total Credits: 14-16

Entrepreneurship Concentration

Program of Study

Concentration

At Babson, entrepreneurship is at the core of every student's education. The entrepreneurship concentration deepens this experience and expands its applicability, drawing on the most extensive entrepreneurship curriculum, and with the largest entrepreneurship faculty, at the top school for entrepreneurship in the world.

With the entrepreneurship concentration, you will develop your ability to think and act entrepreneurially through discovery and practice, learning how entrepreneurs introduce new business opportunities in a variety of contexts (startups, growth-stage ventures, family enterprises, established organizations, social or community ventures, etc.). This may include roles as founders, employees, or other types of stakeholders such as advisors, financiers, or service providers.

Given that new and small businesses account for the majority of new employment in the United States and many economies around the world, and that entrepreneurs are a key contributor to the social, environmental and economic health of every society, the unique and practical skills you develop at Babson will open up exciting career options.

The entrepreneurship concentration offers an extensive array of electives, enabling the exploration of both specialized topics in entrepreneurship and relevant courses in other divisions. You can take a variety of courses to broaden your knowledge, or pursue a particular area of focus.

Some examples of electives in a concentration focus include the following:

- **Entrepreneurial Finance:** EPS3505 Great Entrepreneurial Wealth, EPS3540 Raising Money, EPS 3555 Entrepreneurship Through Acquisition, EPS4510, Entrepreneurial Finance, EPS4521 Financing Start-Ups: From Seed to Public Offering, FIN 4504 Private Equity.

- **Innovation and Futurism:** EPS3504 Future Trends & Entrepreneurial Ventures, EPS3543 Entrepreneurial Opportunities in AI, EPS4520 Innovation Odyssey: the Silicon Valley Insider, HUM 4602 Future Studies: Theories of the World to Come, HUM 4603 Future Worlds, SCN 3603 Biotechnology and Innovation, STR 3506 Mysteries, Puzzles & Imagination, STR 3510 Moonshot Innovations

Note: the Entrepreneurship Concentration requires at least 1 course from the required list and 3 additional courses from the required or elective list, for a total of four courses and a minimum of 14 credits.

Sponsored by: Entrepreneurship Division

Faculty Contact: Donna Kelley

Required Course(s)

Choose at least one (1) course from the following

Course Code	Title	Credits
EPS3501	New Vent Creation:start Right Bus for You	4
EPS3503	New Technology Ventures	4
EPS3541	Accelerate Your Venture:growth in Motion	4
EPS4530	Launch Your Venture	4

Elective Course(s)

Select three courses from the following list:

*If a course is not listed as qualifying for the entrepreneurship concentration, you must get prior approval that it will count toward a concentration before signing up for the course—unfortunately you cannot get approval for a past course.

Course Code	Title	Credits
EPS3504	Future Trends & Entrepreneurial Ventures	4
EPS3505	Great Eps Wealth:creation,prsv,dest	4
EPS3509	Entrepreneurship New Vent Global Fashion	4
EPS3513	Entrepreneurship in Fashion	4
EPS3514	Be the Change:evaluating Social Impact	2
EPS3520	Managing Growing Businesses	4
EPS3524	Made in Japan:culture & Opportunities	4
EPS3532	Glbetr Strtups: Launch Vent ACR Borders	4
EPS3534	Scholar in Action Experience	2
EPS3540	RAising Money	4
EPS3543	Entrepreneurial Opportunities in AI	4
EPS3544	Entrepreneurship in Context:south Korea	4
EPS3547	Fashion Entrepreneurship Action Lab	4
EPS3551	Entrepreneurial Families	4
EPS3555	Entrepreneurship Through AcqUisition	4
EPS4510	Entrepreneurial Finance	4
EPS4520	Innov Odyssey:the Silicon Valley Insider	4
EPS4521	Fin Start-Ups:from Seed to Pub Offering	4
FIN4504	Private EqUity	4
HUM4602	Future Studies:theories of World to Come	4
HUM4603	Future Worlds:rev of the Human&post-Human	4
OIM3525	Enterprise 2.0 BUILDing Social Networks	4

OIM3610	The Mobile App	2
OIM4520	Leading Innovation: at Gorillas, Chimps & Monkeys	2
MOB3503	Operations for Entrepreneurs	4
SCN3603	Biotechnology & Innovation	4
STR3506	Mysteries, Puzzles and Imagination	4
STR3510	Moonshot Strat:reverse Engineer Impossible	4

Total Credits: 14-16

Environmental Sustainability Concentration

Program of Study

Concentration

In order to succeed in today's world of rapidly declining natural resources, shifting climate conditions, and growing supply chain transparency, students must develop a clear understanding of how their business decisions will impact the environment and future generations. Companies that embed sustainability practices into their culture and operations have been shown to have lower capital costs, increased financial performance, more engaged employees, and higher levels of customer loyalty: sustainability has become a primary driver for innovation and business success in the 21st century.

The following course, depending on role/project, could count towards the concentration with faculty contact review and approval: **MOB3531 Career Launch: Internship Experience Lab** in a sustainability-related role/project

The Environmental Sustainability concentration is ideal for:

- Students interested in a career in social entrepreneurship
- Students interested in a career in science and innovation
- Students interested in complementing their other concentrations to differentiate themselves

The Environmental Sustainability concentration will provide students with the tools to become sustainability leaders, and students working in this concentration are challenged to recognize points of integration and points of tension between the needs of the planet and all its inhabitants and ecosystems, as well as the demands of business and economic growth.

Sponsored by: Mathematics, Analytics, Science, and Technology (MAST) and Arts and Humanities Division

Faculty Contacts: Joanna Carey and Jon Dietrick

Concentration Courses

Choose any four (4) of the following courses:

Course Code	Title	Credits
CSP2013	Introduction to Sustainability	4
CSP2036	Environmental Justice	4
CVA2057	Narratives of Sustainability	4
ECN3675	Environmental Econ-Policy and Analysis	4
ENV4602	Gender and Environment	4
ENV4605	Global Environmental Activism	4
EPS3514	Be the Change:evaluating Social Impact	2
EPS4515	Design Justice Studio	4
EPS4527	Social Entrepreneurship by Design	4
FIN3535	Financing and Valuing Sustainability	4
LIT4682	Interdisc Approach to Human Rights	4
LTA2030	Place and Landscape in Literature	4
LTA2062	Suburban America in Literature and Culture	4
MDS4620	Mediating the Wild	4
OIM3522	Sustainable Operations and Innovation	4
PHL4609	Techne LogOS and the Future of Humankind	4
POL4630	Critical Race Studies	4
SCN3600	Biomimicry: Applying Nature's Design	4
SCN3603	Biotechnology & Innovation	4
SCN3604	Green and Blue Technology Solutions	4
SCN3610	Weather and Climate	4

Total Credits: 14-16

Fashion Entrepreneurship Concentration

Program of Study

Concentration

The Fashion Entrepreneurship Concentration prepares students to think and act entrepreneurially within the global fashion and beauty industry—one of the world's largest economic sectors. Representing approximately 3.2% of global GDP, the fashion and beauty industry is valued at \$3.65 trillion and employs more than 310 million people worldwide.

Designed for students interested in apparel, footwear, beauty, jewelry, home fashion, and emerging fashion-technology sectors, the concentration emphasizes innovative and responsible business models across the fashion value chain. Students examine opportunity recognition, venture creation, and entrepreneurial problem solving across design, sourcing, production, marketing, and distribution, with attention to sustainability, circularity, and global industry dynamics.

Sponsored by: Entrepreneurship

Faculty Contact: Caroline Daniels

Graduates pursue entrepreneurial and innovation-focused roles in startups, established firms, and family enterprises across the global fashion and beauty industry.

Students in the Fashion Entrepreneurship Concentration select courses from fashion-focused entrepreneurship offerings, entrepreneurship electives, and approved cross-disciplinary courses. The concentration is designed to provide flexibility while maintaining a strong foundation in entrepreneurship applied to the global fashion and beauty industry.

Required Course(s)

Choose at least one of the following Fashion courses:

Course Code	Title	Credits
EPS3509	Entrepreneurship New Vent Global Fashion	4
EPS3513	Entrepreneurship in Fashion	4
EPS3547	Fashion Entrepreneurship Action4 Lab	4

Elective Course(s)

Choose three additional courses from the list above or the list below:

Course Code	Title	Credits
ACC3510	Financial Planning & Cost Control	4
ACC3546	Accounting Analytics	4
AMS4672	Wrkng in Amer:labor in	4
ANT4601	Anthropology of Migration	4
ANT4602	HinduIsm and Buddhism	4
COM3500	Business Storytelling	4
ECN3660	International Trade & Theory	4

ECN3675	Environmental Econ-Policy and Analysis	4
EPS3501	New Vent Creation:start Right Bus for You	4
EPS3503	New Technology Ventures	4
EPS3504	Future Trends & Entrepreneurial4 Ventures	4
EPS3505	Great Eps Wealth:creation,prsv,dest	4
EPS3514	Be the Change:evaluating Social Impact	2
EPS3520	Managing Growing Businesses	4
EPS3524	Made in Japan:culture & Opportunities	4
EPS3529	Ideate	4
EPS3532	Glbetrtr Strtups: Launch Vent ACR Borders	4
EPS3540	RAising Money	4
EPS3541	Accelerate Your Venture:growth in Motion	4
EPS3543	Entrepreneurial Opportunities in4 AI	4
EPS3544	Entrepreneurship in Context:south Korea	4
EPS3546	Cultivating Next Gen Eps Lead Through Ed	4
EPS3551	Entrepreneurial Families	4
EPS4510	Entrepreneurial Finance	4
EPS4515	Design Justice Studio	4
EPS4530	Launch Your Venture	4
ENV4602	Gender and Environment	4
FIN3535	Financing and ValUIng SustAInability	4
FIN4570	Global Financial Management	4
LAW3573	BUIlding Contracts for New Venture	4
LAW3675	Innovation Law and Policy	4
MKT3540	RetAlling Management	4
MOB3512	Leader Development:enable Change in Self&oth	4
MOB3514	Leading in a Connected World	4
MOB3515	Talent Management:what Many Leaders Miss	4
OIM3501	Global Tech Innovation Lab	4
OIM3503	Operations for Entrepreneurs	4
SCN3600	Biomimicry: Applying Natures Design	4
SCN3603	Biotechnology & Innovation	4

Total Credits: 14-16 Credits

Finance Concentration

Program of Study
Concentration

Our finance concentration provides both the business fundamentals and critical thinking skills from the liberal arts and sciences that students need to start their career path. You will build out your accounting, management, analytical, and interpersonal skills and have opportunities to witness (and make) real financial impact while interning.

In addition to multiple business finance classes, we offer three learning paths for undergraduate students. Those paths—corporate advisory, corporate financial management, and investments—are informed guides, so finance concentration students can structure their studies how they want.

Sponsored by: Finance Division

Faculty Contact: Jia Hao

Concentration Courses

Choose four (4) courses from the following list:

Course Code	Title	Credits
FIN3502	Fintech	4
FIN3515	Corporate Financial Management	4
FIN3520	Security Valuation	4
FIN3535	Financing and ValUIng SustAInability	4
FIN3555	Real Estate Investment	4
FIN3560	Financial Markets and Instruments	4
FIN3565	Real Estate Development	4
FIN4504	Private EqUltY	4
FIN4505	Financial Trading Strat and Risk Mgt	4
FIN4507	Risk Management	4
FIN4508	Financial Planning and Wealth Management	4
FIN4510	Corporate Financial Modeling & Decision Tools	4
FIN4520	Babson College Fund I	4
FIN4521	Babson College Fund II	4
FIN4530	Investments	4
FIN4535	Fixed Income and Structured Products	4
FIN4540	Corporate Financial Strategy	4
FIN4545	Alternative Investments	4
FIN4560	Options & Futures	4
FIN4570	Global Financial Management	4
FIN4571	Real Estate Finance and Advanced Modeling	4

Total Credits: 14-16

Students can only use one (1) of these Real Estate courses towards 16 credits required for the Finance concentration: FIN3555, FIN3565, FIN4571

Notes:

- FIN3511 Residential Real Estate and FIN 3512 Real Estate Transactions and Law do NOT count towards the finance concentration but do count towards the real estate concentration.
- FIN2520 Personal Finance and MCFE (Management Consulting Field Experience) do NOT count towards the finance concentration.
- Only two (2) study abroad courses, including those designated FIN5550, can be counted towards the finance concentration. A maximum of eight (8) study abroad credits can be counted towards the finance concentration. A student may receive the finance concentration with 15 or 16 FIN credits.
 - If student received FIN5540 abroad it will count as FIN3560.
 - If students received FIN5545 abroad it will count as FIN 3565.
 - If students received FIN5541 abroad it will count as FIN4530.

The purpose of concentration courses is to prepare students for careers in finance, whereas the primary purpose of the Personal Finance course is to help students, in their personal lives, to become financially independent and self-sufficient. MCFE experiences are excellent complements to finance coursework but are not replacements. In addition, other colleges and universities require as many as 8-10 finance courses for their finance major requirements. Babson wants to ensure that our graduates with concentrations in finance have the opportunity to successfully compete for jobs and positions in organizations, and to do this a minimum of four finance courses is supportive of this objective.

Independent Studies approved by Finance faculty may count towards the concentration with the approval of the Chair of Finance Division.

Guidance about Course Planning and Sequencing

Students interested in Finance should consult the Undergraduate Finance Learning Paths document.

Though the concentration in finance requires four courses, many prospective employers expect students to take a broad array of finance courses that will exceed this number.

Students who want to take finance to augment a concentration in another area should consider taking only one or two 3000 level finance courses.

In the past, students who are most successful at getting finance-related job offers also have taken at least one course in Accounting (most common is Intermediate Accounting for Finance, ACC 3502).

Students who might be unsure about a path involving finance are encouraged to try out a 3000 level Finance course that sounds interesting from the list above.

Financial Planning and Analysis Concentration

Program of Study Concentration

Financial Planning & Analysis (FP&A) is the function in a business which forecasts future financial performance and provides management with analyses and commentaries on actual financial results. The FP&A function plays two critical roles: (1) Providing operational insight and corporate goal congruence through the budgeting and strategic planning processes and (2) timely reporting and analysis of monthly, quarterly and annual financial results. These critical activities are necessary for the successful management of a business. Corporate and Divisional Management and External Stakeholders, such as Private Equity or Venture Capital Investors, Banks and other Creditors rely on the FP&A function to perform these two critical roles exquisitely well.

Where the Financial Planning and Analysis Concentration Will Take You

By taking courses selected for the financial planning and analysis concentration, students will gain accounting and financial knowledge, proficiency in planning and forecasting, and analytical and communications skills critical in providing financial support for daily decision-making and quarterly and annual reporting to key internal and external business stakeholders.

The FP&A concentration is particularly relevant for students who: (1) plan to work within the finance or accounting function of any domestic or international business regardless of size, (2) plan to work in a career requiring a high degree of analytical and communication skills, such as corporate finance, investment banking, and/or consulting, or (3) are current or aspiring entrepreneurs who must navigate their businesses through dynamic business cycles; who must simultaneously be a strategic thinker, operational manager, and financial planner.

What You Will Study

Courses in the FP&A concentration will provide students with the knowledge of the basic processes and analytical frameworks needed to effectively prepare and communicate to both company management and key external constituents, such as investors and creditors, a financial forecast, an operational and capital budget, and a strategic plan. Required and Elective Courses in this concentration will cover key competencies tested on the Certified Management Accountant (CMA®) exam, a certification offered through the Institute of Management Accountants, (IMA), the Association of Accountants and Financial Professionals in Business.

Babson College was the first New England college to receive an endorsement from the IMA. An IMA endorsement recognizes Babson as both meeting the highest standards in accounting and general education and preparing our students to succeed on the CMA exam and in management accounting careers.

Sponsored by: Accounting and Law Division

Faculty Contacts: Julia Kokina and Nicole Heron

Required Course(s)

Course Code	Title	Credits
ACC3510	Financial Planning & Cost Control	4
	ACC 3502 or ACC 3500	4

Elective Course(s)

Choose two (2) courses from the following:

Course Code	Title	Credits
ACC3546	Accounting Analytics	4
ACC4520	Auditing	4
ECN3655	Managerial Economics	4
EPS3520	Managing Growing Businesses	4
EPS3540	RAIsing Money	4
EPS3541	Accelerate Your Venture: growth in Motion	4
FIN3515	Corporate Financial Management	4
FIN4510	Corporate Financial Modeling & Decision Tools	4
FIN4540	Corporate Financial Strategy	4
OIM3536	Scaling Lean Venture	4
OIM3573	Supply ChAIn Management	4
OIM3600	Computational Thinking with Python	4

Total Credits: 14-16

Global Studies Concentration

Program of Study

Concentration

Global Studies fosters the analytical skills students need to participate as responsible global citizens and to operate effectively in a globalized business environment. Embracing a variety of disciplinary perspectives, this concentration is rooted in an understanding of global political and economic processes.

Students are welcome to create their own focus for a deeper understanding of specific topics or regions. For example, students could have a regional focus on Asia with such courses as HSS2033 Comparative Politics, HIS4682 Women in China, CHN 2200 Chinese I, and CSP2009 East Asian Culture or on the Middle East with ECN3645 Business and Economic Policy in Developing Countries, HSS2038 History of the Middle East, ARB4650 Arab Culture for Business, and ARB2200 Introduction to Arabic. Students could dive deeply to the global economy with such courses as ECN3665 International Finance, FIN3504 Global Context of Business: South Africa, ECN3601 Political Econ of Sustainable Development: Germany, and ECN3660 International Trade Theory and Policy.

This concentration is particularly useful for students interested in international consulting, international business, and global entrepreneurship. Students interested in such global careers can usefully pair this concentration with Strategy and Consulting, Entrepreneurship, Environmental Sustainability, and Operations Management.

Sponsored by History and Society and Economics

Faculty Contact: Stephen Deets

Required Course(s)

Students must take at least one of the following courses:

Course Code	Title	Credits
ANT4601	Anthropology of Migration	4
ECN3645	Business & Econ Policy in Devel Country	4
ECN3660	International Trade & Theory	4
ECN3665	International Finance	4
ENV4605	Global Environmental Activism	4
GDR4605	Global Gender Politics	4
HIS4626	Global Cities	4
HSS2028	Global Politics	4
HSS2033	Comparative Politics	4
HSS2041	Global Goods: histories of Commodities, Exchanges, and Cultures	4

LAW3601	Public International Law and World Order	4
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Elective Course(s)

For the remaining three courses, students may take any additional courses from the above list or any of the courses below. With approval, students may use up to two courses from a study abroad program.

Course Code	Title	Credits
ARB4600	Arab Cinema and Culture (LAN)	4
ARB4610	Arabic II: language & culture Through Food	4
ARB4650	Arab Culture for Business	4
CHN2600	Chinese I	4
CHN4610	Chinese II	4
CSP2008	Cultural Anthropology	4
CSP2009	East Asian Cultures	4
CSP2026	Immigrants, race and American Promise	4
CSP2033	Radical Politics	4
CSP2035	Peoples and Cultures of the Middle East	4
CSP2055	Peoples and Cultures of the Americas	4
ECN3601	Political Econ SustAInable Development	4
ECN3650	Contemporary Economic Systems	4
ECN3662	Political Econ Latin Am Dev/ Undrdev	4
FIN3504	Global Context of Business: south Africa	4
FRN2610	Elem French for Business Professionals	4
FRN4610	French II	4
FRN4620	French III	4
HIS4610	Virtuous Capitalism in Malaysia & Thailand	4
HIS4620	Race & Ethnicity in Latin America	4
HIS4682	Women in China	4
HSS2003	Latin American History	4
HSS2006	South Asian History	4
HSS2013	China Today	4
HSS2030	Us Politics	4
HSS2032	African History and Foodways	4
HSS2034	Modern European History	4
HSS2038	Modern Middle East	4
HUM4609	Political Philosophy in Lisbon	4
POL4601	Africa Rising?	4
SPN2610	Spanish I	4
SPN4610	Spanish II	4
SPN4620	Spanish III: Intermediate Spanish	4
SPN4640	Spanish Cinema and Culture	4

Total Credits: 14-16

Justice, History, and Social Responsibility Concentration

Program of Study

Concentration

The justice, history, and social responsibility concentration requires students to take courses across a range of disciplines investigating different ways of organizing power in society, distributing resources, and living in alignment with justice to ensure the dignity of all human life. This concentration gives students the tools to understand how cultural, political, economic, and ethical structures are inherited, cultivated, and perpetuated locally and globally. Taking courses in this concentration helps students to better understand what their values are and why they hold them so they may better act in alignment with those values and be able to stand by them. This concentration challenges students to be curious and bold in what they understand to be possible by bringing social and ethical responsibility to entrepreneurial thought and action. Students with this concentration go on to have opportunities in humanitarian and non-profit work, social entrepreneurship, consulting, accounting, law, healthcare, and financial analysis. This concentration pairs well with Entrepreneurship, Strategy and Consulting, and/or Environmental Sustainability.

Sponsored by: Arts and Humanities Division

Faculty Contact: Alex Adamson

Concentration Courses

Students must choose four (4) courses from the following lists, selecting at least one (1) philosophy course and at least one (1) course from a different discipline. Note that students may choose no more than one (1) intermediate course and no more than two (2) courses from the same discipline (other than philosophy).

At least one (1) philosophy course:

Course Code	Title	Credits
CSP2001	Ethics	4
CSP2007	Intro to Philosophy	4
CSP2015	Political Thought	4
CSP2033	Radical Politics	4

At least one (1) course from the following options; no more than two (2) can be from the same discipline:

Course Code	Title	Credits
AMS4672	Wrkng in Amer:labor in	4
ANT4601	Anthropology of Migration	4
ANT4605	Anthropology of Law	4
CSP2006	Critical Philosophy of Race	4
CSP2008	Cultural Anthropology	4
CSP2010	Gender Studies	4
CSP2025	Intro to Lgbtq Culture Studies	4
CSP2026	Immigrants,race and American Promise	4
CSP2035	Peoples and Cultures of the Middle East	4
CSP2036	Environmental Justice	4
CSP2055	Peoples and Cultures of the Americas	4
ECN3601	Political Econ SustAInable Development	4
ECN3650	Contemporary Economic Systems	4
ECN3662	Political Econ Latin Am Dev/ Undrdev	4
ENV4605	Global Environmental Activism	4
EPS4515	Design Justice Studio	4
FRN4615	French Cinema and Conversation	4
GDR4605	Global Gender Politics	4
HIS4602	Contemporary China	4
HIS4610	Virtuous Capitalism in Malaysia&thAlland	4
HIS4620	Race & Ethnicity in Latin America	4
HIS4626	Global Cities	4
HIS4640	Food and Civil Rights	4
HIS4670	The History and Ethics of Capitalism	4
HIS4682	Women in China	4
HSS2013	China Today	4
HSS2018	Intro to Sociology	4
HSS2025	Decolonization & Revolution 20th Cent	4
HSS2028	Global Politics	4
HSS2030	Us Politics	4
HSS2032	African History and Foodways	4
HSS2033	Comparative Politics	4
HSS2034	Modern European History	4
HSS2038	Modern Middle East	4
HUM4604	Feminism, Gender&philosophies Liberation	4
HUM4609	Political Philosophy in Lisbon	4
HUM4630	Extremism	4
LAW3601	Public International Law and World Order	4
LAW3605	Privacy Law	4
LIT4862	Interdisciplinary Approaches to Human Rights	4

LIT4676	Imagining Nature, Imagining Ourselves	4
LTA2004	Love Sex&family in Amer Literature	4
LTA2016	Violence:theories of Cruelty,evil Inhumana	4
MDS4620	Mediating the Wild	4
MUS4620	Global Pop	4
POL4601	Africa Rising?	4
PHL4609	Techne LogOS and the Future of Humankind	4
POL4630	Critical Race Studies	4

Total Credits: 14-16

Leadership, People and Organizations Concentration

Program of Study

Concentration

Learning Outcomes:

1. Develop awareness in self and others
2. Promote behavior in oneself and others that is respectful and inclusive
3. Use effective influencing strategies to achieve measurable results
4. Work effectively with others to tackle organizational opportunities and challenges

Leadership, People and Organizations

Great organizations need great leaders. A Leadership, People and Organizations concentration helps students develop the self-awareness, communication, and decision-making skills needed to lead effectively in any career field.

Over the past several years, we have learned much about how to help people change and develop in sustainable ways that bring out the best in people in terms of human performance in the workplace and beyond. These empirical findings from converging disciplines such as organizational science, neuroscience, psychology, social psychology, and talent management are reshaping what we think about leadership and how best to develop leaders and improve organizations. Fortunately, these insights arrive when organizational life is becoming increasingly more complex, ambiguous, volatile, and uncertain. Traditional approaches to developing others and leading organizations are proving insufficient and ineffective over the long-term.

With that in mind, to lead in a multicultural world, the leader's core competencies must include their ability to communicate, make ethical decisions, demonstrate

empathy and inspire people, and influence in ways that build upon the passions and motivation of others. Leaders must be able to develop productive relationships with others which allow for making decisions and executing those decisions. Above all, leaders must know themselves well, embrace personal development, consider, articulate, and model personal values that drive behavior and help build a positive, empathic organizational climate.

The Leadership, People and Organizations concentration is designed for students who want to become more effective and influential in working with others in uncertain, complex and challenging organizational settings, ranging from small to large organizations, and whether they aspire to be in a formal leadership role or not. Those environments could also include, family firms, consulting, not for profits, government, sports, and health care institutions, to name a few. This concentration also focuses on students who are interested in careers in talent management, managerial consulting, leading others and roles that build on similar interests.

The courses in the Leadership, People and Organizations concentration provide real-world applications to help students develop a plan tailored to their specific needs while strengthening their leadership competency and building a leadership tool kit for the future.

Effective leaders are change-makers, but changing the world begins with changing oneself first.

Sponsored by: Management Division

Faculty Contact: Bob Bonnevie

Concentration Course Requirements

To satisfy the requirement for the Leadership, People and Organizations concentration, students need to take four (4) courses. Students must choose 2 courses from the core list and then choose two (2) additional courses from either the core or the elective courses list. For planning purposes, please note that some courses are often only offered once per academic year (either fall or spring).

Required Course(s)

Choose a minimum of two (2) course from the following list:

Course Code	Title	Credits
MOB3512	Leader Development:enable Change in Self&oth	4
MOB3514	Leading in a Connected World	4
MOB3515	Talent Management:what Many Leaders Miss	4

MOB3523	BUIlding Inclusive Organization	4
MOB3524	Crafting a Meaningful Career	4
MOB3534	Mgmt Consulting Field Experience	4
MOB3580	Negotiations	4

Elective Course(s)

Choose two (2) additional courses from the core or electives lists:

Course Code	Title	Credits
COM3504	Communicating in Global Virtual Teams	4
COM3511	Business Presentations	2
CSP2001	Ethics	4
EPS3503	New Technology Ventures	4
EPS3514	Be the Change:evaluating Social Impact	2
EPS3551	Entrepreneurial Families	4
GDR4605	Global Gender Politics	4
HUM4620	Constructing and Performing the Self	4
LAW3504	Law,ethics,leadership in Sports Bus	4
LIT4682	Interdisc Approach to Human Rights	4
MKT3540	RetAiling Management	4
MOB3507	An Irish Journey: Leadership, Collaboration&innovation in the Creative Ecosystem in Ireland	4
OIM3501	Global Tech Innovation Lab	4
OIM3509	Project Management	4
PHL4609	Techno LogOS and the Future of Humankind	4
POL4630	Critical Race Studies	4
STR3506	Mysteries, Puzzles and Imagination	4
STR3508	International Consulting Experience	4
STR3510	Moonshot Strat:reverse Engineer Impossible	4
STR4510	Strategic Decision Making	4
STR3560	Global Strategic Management	4
STR4572	Consulting	4

Total Credits: 14-16

If students received MKT5541 abroad it will count as MKT 3540.

IND- a range of 1-4 credits is offered for independent study and research on a topic relevant to the study of leadership and approved by the Leadership Concentration Faculty Advisor.

Legal Studies Concentration

Program of Study

Concentration

The legal system is one of the most important institutions in our society. Developments in the legal system affect all aspects of our lives, including our work lives, our family lives, and our lives as citizens who participate in the democratic process.

The law also represents a body of ideas and values that have been studied by scholars in a wide variety of fields, including sociology, political science, cultural studies, history, economics, and business. The Legal Studies Concentration provides students with the opportunity to study law from a variety of these perspectives. Students considering careers in law may find that taking courses in this concentration helps them determine if they want to go into the field of law after they graduate from college.

The concentration, however, does not constitute a pre-professional course of instruction. The Babson Legal Studies Concentration strives to give students a broad exposure to legal issues as future thought leaders, managers, and citizens.

Sponsored by: Accounting and Law Division

Faculty Contacts: Leslie Garbarino and Nancy Aiken

Require Course(s)

Choose at least three (3) courses from the following list:

Course Code	Title	Credits
LAW3504	Law,ethics,leadership in Sports Bus	4
LAW3560	International Law for Business	4
LAW3573	BUILDing Contracts for New Venture	4
LAW3601	Public International Law and World Order	4
LAW3603	Law Through Film	4
LAW3604	Environmental Law & Policy	4
LAW3605	Privacy Law	4
LAW3615	Sports Law and Policy	4
LAW3675	Innovation Law and Policy	4
TAX3500	Taxes	4
TAX3650	Tax Policy	4

Elective Course(s)

The remaining course for the concentration may be taken from the approved electives list above or one of the courses listed below:

Course Code	Title	Credits
ANT4605	Anthropology of Law	4
FIN3512	Real Estate Transactions and Law	4
LAW3515	Entertainment Law	4
LAW3525	White Collar and Corporate Crime	4
LIT4682	Interdisc Approach to Human Rights	4

Total Credits: 14-16

Marketing Concentration

Program of Study Concentration

The Marketing concentration is designed for students who are interested in a career in the exciting and dynamic field of marketing. Students in the Marketing concentration, a four-course elective concentration, select from the courses noted.

After completing the Marketing concentration, students will have:

- An understanding of a broad marketing function in a variety of organizations;
- An exposure to a diverse set of specialties in marketing ranging from creative endeavors such as advertising and social media; marketing and digital analytics; research; strategy; sales, sports, retail and brand management; etc.
- An in-depth understanding of how current aspects of marketing, such as AI and strategic initiatives, contribute to the overall success of an organization.

The concentration teaches students how to use research and analytics to reach target markets with compelling storytelling that drives sales and profits for an organization, while also understanding the value of pro-bono work to benefit our society. Courses in the Marketing concentration deploy class discussions, lectures, multiple team projects with actual businesses, as well as simulation games as the primary means of pedagogy.

Past placement data indicate that approximately 25 percent of Babson students chose marketing-related jobs immediately after graduation. Because the field of marketing includes a wide-range and diverse number of positions - advertising, sales, market research, brand management, merchandising, etc. - students who elect the Marketing concentration have the flexibility to choose from a diverse set of marketing sub-field courses related to their specific interests and career goals.

In addition, the Marketing concentration ensures the integration of a variety of marketing sub-fields and powerful marketing strategy in the required capstone course, Strategic Marketing, which provides students with the opportunity to appreciate the power of marketing in the world today.

Sponsored by: Marketing Division

Faculty Contacts: Sandy Bravo

Approval of other courses to fulfill concentration requirements: Anne Roggeveen, Marketing Division Chair.

The Marketing Concentration requires the completion of a total of four (4) courses. Two (2) are required and two (2) are electives. For planning purposes, please note that required courses are generally offered every semester, while electives are usually offered once per academic year (either fall or spring). If a course in the catalog has an MKT prefix, it will count toward your marketing concentration.

Study abroad courses: Students who are studying abroad will be allowed one pre-approved marketing elective to count toward the marketing concentration requirement. Students with questions about study abroad course selections and/or approvals toward the marketing concentration should work directly with the Glavin Office.

Required Course(s)

Course Code	Title	Credits
MKT4505	Strategic Marketing	4

Choose one (1) of the following courses. If more than one course from this list is taken, the other course(s) may count toward the concentration as an elective(s).

Course Code	Title	Credits
MKT3510	Consumer Insights and Research	4
MKT4506	Marketing Analytics	4
MKT4530	Digital Analytics	4

Elective Course(s)

Choose two (2) courses from the following list:

Course Code	Title	Credits
MKT3500	Social Media and Advertising Strategy	4
MKT3501	Communicating for Consumer Behavior Change	4
MKT3502	Developing Effective Advertising	4
MKT3504	The Nyc Stage&sUlte	4
MKT3506	Professional Sales Practicum	4
MKT3507	Sports Brand Partnerships	4

MKT3508	Engagement and Fundraising	4
MKT3509	AI Enabled Selling for Client	2
MKT3515	Digital Marketing	4
MKT3540	Retailing Management	4
MKT3550	Consumer Psychology & Shopper Marketing	4
MKT3574	Customer Acquisition and Persuasion	4
MKT3575	Sports Marketing	4
MKT3580	Marketing for Entrepreneurs	4
MKT4507	Thanks Thousand:gratitude Journey Bananas	4
MKT4510	Services Marketing	4
MKT4511	Sales Management in a Changing World	4
MKT4512	Professional Advertising Practicum	4
MKT4515	Brand Management	4
MKT4520	Sales in Action	4

Total Credits: 14-16

- If student received MKT3540 abroad it will count as MKT 3502.
- If student received MKT3541 abroad it will count as MKT 3540.
- If student received MKT3542 abroad it will count as MKT 4515.

Operations Management Concentration

Program of Study Concentration

The Operations Management concentration signals a scholarly & professional interest in the systems & processes that actualize a venture's business strategy. These include design, development, production, distribution and the customer interface of both products, and services. The interdisciplinary nature of Operations management means professionals in the field are often some of the most sought-after and effective executive leaders within many industries and family businesses. To satisfy the Operations Concentration requirement, students must take four courses from the list of the elective courses below and earn a total of 14 – 16 credits towards their degree.

Students interested in careers in Operations may desire a variety of different pathways for their career. Here we provide some potential career paths and some suggested courses within the concentration to help support students' interests in these areas.

This concentration can help prepare students for careers in Supply Chain Management such as Inventory Manager, Procurement Manager, Product Manager, Production Planner and these students may wish to take courses such as OIM 3573 Supply Chain Management, OIM 3519 Simulation Modeling in Operations Management, and MKT 3540 Retailing Management.

It can also help students prepare for careers in Innovation & Design such as Entrepreneur, NPD Project Manager, Designer, Customer Research/Acquisition through courses like OIM 3517 Design Thinking and Problem Solving for Business Impact, OIM4520 Leading Innovation: Gorillas, Chimps, and Monkeys, and OIM 3578 Integrated Product Design. Students interested in Product/Program Management to pursue careers like Product Manager, Program Manager, and Project Manager are encouraged to explore OIM 3509 Project Management.

Finally, students interested in roles in Process and Systems Improvement such as Process Manager, Systems Director, and Team Leader should consider courses like OIM 3501 Global Tech Innovation Lab, OIM 3519 Simulation Modeling in Operations Management, and OIM 3536 Scaling Lean Ventures.

Sponsored by: Operations & Information Management Division

Faculty Contacts: Emily Griffin and Bojan Amovic

When planning, please know that some courses have limited enrollment and/or may not be offered each semester.

Concentration Courses

Choose 4:

Course Code	Title	Credits
OIM2645	Modeling with Excel	2
OIM3501	Global Tech Innovation Lab	4
OIM3503	Operations for Entrepreneurs	4
OIM3509	Project Management	4
OIM3517	Des Thinking&prob Solv Bus Impact	4
OIM3519	Simulation Modeling in Ops Management	4
OIM3522	Sustainable Operations and Innovation	4
OIM3536	Scaling Lean Venture	4
OIM3573	Supply Chain Management	4
OIM3578	Integrated Product Design	4
OIM4520	Leading Innovation: at Gorillas, Chimps & Monkeys	2
MKT3540	Retailing Management	4

QTM3620	Optimization Methods and Applications	4
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Total Credits: 14-16

Study abroad courses: Students who are studying abroad will be allowed one pre-approved elective to count toward the Operations Management concentration requirement. Students with questions about study abroad course selections should work with the Glavin Office. All course approvals toward the Operations Management concentration should OIM Division Coordinator, Nathaniel Trotman.

Qualitative Methods Concentration

Program of Study Concentration

Qualitative inquiry is essential for understanding the cultural and social dimensions of economic life and understanding how people construct value, form trust, make choices, and navigate institutions. The Qualitative Methods concentration equips students with tools to study these processes systematically through ethnographic observation, interviewing, interpretive case studies, and close analysis of language, media, and organizational texts. Students learn to treat qualitative evidence as data, to record it carefully, analyze it critically, and connect it to conceptual frameworks about culture, identity, power, and social organization. Across coursework and applied projects, students develop skills in listening, observation, and analytic writing, with attention to research ethics and the responsibilities of representing others' perspectives. Whether crafting a marketing campaign grounded in customer narratives, researching user experience, or formulating policy with on-the-ground cultural insight, students with a qualitative toolkit can connect data to real-world human dynamics. This concentration pairs well with Entrepreneurship, International Business Environment, Sports Management, and Strategy and Consulting.

Sponsored by: History & Society

Faculty Contacts: Houman Oliaei

Required Courses

Take at least one of the following courses:

Course Code	Title	Credits
ANT4608	Community Economic Empowerment	4

CSP2008	Cultural Anthropology	4
HSS2018	Intro to Sociology	4

Elective Courses

For the remaining **three** courses, students may take any additional courses from the above list or any of the courses below. More courses may be added to this list in consultation with the faculty advisor.

Course Code	Title	Credits
ANT4600	Accessing Health?des,inequal,pol of Place	4
ANT4601	Anthropology of Migration	4
ANT4605	Anthropology of Law	4
CSP2005	Anthropology of Religion	4
CSP2006	Critical Philosophy of Race	4
CSP2009	East Asian Cultures	4
CSP2010	Gender Studies	4
CSP2015	Political Thought	4
CSP2020	Media Studies	4
CSP2025	Intro to Lgbtq Culture Studies	4
CSP2035	Peoples and Cultures of the Middle East	4
CSP2036	Environmental Justice	4
CSP2055	Peoples and Cultures of the Americas	4
CSP2057	Narratives of SustAInability	4
SOC4620	Sociology of Health and Medicine	4

Total Credits: 14-16

Quantitative Methods Concentration

Program of Study Concentration

The Quantitative Methods concentration provides tools and techniques that are widely applied in a variety of fields in business such as corporate management, investment banking, consulting, information technology, finance, economics, and marketing. This concentration focuses on applied problem-solving methodologies where quantitative models are built and used to facilitate the decision-making process. In addition, the courses in this concentration are designed to offer a fine balance between depth and breadth, relevance and rigor, critical and analytical thinking.

Sponsored by: Mathematics, Analytics, Science, and Technology (MAST)

Faculty Contact: Vicky Zhu

Concentration Courses

Choose any four (4) advanced QTM courses:

Course Code	Title	Credits
QTM2600	Linear Algebra	4
QTM2622	Sports Application of Mathematics	4
QTM2623	Programming with R for Business Analytic	4
QTM3601	Deep Learning in Business	4
QTM3602	Applied Calculus for Business Analytics	4
QTM3605	Quant Analysis of Structural Injustice	4
QTM3615	Time Series and Forecasting	4
QTM3620	Optimization Methods and Applications	4
QTM3625	Financial Simulation	4
QTM3635	Quantitative Methods for Machine Learning	4
QTM3674	Cryptology/Coding/Theory	4
QTM3675	Probability for Risk Management	4

Total Credits: 14-16

Real Estate Concentration

Program of Study Concentration

The real estate concentration at Babson prepares students on how to study for real estate careers. That includes analyzing real estate investments, trends, and projects while seeing how the real estate market influences and is affected by various other markets and factors.

Students in this concentration will have the opportunity to gain in-depth knowledge through real estate finance classes and real estate investment courses. They will be uniquely qualified to navigate residential and commercial real estate markets, evaluate the value of real estate properties and real estate developments, and understand the role that housing and development play in greater society. These opportunities make Babson one of the best colleges for real estate.

Sponsored by: Finance Division

Faculty Contact: Erin Escobedo

Concentration Courses

Choose four (4) courses from the following list:

Course Code	Title	Credits
FIN3511	Residential Real Estate	4
FIN3512	Real Estate Transactions and Law	4
FIN3555	Real Estate Investment	4
FIN3565	Real Estate Development	4
FIN4571	Real Estate Finance and Advanced Modeling	4

Total Credits: 14-16

If student received FIN5545 abroad it will count as FIN3565.

Retail Supply Chain Management Concentration

Program of Study Concentration

The Retail Supply Chain Management concentration prepares students for a variety of careers within the consumer supply chain: retailing, marketing, supply chain management, franchising, brand management, marketing research/data analysis, and/or family businesses in retailing or selling to retailers.

Sponsored by: Marketing Division and Operations and Information Management (OIM) Division

Faculty Contacts: Lauren Beitelspacher and Emily Griffin

Required Course(s)

Course Code	Title	Credits
MKT3540	RetAlling Management	4
OIM3573	Supply ChAIn Management	4

Elective Course(s)

Choose two (2) courses from the following:

Course Code	Title	Credits
COM3522	Business Writing	4
ECN3630	Industrial Organizn & Public Policy	4
ECN3660	International Trade & Theory	4
ECN3655	Managerial Economics	4
EPS3513	Entrepreneurship in Fashion	4
LAW3560	International Law for Business	4
MKT3510	Consumer Insights and Research	4
MKT3550	Consumer Psychology & Shopper 4 Marketing	4
MKT3574	Customer AcqUIsition and Persuasion	4
MKT4505	Strategic Marketing	4

MKT4506	Marketing Analytics	4
MKT4515	Brand Management	4
MKT4520	Sales in Action	4
MKT4530	Digital Analytics	4
MOB3515	Talent Management:what Many Leaders Miss	4
MOB3580	Negotiations	4
OIM3522	SustAInable Operations and Innovation	4
OIM3545	Business Intelligence and Data Analytics	4
OIM3525	Enterprise 2.0 BUilding Social Networks	4
QTM3610	Applied Multivariate Statistics	4
QTM3615	Time Series and Forecasting	4
QTM3620	Optimization Methods and Applications	4
STR3560	Global Strategic Management	4

Total Credits: 14-16

- If student received MKT5541 abroad it will count as MKT3540.
- If student received MKT5542 abroad it will count as MKT 4515.

Sales Concentration

Program of Study Concentration

The ability to nobly persuade and build win-win relationships is essential for business and non-business settings. Selling is a life skill because seeking to understand and be understood is central to all human interactions and relationships. This concentration truly prepares you for life. Besides, entrepreneurship needs sales to sail. Let's set sale now!

Sponsored by: Marketing Division

Faculty Contacts: Vini Onyemah

Approval of other courses to fulfill concentration requirements: Vini Onyemah

Required Course(s)

At least two (2) courses should be taken from the following group:

Course Code	Title	Credits
MKT3503	Fan Behavior	4
MKT3506	Professional Sales Practicum	4
MKT3574	Customer AcqUisition and Persuasion	4

MKT4511	Sales Management in a Changing World	4
MKT4520	Sales in Action	4
MOB3580	Negotiations	4

Elective Course(s)

Choose two (2) courses from the following group:

Note: If you obtain the required credits with courses taken from the "required" list, you do not need to choose courses from the "elective" list.

Course Code	Title	Credits
COM3500	Business Storytelling	4
COM3511	Business Presentations	2
COM3522	Business Writing	4
FIN3511	Residential Real Estate	4
FIN3512	Real Estate Transactions and Law	4
LAW3573	BUilding Contracts for New Venture	4
MKT3501	Communicating for Consumer Behavior Change	4
MKT3508	Engagement and FundrAising	4
MKT3509	AI Enabled Selling for Client	2
MKT3510	Consumer Insights and Research	4
MKT3540	RetAlling Management	4
MKT3580	Marketing for Entrepreneurs	4
MKT4505	Strategic Marketing	4
MKT4506	Marketing Analytics	4
MOB3512	Leader Development:enable Change in Self&oth	4
OIM3509	Project Management	4

Total Credits: 14-16

If student received MKT5541 abroad this will count as MKT3540.

The following courses, depending on role/project, could count towards the Sales concentration with faculty contact review and approval:

Course Code	Title	Credits
MOB3531	Career Launch: Internship Experience Lab	2
MOB3534	Mgmt Consulting Field Experience	4

MOB3531: in a sales/business development role

MOB3534: in a sales/business development context

Sports Management Concentration

Program of Study Concentration

The sports industry is one of the world's fastest-growing sectors, spanning professional and collegiate sports, media, technology, analytics, marketing, venue management, entrepreneurship, and global events. Success in today's sports industry requires more than a passion for sports. Sports executives must understand the business of sports, embrace innovation, and have strong leadership skills to guide organizations in this dynamic industry. The Babson Sports Management Concentration prepares students to understand and navigate the business of sports through an interdisciplinary curriculum grounded in innovation and experiential learning. Students examine the managerial, legal, financial, marketing, operational, and leadership challenges facing sports organizations while developing the analytical and problem-solving skills needed to succeed across the industry. Through hands-on consulting projects, industry partnerships, guest speakers, and experiential learning opportunities, students apply classroom concepts to real-world challenges facing sports organizations. These experiences help students build practical skills, expand their professional networks, and gain insight into the diverse career opportunities within the sports industry. Whether pursuing careers with teams, leagues, governing bodies, agencies, media companies, brands, facilities, or sports technology and startup ventures, graduates leave Babson prepared to contribute from day one and adapt to an industry that is constantly evolving.

Sponsored by: Marketing Division and Accounting & Law Division

Faculty Contacts: Anjali Bal and Leslie Garbarino

Required Courses

At least two of the following courses

Course Code	Title	Credits
LAW3504	Law,ethics,leadership in Sports Bus	4
LAW3615	Sports Law and Policy	4
MKT3503	Fan Behavior	4
MKT3506	Professional Sales Practicum	4
MKT3507	Sports Brand Partnerships	4
MKT3575	Sports Marketing	4
MOB3528	Sports Management: Professional Sports	4

QTM2622	Sports Application of Mathematics	4
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Elective Courses

Choose two additional courses from the list above or the following list

Course Code	Title	Credits
ACC3510	Financial Planning & Cost Control	4
FIN3520	Security Valuation	4
FIN4530	Investments	4
FIN4545	Alternative Investments	4
LAW3515	Entertainment Law	4
LAW3573	BUilding Contracts for New Venture	4
LIT4607	Sports and Literature	2
MOB3512	Leader Development:enable Change in Self&oth	4
MOB3515	Talent Management:what Many Leaders Miss	4
MOB3580	Negotiations	4
MKT3540	RetAlling Management	4
MKT3550	Consumer Psychology & Shopper Marketing	4
MKT3574	Customer AcqUisition and Persuasion	4
MKT4505	Strategic Marketing	4
MKT4512	Professional Advertising Practicum	4
MKT4515	Brand Management	4
MKT4520	Sales in Action	4
OIM3610	The Mobile App	2
OIM3635	UI/UX Design Web and App Development	2
OIM3650	UI/UX Design for Web and App Development	4
OIM3690	Web Development with AI	4

Total Credits: 14-16

- If student received FIN5541 abroad this will count as FIN4530.
- If student received MKT5541 abroad this will count as MKT3540.
- If student received MKT5542 abroad this will count as MKT 4515.

The following courses, depending on role/project, could count towards the concentration with faculty contact review and approval:

- MOB3534 Management Consulting Field Experience with a sports-related business
- MOB3531 Career Launch: Internship Experience Lab with a sports-related business

Strategy & Consulting Concentration

Program of Study Concentration

The Strategy & Consulting concentration is designed for those students who seek both the core foundational skills they will need to survive and thrive in an increasingly disrupted and evolving business environment, and the ability to define their unique expertise in those areas where they and their future employers elect to focus their career interests.

To achieve this objective, the Strategy & Consulting concentration has defined a business discipline that provides for the development of core skills in such areas as problem solving/decision making, and allows the pursuit of multidiscipline electives that can lead to careers in a variety of industries and functions such as consulting, global management, healthcare, or data analytics.

The Strategy & Consulting concentration draws upon the courses offered by the Strategy faculty, but supplements those offerings with courses from the Management faculty and from courses in other disciplines that the Strategy faculty believe are critically important to today's business world. As such, Strategy & Consulting is Babson's only true cross-discipline, market-focused concentration.

How have Babson alumni leveraged this concentration in their careers? Check out the [**Strategy & Consulting resource site**](#) for more information!

Sponsored by: Management Division

Faculty Contact: Richard Wang

For planning purposes please note that courses are often only offered once per academic year (either fall or spring).

Required Courses

Choose a minimum of two (2) courses from the following list

Course Code	Title	Credits
STR3500	Scaling Strat:master Idea to \$10 Billion	4
STR3501	Generative AI for Bus Growth & Strategy	4
STR3502	AI and the Future of Ceo Leadership	4
STR3506	Mysteries, Puzzles and Imagination	4

STR3508	International Consulting Experience	4
STR3510	Moonshot Strat:reverse Engineer Impossible	4
STR3560	Global Strategic Management	4
STR4510	Strategic Decision Making	4
MOB3534	Mgmt Consulting Field Experience	4

Elective Courses

Choose two (2) courses from the following list

Course Code	Title	Credits
MOB3507	An Irish Journey: Leadership, Collaboration&innovation in the Creative Ecosystem in Ireland	4
MOB3512	Leader Development:enable Change in Self&oth	4
MOB3514	Leading in a Connected World	4
MOB3515	Talent Management:what Many Leaders Miss	4
MOB3523	BUilding Inclusive Organization	4
MOB3524	Crafting a Meaningful Career	4
MOB3531	Career Launch: Internship Experience Lab	2
MOB3580	Negotiations	4
COM3504	Communicating in Global Virtual Teams	4
ECN3630	Industrial Organizn & Public Policy	4
ECN3655	Managerial Economics	4
ECN3667	Strategic Game Theory	4
ECN3671	Economics of the Labor Market	4
EPS3529	Ideate	4
MKT4505	Strategic Marketing	4
MKT3507	Sports Brand Partnerships	4
OIM3509	Project Management	4
OIM3517	Des Thinking&prob Solv Bus Impact	4
OIM3522	SustAInable Operations and Innovation	4
OIM3545	Business Intelligence and Data Analytics	4
OIM3573	Supply ChAIn Management	4

Total Credits: 14- 16

Some courses listed above previously had an MOB prefix and now use STR. The course numbers remain the same and either course is accepted for the concentration.

After Fall 2024, the following courses will no longer be part of the concentration: COM3504, OIM3522.

If you plan to study abroad or at another university: Up to two (2) courses taken abroad or at another university may be used to satisfy the Strategy & Consulting concentration if they have a Babson equivalent course code. Courses must be pre-approved by the concentration advisor. Abroad courses must also be approved through the Glavin Office of International Education in advance.

Tech Entrepreneurship Concentration

Program of Study Concentration

Technology Entrepreneurship focuses on using technology to drive innovation and venture creation. Students learn to identify problems, design solutions, and build scalable products, with an emphasis on technical tools and creative problem-solving in entrepreneurial contexts. Students have multiple different paths (options) to complete this concentration. Students are strongly encouraged to focus on specific pathways (e.g., digital tech, entrepreneurship, tech operations, healthcare, sustainability, scientific tech, or even design their own pathway) so that they may get the right depth in terms of content.

Sponsored by: Entrepreneurship Division and Operations and Information Management Division

Faculty Contacts: Alisa Jno-Charles (EPS) and G. Shankar (OIM)

Required Courses

Requirement 1:

Choose 1 course from the following:

Course Code	Title	Credits
EPS3501	New Vent Creation:start Right Bus for You	4
EPS3503	New Technology Ventures	4
EPS3543	Entrepreneurial Opportunities in4 AI	

Requirement 2:

Choose at least 1 course from the following:

Course Code	Title	Credits
OIM3600	Computational Thinking with Python	4
OIM3690	Web Development with AI	4

The concentration requires fulfilling 14-16 credits total, including the mandatory courses above.

Elective Courses (Select Two)

Choose (the remaining) 6-8 credits from the following list of courses. We *strongly suggest* (not required) that the student includes only one course from overseas (study abroad) for this concentration although most of all concentrations in Babson allow for 1-2 courses from abroad. Please note: other courses outside this list MAY be considered if the course demonstrates strong relevance to technology and/or entrepreneurship. Additionally, the credits for one course from a domestic or international institution outside of Babson may count for this concentration. In both scenarios, the unlisted course will require approval from the OIM division

The courses are organized by topic focus. Students are encouraged to take credits to maintain topic focus. **Each course is 4 Credits unless stated otherwise.**

Course Code	Title	Credits
EPS3504	Future Trends & Entrepreneurial 4 Ventures	
EPS3518	Crowdfunding	4
EPS3536	The Entrepreneurial Innovator	4
EPS3541	Accelerate Your Venture:growth 4 in Motion	
EPS3548	AI Innovators Bootcamp Small 4 Business	
EPS3543	Entrepreneurial Opportunities in4 AI	
EPS4515	Design Justice Studio	4
EPS4520	Innov Odyssey:the Silicon Valley 4 Insider	
EPS4530	Launch Your Venture	4
OIM2645	Modeling with Excel	2
OIM3501	Global Tech Innovation Lab	4
OIM3503	Operations for Entrepreneurs	4
OIM3507	Tech, Design&eps SustAInable 4 Systems	
OIM3509	Project Management	4
OIM3517	Des Thinking&prob Solv Bus 4 Impact	
OIM3522	SustAInable Operations and 4 Innovation	
OIM3525	Enterprise 2.0 BUILDing Social 4 Networks	
OIM3536	Scaling Lean Venture	4
OIM3545	Business Intelligence and Data 4 Analytics	
OIM3560	BlockchAI n and 4 Cryptocurrencies	
OIM3565	Agile Experimentation	4

OIM3580	Artificial Intelligence in Business	4
OIM3600	Computational Thinking with Python	4
OIM3610	The Mobile App	2
OIM3620	Cybersecurity	4
OIM3640	Data Analytics with Python and AI	4
OIM3650	UI/UX Design for Web and App Development	4
OIM3690	Web Development with AI	4
QTM3601	Deep Learning in Business	4
SCN3600	Biomimicry: Applying Natures Design	4
SCN3601	Triumphs&trials Pharmaceutical Industry	4
SCN3603	Biotechnology & Innovation	4
SCN3604	Green and Blue Technology Solutions	4

Total Credits: 14-16

Courses that can be counted if not taken as required section:

- OIM3640
- OIM3690

Courses

ACC1000: Introduction to Financial Accounting

ACC1000 Introduction To Financial Accounting
Foundation Management

4 Credits

ACC1000 will provide you with an introduction to the construction, analysis and forecasting of financial statements. These financial statements consist of the income statement, the balance sheet and the statement of cash flows as well as the associated explanatory statement footnotes. Using actual entrepreneurial companies as well as publicly traded companies you will learn how to prepare, analyze, interpret and forecast financial statements. By the conclusion of the course, you will be able to forecast and analyze financial statements for investment decisions as well as to model and analyze the financial effects of different strategic directions as an owner of the company. These skills will benefit you in whatever career path you choose.

Credits 4

ACC2002: Managerial Accounting

ACC2002 Managerial Accounting

4 Credits

Managerial Accounting builds on knowledge acquired in Financial Accounting. The objective of the course is to help students develop the skillset needed to identify, measure and analyze relevant information for making strategically appropriate decisions in the pursuit of superior financial performance. This skillset is critical for all entrepreneurs and business managers.

The course explores how costs are measured and viewed, how costs relate to revenues, and how both costs and revenues will react to proposed business actions. The course covers a variety of topics related to the measurement of operational results, including how measurement can motivate appropriate business behavior. It challenges students to use their newly acquired skills to evaluate the design and measurement of business operations, to select beneficial tactical actions, and to make strategic business decisions.

Prerequisites: ACC1000
Credits 4

ACC3500: Intermediate Accounting I

ACC3500 Intermediate Accounting I
4 General Credits

Students who have taken ACC3502 cannot take ACC3500 or ACC3501

Broadens the base of financial accounting concepts introduced in ACC1000 and delves more deeply into accounting concepts, techniques and procedures. Topics include inventory, tangible and intangible assets, statement of cash flows, accounting changes, revenue recognition and current and long-term debt. This course is essential for those who plan a career in accounting and recommended for anyone whose career will involve the extensive use of financial statements.

Prerequisites: ACC1000
Credits 4

ACC3501: Intermediate Accounting II

ACC3501 Intermediate Accounting II
4 General Credits

Students who have taken ACC3502 cannot take ACC3500 or ACC3501

This course extends the in-depth study of accounting concepts and techniques which began in Intermediate Accounting I. Students will study accounting for a wide range of topics including: investments in equity and debt securities, debt financings, leases, income taxes, stock-based compensation, equity and earnings per share.

Prerequisites: ACC3500
Credits 4

ACC3502: Financial Reporting and Analysis

ACC3502 Financial Reporting and Analysis
(Formerly Intermediate Accounting for Finance)
General Credit

Students who have taken ACC3500 and/or ACC3501 cannot take ACC3502

This course is especially designed for finance majors who want to become more proficient in the financial accounting skills necessary to effectively read and interpret financial reports. The course is recommended for students interested in careers in financial management and Wall Street. Topics such as inventory, deferred taxes, inter-corporate investments, and pensions will be explored through study of accounting principles, transaction analysis, financial statement disclosure, and through financial statement analysis as it applies to corporate finance, credit analysis, and aspects of investment banking.

Prerequisites: (SME2031 or ECN2002) and (SME2001 or ACC2002)
Credits 4

ACC3510: Financial Planning & Cost Control

ACC3510 Financial Planning and Cost Control
4 General Credits

Explore cost systems and control for operations in profit and nonprofit organizations, and budgetary considerations and variance analysis, including their relation to fiscal planning and administration.

Prerequisites: ACC2002
Credits 4

ACC3546: Accounting Analytics

ACC3546 Accounting Analytics
4 Advanced Management Credits

Data and analytics are being used to assist businesses in becoming more efficient and effective in their decision-making process. This course will improve your ability to critically analyze data in order to make better business decisions and to communicate this information effectively to your audience. Students will learn how to use analytics tools from the lens of a manager, a financial statement user, a tax analyst, an auditor, and a forensic accountant. The course will introduce you to various analytics software tools (e.g., Alteryx and Tableau) and emerging AI tools (e.g., generative AI and agentic AI), while providing opportunities to interact with professionals in the field.

Prerequisites: Junior or Senior Class standing
Credits 4

ACC4520: Auditing

ACC4520 Auditing
4 General Credits

This course develops an in-depth understanding of the philosophy, purpose, and practice of external auditing. It focuses on key issues facing auditing professionals, including audit risk assessment, audit planning, internal controls evaluation, substantive testing, and the use of data analytics throughout the audit process. The course also explores the auditor's reporting and opinion responsibilities to management, shareholders, and other stakeholders, as well as the ethical and legal obligations of the profession. Through case discussions, projects, and exams, students develop technical competence and critical thinking skills related to professional standards, regulatory oversight, and auditor judgement and decision-making. Professional skepticism and professional judgment are emphasized throughout the course.

Prerequisites: ACC3500
Credits 4

ACC4530: Advanced Accounting

ACC4530 Advanced Accounting
4 General Credits

This course extends the in-depth study of accounting concepts and techniques which began in Intermediate Accounting I and II. Topics include business combinations and consolidation of financial statements, accounting for variable interest entities, translation and remeasurement of foreign currency-denominated financial statements and consolidation of foreign subsidiaries, governmental and not-for-profit accounting and accounting for partnerships.

Prerequisites: ACC3500 & ACC3501 as a pre-requisite
Credits 4

AMS4672: Wrkng in Amer:labor in

AMS4672 Working in America: Labor in the US Since 1892
4 Advanced Liberal Arts Credits

How has blue, white, and pink collar work changed in the United States across the past century? This advanced liberal arts course builds on the foundation and intermediate level courses of your liberal arts career and focuses on the historical experiences of American workers from the turn of the twentieth century to today. We will study industrialization and deindustrialization, labor union strikes, workplace regulations and protections, patterns of migration and immigration, and the relationships of labor with the liberation movements of women, people of color, and LGBTQ+ workers. For their final projects, students will apply their semester's learning to an Oral History, interviewing and analyzing the work experiences of a friend or family member. Our final unit will look toward the future, as we examine AI and the future of American labor.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

ANT4600: Accessing Health?des,inequal,pol of Place

ANT4600 Accessing Health? Design, Inequality and the Politics of Place

4 Advanced Liberal Arts Credits

Health outcomes vary widely across the globe: there is a gap of more than 30 years in the life expectancies of the longest-lived and shortest-lived countries. Yet decades' and in some cases centuries' worth of projects to improve health outcomes have faltered. Why, amidst a plethora of potential solutions, do poor health and health inequality persist?

This course investigates the relationship between human health, the places where we live, and the management of health through design and planning. Illness is both a justification for the exercise of power and a consequence of the inequalities that power leaves in its wake. This creates an apparent paradox where expert technologies of biomedicine and planning seem to offer the promise of better lives but also re-inscribe illness in already unhealthy populations. We will examine the fragmented conceptions of the body, community, health, and place that both make these efforts possible and make them unlikely to succeed in achieving health equality.

The course explores the interaction between public health and planning norms and the everyday lives of people on the margin of these projects. We will pay particular attention to questions regarding how race, gender, and disability shape both health and experiences of place in the global South and North. After an overview of the humanistic social sciences' approaches to the relationship between health and place in weeks 1-2, the readings in the first half of the course are organized around top-down projects to create healthier populations and the everyday strategies of resistance that people who find themselves caught up in these projects employ. The readings in the second half of the course explore people's bottom-up efforts to forge a different relationship between place and health, with particular attention to the politics of design.

In this course, students will complete a two-part research project that explores how differently situated social groups seek to change places and their people in pursuit of health. In part one, you will draw on theories explored in this course to examine a "top-down" approach to the production of health. For instance, you might look at a particular city's urban planning policies, the work of a transnational NGO, the management of a forest, or an anti-Zika campaign. In part two, you will

explore a “bottom-up” approach to health by documenting people’s every day and grassroots practices for keeping or making themselves healthy. This could include but is not limited to guerrilla urbanism, disability activism, techniques of visibility/invisibility as everyday resistance, Black place-making, or food justice. You are not required to locate both parts of the project in the same place, nor are you required to organize both parts of the project around the same health problem. This project is an opportunity for you to explore a topic in which you are genuinely interested—so please let me know if you are feeling like you need some encouragement to choose the “riskier” option.

Prerequisites: Any combination of 2 intermediate liberal arts (HSS, CSP, LTA)
Credits 4

ANT4601: Anthropology of Migration

ANT4601 Anthropology of Migration

4 Advanced Liberal Arts Credits

Borders closed. Families torn apart. Refugees crowded into camps. Migrants hiding from authorities. These scenes have become all too common in today's world of increasing displacement, security crackdowns, and closed-door policies. This course introduces students beyond the headlines into the human stories and struggles of migration. We will examine the forces that compel people to leave their homes, the obstacles they face in crossing borders, the challenges of forging new lives in unfamiliar lands. Through ethnographic accounts, migrant narratives, and interactive discussion, we will gain insight into the courage, creativity, and resilience shown by migrants in the face of injustice. Students will gain a holistic perspective on migration by analyzing the historical, social, cultural, political, and economic dynamics that set migration in motion. We will critically investigate issues of identity, race, gender, human rights, and humanitarianism as they relate to migrants and refugees. Students will have opportunities to engage with local migrant communities. Ultimately, this course aims to develop informed global citizens, skilled in building empathy and articulating inclusive policies in contentious debates over migration. Students will gain analytical tools to humanize the headlines and contribute their voices to these defining issues of our time.

Prerequisites: Any Combination of 2 intermediate liberal arts (HSS, LTA, CSP)
Credits 4

ANT4602: Hinduism and Buddhism

ANT4602 Hinduism and Buddhism
4 Advanced Liberal Arts Credits

Hinduism and Buddhism has both a macro and a micro focus. The macro focus includes a deep dive into the origins of these two traditions in South Asia. It also includes a wide exploration of the multitudes of sub traditions that fall under the umbrellas of what we call Hinduism and Buddhism. The micro focus is on the current thriving versions of Hinduism and Buddhism in the greater Boston area. There are more than one hundred Hindu and Buddhist temples, societies, and centers in the greater Boston area. This part of the course will involve group and individual visits to some of these sites and original research using the techniques of participant observation.

Prerequisites: Any combination of 2 Intermediate Liberal Arts (LTA, CSP, HSS)
Credits 4

ANT4605: Anthropology of Law

ANT4605 Anthropology of Law
4 Advanced Liberal Arts Credits

Anthropology of law is a four-credit advanced History and Society course that explores cross-cultural variation within and among legal institutions. Through the medium of ethnography, as well as original primary-source research into court proceedings and legal disputes, we consider how law becomes a mechanism for the maintenance of social order at the same time that it can contribute to social inequity. We will address central questions in the anthropology of law: How does our cultural background influence how we conceptualize justice? What are the consequences of finding oneself between competing legal systems? Our focus will be to examine critically the social and cultural dynamics behind dispute resolution, corporate law, crime, torts, religious law, and international courts, as well as dilemmas around policing and other ways people encounter “the law” in everyday life. Case studies from diverse legal environments in both industrialized and small-scale societies will help place Western law traditions in a comparative, global perspective.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

ANT4608: Community Economic Empowerment

ANT4608 Community Economic Empowerment

4 Advanced Liberal Arts Credits

This course combines Babson students' business know-how (e.g. in financial research, database design, and working with vendors) with qualitative research and research communication. Students will participate in an engaged anthropology project with a partner nonprofit organization that advocates for Indigenous Peoples' rights and supports their self-determination. Our starting point as engaged anthropologists is that knowledge is co-produced between qualitative researchers and their interlocutors. In this course you will learn how to manage relationships with your research partners, not just as client management, but also as a core part of how you determine what questions to ask and the most effective ways to answer them.

Indigenous Peoples face exclusion from and unequal integration into national economies and polities. Students will learn about how Indigenous Peoples work to sustain their lifeways, economies, and political rights and to achieve self-determination in these domains.

You will learn directly from Indigenous Peoples by producing qualitative research to meet their economic, political, and communication needs. You will consider the ways in which your life is entangled with those of Indigenous Peoples and grapple with your responsibilities to Indigenous Peoples.

Prerequisites: two Intermediate Liberal arts courses in any combination (LTA, CSP, HSS)
Credits 4

ANT4609: Power, identity & memory in Modern Turkey

ANT4609 Contested Heritage: Power, Identity, and Memory in Modern Turkey

4 Advanced Liberal Arts Credits

What happens when a museum becomes a mosque? Or when ancient rituals turn into tourist shows? When does preservation become politics, and who decides how history is displayed? This course explores how cultural heritage becomes entangled with identity, memory, and power in contemporary Turkey. We will explore how historical sites and cultural practices become focal points for competing visions of the nation, religion, and modernity. From the Ottoman Empire to the secular republic and now to today's political shifts, Turkey offers a unique lens through which one might understand how societies negotiate their relationship with the past. We consider heritage sites as stages on which national identity is performed and contested, where secularism and religion seek balance, and where local traditions are confronted with global tourism. The course pays special attention to the "politics of preservation": who decides what is to be preserved, in what way it is to be presented, and for whom. Through ethnographic studies and theoretical texts, and the Nobel-laureate Orhan Pamuk's novel *The Museum of Innocence* - which we will consider as literature, and through its physical museum in Istanbul - students will explore how heritage works not only in the sense of sites and traditions, but also how it actively shapes national identity, political legitimacy, and social memory.

Through guided fieldwork, students will also develop the key ethnographic research skills of participant observation, interviewing, and qualitative data analysis. These methods will allow students to conduct independent research that examines how heritage sites and practices are experienced, contested, and reimaged in contemporary Turkey.

Prerequisites: Any combination of 2 intermediate liberal arts courses (LTA, CSP, HSS)
Credits 4

AQM1000: Foundations of Business Analytics

AQM1000 Foundations of Business Analytics
4 Foundation Liberal Arts Credits

The course introduces the necessary quantitative methods that are prerequisites to follow-on courses in AQM and in Babson's integrated core business offerings. Statistical software and the use of spreadsheets are integrated throughout so that students better appreciate the importance of using modern technological tools for effective model building and decision-making. The initial third of the course focuses on basic frequentist statistical methods, their conceptual underpinning, such as variability and uncertainty, and their use in the real world. Topics include data visualization, data collection, descriptive statistics, elementary probability rules and distributions, sampling distributions, confidence intervals, and hypothesis testing. The remainder of the course is dedicated to decision-making problems in a managerial context using algebraic, spreadsheet, graphical, and statistical models. Topics include introductions to linear regression, time series analysis, and simulation. The course emphasizes the effective communication of quantitative results through written, visual, and oral means.

Credits 4

AQM2000: Predictive Business Analytics

AQM2000 Predictive Business Analytics

4 Foundation Liberal Arts Credits

This course is only open to students who started Fall 2021 or after

This course introduces students to the foundational ideas of modern data science through a hands-on implementation in modern statistical software. Students will encounter key conceptual ideas like the importance of holdout data, the dangers of overfitting, and the most common performance indicators for various model types through a tour of popular and practical predictive analytics algorithms: linear regression, k-nearest neighbors, logistic regression, classification and regression trees, naive Bayes', and others. In addition to these supervised learning models, students will investigate unsupervised learning models like association rules and clustering, which are designed to uncover structure in data rather than predict a particular target. Throughout the course, students will practice communicating the results of their analyses to a variety of stakeholders.

Prerequisites: AQM1000
Credits 4

ARB2200: Introduction to Arabic

ARB2200 Introduction to Arabic

4 Free Elective Credits

This course is an introduction to Modern Standard Arabic (MSA) and the Levantine dialect. It introduces students to Arabic sounds and alphabet, basic reading and writing, and essentials for everyday conversations. It is built on an interactive methodology using a variety of authentic materials such as news, film, songs, art, food and cooking. It emphasizes the active participation of students in the learning process. Project-based learning is the main instructional approach, and classes are designed to teach language through engaging projects set around specific cultural topics. Students will cook and taste food, virtually visit Arab cities and museums, research Arab artists, watch movie clips and music videos, and even learn and sing Arabic songs! Arabic 2200 is the initial course in the Arabic language sequence at Babson.

Students are precluded from taking more advanced courses in the sequence (Arabic 4610, 4640, 4650) prior to this course unless permitted by the instructor.
Credits 4

ARB2600: Introduction to Arabic

ARB2600 Introduction to Arabic
4 Free Elective Credits

******This course is equivalent to ARB 2200. Students who took this as ARB 2200 cannot register for this ARB 2600.******

This course is an introduction to Modern Standard Arabic (MSA) and the Levantine dialect. It introduces students to Arabic sounds and alphabet, basic reading and writing, and essentials for everyday conversations. It is built on an interactive methodology using a variety of authentic materials such as news, film, songs, art, food and cooking. It emphasizes the active participation of students in the learning process. Project-based learning is the main instructional approach, and classes are designed to teach language through engaging projects set around specific cultural topics. Students will cook and taste food, virtually visit Arab cities and museums, research Arab artists, watch movie clips and music videos, and even learn and sing Arabic songs! Arabic 2200 is the initial course in the Arabic language sequence at Babson.

Students are precluded from taking more advanced courses in the sequence (Arabic 4610, 4640, 4650) prior to this course unless permitted by the instructor.
Credits 4

ARB4600: Arab Cinema and Culture (LAN)

ARB4600 Arab Cinema and Culture

4 Advanced Liberal Arts Credits

This course is designed as an advanced-level conversation class, with a strong cultural component. It explores Arab cinema from the colonial period to the present and provides an in-depth exploration of "cultural identity" and "politics" in the Arab World. Although Egypt is considered the biggest film producer in the Arab world, the course aspires to represent various cinemas across the region, from Morocco and Algeria to Syria, Lebanon, Saudi Arabia, and Palestine, introducing students to notable moments and phenomena in the history of these cinemas.

The course will be taught in English, and all films include English subtitles. In addition to film viewings, students will be required to read critical and theoretical articles that pertain to class discussion. These films and readings serve as the basis for debate, discussion and written analysis of issues relevant to the history, culture and politics of the Arab world and the Middle East. Films will be on reserve at Horn Library, and screenings will be scheduled.

Prerequisites: No prerequisites required

This course is open to Advanced and heritage speakers of Arabic
Credits 4

ARB4610: Arabic II: language&culture Through Food

ARB4610 Arabic II: Culture, Cuisine and Communication
4 Advanced Liberal Arts Credits

Get ready for a culinary journey around the Arab world!

Arabic 4610 is designed to learn Arabic language and culture through food. It will help you enhance your linguistic and communicative skills by exploring food, traditions and cultural values. It will incorporate hands-on cooking projects and discussions about the significance of food in Arab culture. These projects aim to introduce you to the diverse dialects and rich cultures of the Arab World. They will also help you develop vocabulary, reading and writing, and enhance the spoken skills necessary for a variety of daily life activities such as sharing meals, talking about ethnic foods and favorite cuisines, buying grocery, inviting family and friends for a meal, and ordering at a restaurant. By exploring practices around food, you will observe Arab society and culture while using your senses and curiosity.

Projects might include cooking at the Foundry, learning recipes, visit a local market, visit local Arab restaurants and/or cafés, learning about the history of Arab cuisine, researching the link between food and festivals, and much more.

Prerequisites: you may sign-up for this class if you have successfully completed ARB2200 or its equivalent, or you are a heritage speaker who can understand Arabic minimally.
Credits 4

ARB4640: Arabic Cinema & Culture

ARB4640 Arabic Cinema and Culture

(Formerly ARB4600)
4 Advanced Liberal Arts Credits

This course will provide a broad introduction to the historical, literary, artistic, and popular cultures of the Middle East and North Africa. It will examine how film in this part of the world is used as a space through which filmmakers reflect on significant cultural, social, political issues and concerns. Students will study films reflecting a wide array of cinematic genres in the Middle East and North Africa and will explore how issues like poverty, independence, political freedom, women's rights are visually expressed.

The course seeks to represent various films across the region, from Morocco and Algeria, to Egypt and Saudi Arabia, to Lebanon, Syria and Palestine, with the aim to expose students to different cultures and introduce them to important moments and phenomena in the history of these countries.

Arabic 4640 is an Advanced Liberal Arts course. The course is taught in English and films have English subtitles. No prior knowledge of Arabic language is needed.
Credits 4

ARB4650: Arab Culture for Business

ARB4650 Arab Culture for Business

(Formerly Business Arabic)

4 Advanced Liberal Arts Credits

This course aims to help students acquire cultural intelligence and develop the tools necessary to learn about business culture of the Arab world and be aware of local traditions and sensitivities. It provides an understanding of Arab business etiquette and culture, and discusses related topics such as travel, dress codes, Islam and business, communication and negotiation styles, attitudes, and hierarchy in the workplace. Students survey countries like UAE, Qatar, Saudi Arabia, Bahrain, Lebanon, Morocco, Algeria, and Tunisia ...etc. They use diverse forms of authentic and recent media and examine materials from different Arabic newspapers and media sources such as Al-Hayat, Al-Ahram and Al-Jazeera to comprehend practical business issues, cultural values and social etiquette in the Arab world and the Middle East.

The course is taught in English. No prior knowledge of Arabic is needed.
Credits 4

ART1171: Mixed Media Drawing

ART1171 Mixed Media Drawing

4 General Credits

This is an introductory course designed to engage observational and experimental approaches to drawing. Employing a broad range of materials, from charcoal and pastels to ink and found materials, students will study and synthesize fundamentals such as perspective, mark making, line quality, value, and figure-ground relationships. Guided observational exercises will aid in deconstructing objects and translating spatial relationships. In addition to these techniques, the course will engage found imagery and printmaking strategies to explore drawing's vast possibilities as a methodology, a record, and a problem-solving tool. Critiques will provide an opportunity to collectively assess, interpret, and reflect upon students' work. A selection of artists' writings, interviews, and videos will complement the drawing prompts, investigating drawing as an evolving, contemporary practice.

Prerequisites: None
Credits 4

ART1172: Intro to Sculpture

ART1172 Introduction to Sculpture

4 General Credits

This is an introductory level studio art course designed to engage you with basic sculptural concepts and processes through the creation of your own sculpture. Working with basic material such as plasticene, plaster, wood, and wire, we will learn carving, modeling, and other methods of construction as we explore assignments that parallel historical approaches and processes. As a means of developing a full range of approaches towards making sculpture, we will examine paleo-lithic sculpture; Egyptian, Greek, and Renaissance bas-relief sculpture; abstract, kinetic and minimal sculpture; and installation and conceptual art. Students will be asked to keep a sketchbook for the development and critique of visual ideas. Through visualization, drawing, design, construction, and critique of sculpture, students will expand their skills of observation, critical analysis, and creative problem solving.

Prerequisites: None
Credits 4

ART1175: Begin PAinting Watercolor Acrylic

ART1175 Beginning Painting Watercolor and Acrylic

4 General Credits

This is an introductory level course designed to bring students through basic aspects of drawing in a wide range of media. No previous experience is required. Issues such as line, tone, mark making, gesture form, light sources, figure/ground relationships, and perspective to overall compositions will be addressed separately and in the many ways that they relate to one another in a drawing. Students will draw observationally from life and from their own drawings, learning how to use each of these concepts as tools in order to draw and see more analytically. We will work with a wide range of materials from basic graphite pencils and charcoal to ink washes, conte crayon on gesso treated paper, silverpoint, collage, and printmaking. Slides of various artists' work will be discussed in relation to concepts and processes explored in class. Student work will be discussed in group critiques with full class participation. Students should be committed to expanding their skills and can expect project deadlines. There will be some expense for materials.

Prerequisites: None
Credits 4

ART1200: PAinting Through Poetry

ART1200 Painting Through Poetry

4 Free Credits

Artists have long produced work in conversation with others in their communities. This exchange is particularly vital and enduring among painters and poets. In this course, we will trace the relationships of contemporary and historical practitioners. With poems as our prompts, we will explore painting as a visual language that is fundamentally relational. Through a series of visual experiments, from painting to collage, we will interrogate the relationship between parts and wholes, representation and abstraction, text and image. We will consider moments in which language constrains meaning while painting expands it and vice versa. Together, through making, we will uncover questions, generate ideas, and apply the specificity of poetry to the space of painting.

Prerequisites: None
Credits 4

ART1201: Introduction to Digital Art & Design

ART1201 Introduction to Digital Arts and Design

4 Free Elective Credits

Students develop technical, conceptual, and aesthetic experience pertaining to the creation of two-dimensional digital artworks as well as artworks that engage with the fourth dimension of art: space and time. Students gain an introductory knowledge of several art and design software programs. Included topics in the course are digital drawing, designing digital collages, and time-based digital media. Note: Babson Photography program has digital and lenses to check out but only a limited number of digital fully manual cameras are on reserve.

Prerequisites: None
Credits 4

ART1672: Intro to Sculpture

ART1672 Introduction to Sculpture

4 General Credits

****ART 1172 is equivalent to ART 1672. If students took ART 1172 they cannot register for ART 1672.****

This is an introductory level studio art course designed to engage you with basic sculptural concepts and processes through the creation of your own sculpture. Working with basic material such as plasticene, plaster, wood, and wire, we will learn carving, modeling, and other methods of construction as we explore assignments that parallel historical approaches and processes. As a means of developing a full range of approaches towards making sculpture, we will examine paleo-lithic sculpture; Egyptian, Greek, and Renaissance bas-relief sculpture; abstract, kinetic and minimal sculpture; and installation and conceptual art. Students will be asked to keep a sketchbook for the development and critique of visual ideas. Through visualization, drawing, design, construction, and critique of sculpture, students will expand their skills of observation, critical analysis, and creative problem solving.

Prerequisites: None
Credits 4

ART1675: Begin PAinting Watercolor Acrylic

ART1675 Beginning Painting Watercolor and Acrylic
4 General Credits

****ART 1175 is equivalent to ART 1675. Students who took ART 1175 cannot register for ART 1675.****

This is an introductory level course designed to bring students through basic aspects of drawing in a wide range of media. No previous experience is required. Issues such as line, tone, mark making, gesture form, light sources, figure/ground relationships, and perspective to overall compositions will be addressed separately and in the many ways that they relate to one another in a drawing. Students will draw observationally from life and from their own drawings, learning how to use each of these concepts as tools in order to draw and see more analytically. We will work with a wide range of materials from basic graphite pencils and charcoal to ink washes, conte crayon on gesso treated paper, silverpoint, collage, and printmaking. Slides of various artists' work will be discussed in relation to concepts and processes explored in class. Student work will be discussed in group critiques with full class participation. Students should be committed to expanding their skills and can expect project deadlines. There will be some expense for materials.

Prerequisites: None
Credits 4

ART4605: Art in the Age of Enlightenment

ART4605 Art in the Age of Enlightenment

4 Advanced Liberal Arts Credits

This class examines the history of art during the Age of Enlightenment (1600-1800), a time marked by revolutions in science, industry, philosophy, and the declaration of human rights. Students will learn about artists who grappled with the image of a changing world, picturing what was before inconceivable: a surgeon publicly dissecting a human body, a former slave turned politician, etcetera. Throughout the semester, students will critically assess how art shaped the founding ideologies of our modern world.

Prerequisites: Any combinations of 2 intermediate liberal arts (HSS, LTA, CSP)
Credits 4

CGE1200: Free Elective

Credits 4

CGE1201: Free Elective

Credits 4

CGE1202: Free Elective

Credits 4

CGE1203: Free Elective

Credits 4

CGE1205: Free Elective

Credits 4

CGE1206: Free Elective

Credits 4

CGE1207: Free Elective

Credits 4

CGE1208: Free Elective

Credits 4

CGE1209: Free Elective

Credits 4

CGE1210: Free Elective

Credits 4

CGE1211: Free Elective

Credits 4

CGE1212: Free Elective

Credits 4

CGE1213: Free Elective

Credits 4

CGE1214: Free Elective

Credits 4

CGE1215: Free Elective

Credits 4

CGE1216: Free Elective

Credits 4

CGE1217: Free Elective

Credits 4

CGE1218: Free Elective

Credits 4

CGE1251: Free Elective

Credits 4

CGE1252: Free Elective

Credits 4

CGE1253: Free Elective

Credits 4

CHN1200: Chinese Intro

Credits 4

CHN2200: Chinese I

CHN2200 Chinese I
4 General Credits

An introduction to practical and functional knowledge of modern Mandarin Chinese. Emphasis on developing proficiency in fundamental language skills: listening, speaking, reading and writing, using basic expressions and sentence patterns. Computer programs for pronunciation, listening comprehension, grammar and writing Chinese characters will be used extensively.

Prerequisites: None
Credits 4

CHN2600: Chinese I

CHN2600 Chinese I
4 General Credits

****CHN2200 is equivalent to CHN2600. Students who took CHN2200 cannot register for CHN2600****

An introduction to practical and functional knowledge of modern Mandarin Chinese. Emphasis on developing proficiency in fundamental language skills: listening, speaking, reading and writing, using basic expressions and sentence patterns. Computer programs for pronunciation, listening comprehension, grammar and writing Chinese characters will be used extensively.

Prerequisites: None
Credits 4

CHN4610: Chinese II

CHN4610 Chinese II
4 Advanced Liberal Arts Credits

A continuation of the fall semester, an introduction to practical and functional knowledge of modern Mandarin Chinese. Emphasis on developing proficiency in fundamental language skills: listening, speaking, reading and writing, using basic expressions and sentence patterns. Computer programs for pronunciation, listening comprehension, grammar and writing Chinese characters will be used extensively.

Prerequisites: CHN1210 or CHN2200
Credits 4

CHN5650: Elementary Chinese I

Credits 4

COM3500: Business Storytelling

COM3500 Business Storytelling
4 Advanced Management Credits

Storytelling plays a crucial role in our lives. We draw on stories to make meaning of ourselves and others, to shed light on our experiences, and to express who we are or would like to be. The same holds true for businesses. Storytelling is not only a core competency of business leaders but an indispensable component of functional organizations. Successful companies take pride in compelling stories; troubled companies tend to lack institutional stories and a culture of storytelling. Capable business leaders are effective storytellers, and strategic storytelling has been a proven means of turning struggling companies around.

This 4-credit course invites students to uncover the secrets of powerful stories and effective storytelling in a wide variety of business contexts. It is designed to equip students with essential storytelling tools for launching and accelerating careers in sales, marketing, finance, or entrepreneurship.

By listening to and critically analyzing compelling stories told by diverse voices across various media channels, we will engage with questions such as: What makes a story compelling? Why and how do successful companies rely on storytelling and story-making to shape their culture, strategy, and brand? In what ways can a well-crafted story spark engagement and organizational change? What qualities do impactful storytellers and effective business leaders share? And ultimately, how does storytelling become a form of leadership in itself?

Prerequisites: FME 1001 or MOB 1010
Credits 4

COM3501: Proactive Crisis Management&communication

COM3501 Proactive Crisis Management and Communication

4 Advanced Electives Credits

Proactive Crisis Management and Communication focuses on the key elements of crisis and issues management – before, during and after a crisis. In an age when a company's every move is subject to instant, unfiltered, and global scrutiny and attack, the need for effective, proactive crisis management is greater than ever.

Prerequisites: MKT2000
Credits 4

COM3504: Communicating in Global Virtual Teams

COM3504 Communicating in Global Virtual Teams
(Formerly MOB3504)
4 Advanced Management Credits

If you took and passed MOB3504, you cannot register for COM3504, as these two courses are equivalent

In this course, students will learn how to successfully engage, collaborate and communicate in global virtual teams. Students will begin by reading and discussing assigned course reading on global communication, virtual collaboration, organizational communication, and writing in groups in preparation for a major cross-institutional global project.

In collaboration with Marshall School of Business at USC, students will participate in the 6-week global Virtual Business Professional (VBP), project, which puts students in diverse international teams using Slack's communication platform to complete a written social media assessment project for Google, Amazon, or Starbucks. At the conclusion of the project, faculty teaching in the program will choose the best report for each company. Google, Amazon, and Starbucks are partnering with the project and a representative from each company will pick one of the three winners.

Students will be expected to hold virtual meetings, use project management tools, create online presentations, and write a final report using state-of-the-art technology used in today's corporate environment. The VBP project runs from approximately week 4 to week 9 of the academic semester. During this time, class work will include discussing experiences working in the project, identifying and considering shared challenges, and engaging with scholarly and popular reading that can help students in the project.

Prerequisites: None
Credits 4

COM3511: Business Presentations

COM3511 Business Presentations
(Formerly MOB3511)
2 General Credits

If you took and passed MOB3511, you cannot register for COM3511, as these two courses are equivalent

This is a performance course designed to build upon basic presentation skills and concepts. Focus will be directed toward presentation strategies for informative and persuasive speeches for business settings. Students will present virtual and in-class, high-impact presentations. The course will enforce communication concepts to allow students to become effective critical thinkers as creators and consumers of messages.

Prerequisites: WRT 1001
Credits 2

COM3522: Business Writing

COM3522 Business Writing

4 Advanced Management Credits

Business Writing is an interdisciplinary writing course designed to improve the business communication competency of undergraduate students. In this course students will gain the tools necessary to produce effective business writing in a variety of multi-modal contexts. Students will read, discuss, and respond to materials that provide historical context for business communication norms and genres and present research-driven strategies for communicating effectively to a variety of audiences. Students will complete practice cases where they will be expected to apply a problem-solving approach to producing audience-driven, goal-oriented business communication genres. These cases will build toward a larger service learning project with an external partner in order to deepen their understanding of business norms and practices.

Prerequisites: MKT2000
Credits 4

COM3550: Communication Credit

Credits 4

COM5551: Communication Credit

Credits 4

CSP2001: Ethics

CSP2001 Introduction to Ethics

(Formerly CVA2001)
4 Intermediate Liberal Arts Credits

Discussions relate morality to the life and circumstances of contemporary society by offering a solid grounding in the major concepts of ethical theory and in the basic skills for analyzing ethical issues and making sound moral judgments.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2002: Afr American History and Foodways

CSP2002 African American History and Foodways (HIS)

(Formerly CVA2002)
4 Intermediate Liberal Arts Credits

The course covers the major periods, movements, and events that have shaped African American history and foodways. These include: the African slave trade; antebellum period; the civil war and reconstruction; World War I and the great migration; Harlem Renaissance and Garveyism; Great Depression; Spanish Civil War and World War II; Civil Rights and Black Power movements; industrialization, the growth of the prison industrial complex, and the _war on drugs_. The course will also include content on African American foodways from the African slave trade to the Black Power movement. Classes discuss the assigned reading with lively student participation. Out-of-class work includes readings, online exams, attending lectures, artistic presentations, and films, as well as independent research.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2003: Introduction to Ethnic Studies

CSP2003 Introduction to Ethnic Studies

4 Intermediate Liberal Arts Credits

This course will introduce students to the academic field of Ethnic Studies, raising questions about the ways that race and racism shape our experiences and world across a range of time and places: When and how did the concept of race arise? How does race connect with other forms of difference such as class, gender and sexuality? How do our personal experiences with racial identity and racism relate to the structure of our society? What does it mean to claim racial "colorblindness"? How have Ethnic Studies scholars explored areas such as immigration, popular culture, education, imperialism, war, and labor? How have concerns for social justice and equity shaped the field of Ethnic Studies? We will be reading a variety of academic and cultural texts which illustrate the interdisciplinarity of the work undertaken in Ethnic Studies. We will explore these issues through readings, discussions, lectures, films, short stories, and music. No introductory course can comprehensively examine all these topics or claim to represent all prevailing perspectives. Instead, this course surveys a variety of issues, topics and debates to introduce you to this field and encourage future research and inquiry during your college career and beyond.

Prerequisites: FCI 1000 and WRT 1001
Credits 4

CSP2005: Anthropology of Religion

CSP2005 Anthropology of Religion

(Formerly CVA2005)

4 Intermediate Liberal Arts Credits

Anthropology of religion is a four-credit intermediate History and Society course. From an ethnographic and qualitative perspective, we will explore religious expression around the globe, including the major Abrahamic traditions of Judaism, Christianity, and Islam but also Buddhism, Hinduism, African religions, and lesser-known faiths from small-scale, non-industrialized societies. Emphasis is placed on the analytic categories for understanding religious experiences and the prospects and challenges of cross-cultural comparison. We will adopt the techniques of anthropological inquiry to consider the social forces at work within religious life, including the political, colonial, gendered, and transnational dimensions of worship. Topics of ritual, mythology, witchcraft, magic, and science will guide our exploration of belief and spirituality beyond the formal boundaries of institutional religions. Experiential assignments, including participant observation and interviews with practitioners from unfamiliar spiritual traditions, are combined with in-depth written exercises to strengthen your intercultural and rhetorical competencies.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001 or RHT1000)
Credits 4

CSP2006: Critical Philosophy of Race

CSP2006 Critical Philosophy of Race

4 Advanced Liberal Arts Credits

This course will survey the history of philosophy and race and critical philosophies of race. The first half of the course will begin with a study of the use of Aristotle's Politics as it was taken up by 15th and 16th century theologians in the Spanish and Portuguese empires in the context of the colonization of the Americas. We will then look at early modern philosophy and the shift away from theologically based hierarchies to "scientific" analyses of race as they were developed alongside the Enlightenment political values of individual freedom and republicanism as promised in social contract theory. The first half of the course will end with a case study of the international abolitionist movement. The second half of the course will look specifically at the philosophies of race within the United States as a settler colonial nation. We will look at the social construction of "whiteness" as it coalesced around specific labor and property relations, the prison industrial complex, and contemporary decolonial and abolitionist political philosophy.

Prerequisites: WRT1001 and FCI1000
Credits 4

CSP2007: Intro to Philosophy

CSP2007 Introduction to Philosophy

(Formerly CVA2007)
4 Intermediate Liberal Arts Credits

Introduction to Philosophy treats the most basic and pervasive human questions: Does God exist? What is the nature of the self? What is the relationship between our mind and our body? Do human beings have an immortal soul? Do we have free will? What is the difference between a human being and a computer? How can value judgments be justified? What is the proper relationship between the individual and the community? What is the best kind of human life?

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2008: Cultural Anthropology

CSP2008 Cultural Anthropology

(Formerly CVA2008)
4 Intermediate Liberal Arts Credits

Introduction to Cultural Anthropology is a four-credit intermediate History and Society course. The central focus of this course is the phenomenon of culture, that remarkable accomplishment that makes humans unique among all other species. We will use the concept of culture to investigate the question of what it means to be human. A major area of focus will be upon the ways cultural meanings are generated, shared, symbolized, ritualized, contested and altered in the face of different types of challenges. We will also study the relationship of cultural meaning to different economic, kinship and political systems. Throughout the course, as we study a variety of unfamiliar societies, we will continually refer back to our own societies with the goal of looking at our own ways of doing things with a new frame of mind. This frame of mind, or anthropological perspective, searches for the internal logics and constellations of values and beliefs that underpin all societies and subcultures. Central to this course is a succession of small fieldwork projects. This course will particularly strengthen your multicultural and rhetorical competencies

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2009: East Asian Cultures

CSP2009 East Asian Cultures

(Formerly CVA2009)

4 Intermediate Liberal Arts Credits

Welcome to Cultures and Values 2009, an intermediate level Liberal Arts course which will introduce you to the cultures of East Asia. This course builds on the themes and techniques in the H&S and A&H Foundation courses to analyze our subject using the materials and methodology of history pursued in an interdisciplinary manner. We will focus on the cultures of East Asia, China, Japan, and Korea; with thematic examples from ancient, medieval and modern periods. East Asia is integrated due to location and the influence that China had on the cultures of Japan and Korea. We will begin our study with the major ways of thinking in ancient China-Confucianism, Daoism, Buddhism, with some consideration of Legalism, and Militarism. The ethical structures, ideas, concepts and vocabulary in part one will inform and be assumed in our study of Japan and Korea. We will next study the uses of Chinese Ethics in Japan and Korea, Shinto in Japan, and Shamanism in Korea. Although these three cultures have elements in common, Japan and Korea developed in unique ways and in no way should be seen as pale imitations of Chinese culture. We begin our study analyzing written (Chinese) classical texts, which became classics throughout East Asia. These are elite cultural documents, but we will also consider their impact on popular culture. The fourth section of the course will consider East Asia as a cultural unit. We will interrogate the cultural constructions of identity and meaning in these cultures and the political and social contexts in which these were found. We will consider the impact of modernization and globalization, and the change and continuity within East Asian cultures. Some attention will be given to the cultural impact from and on the West. We approach this course through readings in philosophy, religion, anthropology, art, literature, film, and music.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2010: Gender Studies

CSP2010 Gender Studies

(Formerly CVA2010)

4 Intermediate Liberal Arts Credits

This course provides an interdisciplinary introduction to gender studies. Designed as an intermediate course, Introduction to Gender Studies aims to identify and critically examine the interactive relationships among gender, cultural/social institutions, and individuals in contemporary American society. This implies two foci of attention. First, through readings and discussion, we will explore gender roles and resulting power inequities in contexts such as families, the music industry, conceptions of both race and sexuality, and novels. Equally important, we will analyze how the behaviors of individuals reflect, sustain and sometimes alter social conceptions of gender. In concert, these two emphases serve to underline the relationships among gender, culture, and individuals.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2011: Western Culture:world Wars and Holocaust

CVA2011 Western Culture: World Wars and Holocaust
4 Intermediate Liberal Arts Credits

What does it mean to live in a society subsumed by total war? What happens to bodies and minds as they experience war—not just those performing active combat, but those living on the home front? What strategies do people devise to survive? How do they make sense of the realities of war, starvation, imprisonment, occupation, and genocide—if they make sense of them at all? In this course, we will deep dive into what has been called the quintessential experience of the 20th century: total war. Throughout the course, we will question two things: first, what do we mean by total war and how is it different from other kinds of war? And second, how can we recover the experiences of those who lived through total war? Over the course of the semester, you will develop your own understanding of the definition of total war and will apply it to the ordeals of WWI and WWII, through analysis of the diaries, memoirs, poetry, philosophy, artwork, music, and recipes that these men, women, and children left behind. Our class will balance lecture and discussion; students will have the opportunity to lead discussion on a variety of topics, including art, philosophy, and memorials. Through a series of short analytical essays, a semester-long creative historical project in which you will adopt the voice of a historical actor, and trips to local museums, we will assess the impact of the world wars on numerous aspects of life today, including how they reshaped national and international boundaries, identities, and ideologies.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2013: Introduction to SustAInability

CSP2013 Introduction to Sustainability
4 Credits

This case-based course introduces students to the basic concepts and tools that the liberal arts (science, social science, and the humanities) bring to a consideration of sustainability. Students develop the cross-disciplinary awareness and collaboration skills needed to approach environmental issues holistically.

Prerequisites: (RHT and AHS) or (FCI and WRT 1001)
Credits 4

CSP2015: Political Thought

CPS2015 Political Thought

(Formerly CVA2015)
4 Intermediate Liberal Arts Credits

This course addresses the meaning and practice of politics through close readings of a range of political theory approaches, such as anarchist political theory, classic liberalism, civic republicanism, Black Nationalism, queer theory, settler colonial/Indigenous studies, conservatism, and feminist theory. The course will pursue such topics as the politics of confrontation, transformation and change, the role and meaning of citizenship, political community, government, inequality, political resistance, violence, and any other pertinent issues we discern from the work assigned. This is a reading intensive course, and it will also explore political themes that can be drawn out of popular culture, such as films and television shows.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2020: Media Studies

CSP2020 Media Studies
(Formerly CVA2020)
4 Intermediate Liberal Arts Credits

If you took and passed CVA2020, you cannot take CSP2020, as these two courses are equivalent

This course explores the structure and functions of the mass media in contemporary society, looking at social, cultural, economic and political issues relevant to television, film, radio, recorded music, books, newspapers, magazines, internet and new communication technologies. Exploration of relationships between media and individual, media structure, media policy, law and ethics, and globalization of communications media is emphasized.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2025: Intro to Lgbtq Culture Studies

CSP2025 Introduction to LGBTQ Cultural Studies

(Formerly CVA2025)

4 Intermediate Liberal Arts Credits

Cultural Studies borrows from history, political science, psychology, literature, sociology, anthropology, film studies, media studies, and other disciplines to dismantle and thereby understand the cultural forces and variables which work together to construct meaning. In this course, we will look specifically at how LGBTQ (lesbian, gay, bisexual, transgender, and queer/questioning) identities and meanings have been and continue to be constructed, primarily but not exclusively in U.S. culture. We will actively consider how we, as human beings and agents of construction ourselves, contribute to or resist cultural meanings of LGBTQ. In our course of study, we will read theory, study film and other visual media, and interrogate texts, such as television shows, from popular culture. Each student will have an opportunity to develop a short individual project tailored to his or her interests.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2026: Immigrants, race and American Promise

CSP2026 Immigrants, Race and the American Promise

(Formerly CVA2026)

4 Intermediate Liberal Arts Credits

This intermediate course will consider the nature of American culture and identity through the experiences of the nation's immigrants and its ethnic citizens. What sacrifices have immigrants and ethnic Americans made in order to become members of the national community? How have they contributed to the development of modern America? How have they re-shaped the culture, politics, and economy of the U.S.? How have immigrants and citizens of color adapted the mythology of the American Dream to achieve success? What does the larger narrative of immigration, race, and ethnicity tell us about our nation's values and our own identity as citizens? Throughout the semester, students will use historical texts, novels, and selected works of film and music to consider these questions. Selected themes for the course include the _Melting Pot_ and multiculturalism, race and ethnicity, anti-immigrant agitation and legislation, the nature of the American Dream, and the development of ethnic communities and businesses. The class will cover the time period from the late nineteenth century to the present.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2030: Black American Music

CSP2030 Black American Music

(Formerly CVA2030 African American Music in the U.S.)

4 Intermediate Liberal Arts Credits

This course surveys music created by and about African Americans from the 19th century to the present, including spirituals, gospel, ragtime, blues, jazz, classical, R&B, rock and roll, soul, funk, disco, and rap. The course will emphasize: (1) African origins, and the historical and sociocultural contexts in which African American musical styles developed; (2) nontechnical musical analysis of the works studied; (3) the reciprocal relationships between African American music and other American music; and (4) the ways in which music participates in and shapes our national perceptions of and debates over race. No musical background required.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2033: Radical Politics

CSP2033 Radical Politics: Thought, Action, and Culture

(Formerly CVA2033)

4 Credits

This Intermediate Liberal Arts course examines the theory, actions, and artistic and cultural representations of radical political movements historically and in our time. Radical political movements seek major transformations and can span the political spectrum from left to right. Radical movements tend to work outside and even at odds with the mainstream political process. Through an interdisciplinary approach, this course will look at the history and contemporary forms of radical politics, analyses, manifestos and artistic work. In past courses, we have examined the Alt-Right and Antifa, the Movement for Black Lives, Indigenous politics, worker rebellions, the Arab Spring, and queer and women's liberation movements around the globe. In recent years, we have also witnessed the Free Palestine movement, radical climate change action, the Serbian liberation movement and the rise of fascist organizations and governments around the globe. These and other examples could be topics in our course, which will pay attention to and discuss radical political movements taking place during our semester. We will focus on the North American context, but student projects and our discussions will also take account of global events. The materials for this class will include historical and political scholarly analyses, journalism, documentaries, film, literature, music, podcasts, public commentary, and the narratives of activists themselves.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2035: Peoples and Cultures of the Middle East

CSP2035 Peoples and Cultures of the Middle East

(Formerly CVA2035)

4 Intermediate Liberal Arts Credits

While the Middle East continues to dominate Western foreign policy concerns and is a focus of Western media, understanding of this region is often based on stereotypes that do not consider the everyday lives of Middle Eastern people, and that do not attempt to differentiate between peoples of this region. This course will introduce several groups and cultures of the Middle East in detail, while focusing on thematic topics that are of particular interest to current world events. A brief survey of the history and geography of the region will be followed by more in-depth study of topics such as political Islam, the Israeli-Palestine conflict, the war in Afghanistan, gender and sexuality, and human rights issues. The course will be highly interactive, and will make frequent use of documentaries, movies, literature, and current news events as well as anthropological and ethnographic material.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2036: Environmental Justice

CSP2036 Environmental Justice

(Formerly CVA2036)

4 Intermediate Liberal Arts Credits

The objective of this course is to understand, explore, and analyze the inequities and power dynamics associated with many types of environmental (in)justice. Depending on the instructor, the focus may be on waste and consumption; global health; city design etc. in relation to issues of justice. How can we reimagine solutions for environmental justice? By thinking critically about these issues, we will challenge our thinking about environmental justice and why it matters today and in the future.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2037: Anthropology and Science Fiction

CSP2037 Anthropology and Science Fiction: Close Encounters of the Cultural Kind

4 Intermediate Liberal Arts Credits

This course brings together anthropology and science fiction to explore how humans think about, narrate, and contest encounters across difference. Through a combination of scholarly texts, fiction, film, and other works, we will investigate how people in different times and places have made sense of what it means to be human in moments when multiple forms of personhood are present. We will investigate why societies tell stories about encounters with the Other, consider how cross-cultural encounters transform societies and their ways of imagining and managing change, and analyze how the idea of difference has shaped anthropology and science fiction. Students will create original works that reflect on and tell new stories about cross-cultural encounters.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2050: Cult & Phl Intrm

CSP2050

4 Credits

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2051: Cult & Phl Intrm

CSP2051

4 Credits

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2052: Csp Intrm Credit

Credits 4

CSP2053: Csp Intrm Credit

Credits 0

CSP2054: Cult & Phl Intrm

Credits 4

CSP2055: Peoples and Cultures of the Americas

CSP2055 Peoples and Cultures of the Americas

(Formerly CVA2055)

4 Intermediate Liberal Arts Credits

This course looks at the Peoples and Cultures and Cultures of Latin America from within. The course covers topics such as resistance movements against dictatorships, feminist movements, Indigenous and environmental movements, racial and social justice movements. These issues are presented from the perspective of those on the ground, actively engaged with pushing for social movements that shape these countries.

What do we need to pay attention to when we are trying to understand Latin America? What are the forces that shape the region? These very complex questions should not be reduced to simple answers. However, the dynamics in Latin American countries (as well as elsewhere) are in large part a result of contentious processes between those that are trying to control the state and those trying to change it. The mainstream narrative about the history and politics of Latin America explains the region from the perspective of those who have access to the means of power, and have more leverage on how national states are governed. This is, though, only part of what we need to keep in mind. It is crucial to inquire into the movements that push against these dominant forces and narratives. This course invites students to investigate the social processes carried out by those who are often forgotten. Although frequently ignored, the consequences of these dynamics are constitutive of Latin America. This is an intermediate course designed to provide business students with the necessary tools to understand and engage with peoples and cultures of the region.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

CSP2057: Narratives of Sustainability

CSP2057 Narratives of Sustainability
(Formerly CVA2057 Imagining Sustainability)
4 Intermediate Liberal Arts Credits

The primary focus of this course is on the exploration of the concept of sustainability as a juncture of economic, environmental and social concerns. With the rapid expansion of globalization, and the attenuating crises that accompany it, with regard to these concerns, future business and public policy leaders will need to be in the vanguard at determining how best to effect solutions. To that end, this course will examine a variety of sources in the consideration both of what allows for the implementation of sustainability and what prohibits it--from business case study to philosophical/economic analysis to literary memoir. Within this context, students will be invited to examine what we mean when we talk about justice, ethics, profit, growth, and community. In sum, we will explore how concepts that contribute to our understanding of individual and communal responsibility might be revisited and redefined in the effort to create a world that offers sustainable economic opportunity for all, ensured within a vital commitment to environmental stewardship.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

CSP2059: Introduction to Consumer Society

CSP2059 Introduction to Consumer Society
4 Intermediate Liberal Arts Credits

This course addresses both long-standing and emerging debates about consumer society: Who is in control, consumers or advertisers and producers? How has the role of consumers changed in the digital era and with social media? How does consumption help us structure and communicate our identity(ies)? In what ways does consumption affect the environment and how does this then changed consumption patterns? How does the consumption of social media shape our lives? Special attention will be paid to the ways in which consumer culture structures division by class, status, gender, and race. Readings will include pieces by Adorno and Horkheimer, Bourdieu, Veblen, Sherman, Khan, Pittman, Duffy, and others.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 0

CSP2090: Food and the African American Canon

CSP2090 Food and the African American Canon

(Formerly CVA2090)
4 Intermediate Liberal Arts Credits

This 4 credit history and foodways course discusses food and space in restaurants, dining cars, street vendors and wherever food is made and sold (by whom), and eaten (by whom) at the center. The course will include readings in James Weldon Johnson's *The Autobiography of a Colored Man*, Ralph Ellison's *Invisible Man*, Zora Hurston's *Their Eyes Were Watching God*, John Washington's *The Chaneyville Incident*, Paule Marshall's classic essay *From The Poets in the Kitchen*, and Richard Wright's *Man of All Work*. Readings on segregated restaurants come from James Baldwin's *Notes of a Native Son*, and in *No Name in the Street*. A chapter on Ntzoake Shange's novel, *Sassafras, Cypress, and Indigo* and her novel *Liliane*.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

ECN2000: Principles of Macroeconomics

ECN2000 Principles of Macroeconomics
4 Intermediate Liberal Arts Credits

Understanding the economy requires knowing what affects key variables such as output, employment, prices, interest rates and exchange rates, how these variables are measured, and how they fluctuate with the national economy over the business cycle. Students in ECN2000 will master these concepts, as well as understand the impact of inflation, deflation, recessions and trade imbalances on the economy. Students will be introduced to social challenges such as poverty and income inequality. They will also gain an introductory understanding of the banking system, money creation and the tools of monetary, fiscal and trade policies used by governments to manage sustainable growth in the context of the international economy.

Prerequisites: None
Credits 4

ECN2002: Principles of Microeconomics

ECN2002 Principles of Microeconomics
4 Intermediate Management Credits

****This course is equivalent to SME2031. Students who took SME2031 cannot take this course.****

Microeconomics examines the decisions made by consumers, firms and governments in allocating scarce resources. In a market economy, most allocation is determined by buyers and sellers coming together in markets. In this course, you will delve into the guiding principles that explain both consumer and firm behavior in markets for goods and services. Managers must deal with real-world constraints in making decisions about production and pricing, while consumers are subject to the constraints of income and prices in satisfying their needs and wants. Microeconomic principles also highlight the roles that governments play in the markets as they try to increase the general welfare by, for example, setting rules for the market or providing goods and services the market cannot efficiently provision. This course also examines the nature of competition and how the level of competition in a particular market affects output, prices and profits.

Prerequisites: None
Credits 4

ECN3600: Urban and Land Use Economics

ECN3600 Urban and Land Use Economics

4 Advanced Liberal Arts Credits

Cities are great places where populations gather, interact, and create new ideas. At the same time, cities represent problems such as traffic, crime, and economic inequality. Why do cities exist in the first place? Why are buildings in the city center taller and more expensive? How do we explain land use patterns and housing prices? Does building infrastructure relieve congestion or create pollution? Does gentrification help revitalize inner cities? This course offers a rigorous survey of urban and spatial economics, building upon previous knowledge in introductory economics courses. Core theories in urban economics will be introduced, as well as ideas in economic geography, spatial econometrics, and sustainable development. Further skills in data analysis and visualization especially through GIS will be developed.

Prerequisites: ECN2002
Credits 4

ECN3601: Political Econ Sustainable Development

ECN3601 Political Economy of Sustainable Development:
Case of Germany

4 Advanced Liberal Arts Credits

Germany has emerged as one of the world leaders in sustainability and innovation since the end of WWII. How has the political economy of Germany shaped its role in sustainability in Europe and in the world? With new "traffic light" coalition, would an increasingly popular Green Party accelerate actions towards sustainable development goals in Germany, or will these actions be hampered by the Free Democrats? The course meets first as an on-campus seminar to introduce you to the political and economic structures as well as the major environmental and sustainability debates in Germany. We will then spend spring break traveling in Germany to learn on the field, including a visit to the German Parliament (Bundestag), where the course instructor once interned.

Prerequisites: ECN2002
Credits 4

ECN3606: Uses&abuses of Financial Derivative:economist View

ECN3606 Uses and Abuses of Financial Derivatives: An Economist's View

4 Advanced Liberal Arts Credits

The significant use of derivative instruments began in the 1970s and, since then, has grown at a thunderous rate. Derivatives are used by individuals, businesses, financial institutions, central banks, and governments throughout the world. This course explains financial derivatives from microeconomic and macroeconomic perspectives.

Microeconomic Perspective

The wise use of derivative instruments requires the identification, measurement, evaluation, management, and monitoring of major risks. Some risks are willingly held, but many of are not, and derivative instruments provides a way to transfer these risks to others. Uses and Abuses of Financial Derivatives: An Economist's View explains how companies have used derivative contracts to mitigate risks. It also describes how these instruments can be used for speculative, often destructive, purposes, which have little or nothing to do with a well-conceived strategy. In some cases, actions that were intended to hedge positions ended up being speculative, due (usually) to unpriced risks and a lack of understanding.

In the spirit of "Never waste a good crisis," this course explains the steps and missteps of companies connected to some of the most spectacular derivative disasters, such as Amaranth Advisors LLC, American International Group (AIG), JPMorgan Chase ("London Whale"), Metallgesellschaft AG, Orange County, and Proctor & Gamble Inc. In doing so, the course addresses important questions, such as: What risks did these companies fail to identify or incorrectly price? Could these losses have been prevented?

The chances are high that students in this class will be offered employee stock options sometime in their professional careers, so this course explains how to put stock option offers into the broader perspective of different forms of compensation and their risks. We will find that employers (especially those in start-up companies) often look at ESOs quite differently from employees.

Macroeconomic Perspective

Derivative products have been used by central banks to influence exchange rates and by governments to hedge international borrowing and lending costs. This course explains how central banks hedge themselves and the positive and negative impacts these transactions can

have on international capital flows, domestic credit markets, and foreign exchange markets.

Uses and Abuses of Financial Derivatives: An Economist's View also connects you to an ongoing debate about whether financial derivatives can have significant negative effects on national and world economies. On one side are those who believe derivatives are zero-sum games, with the losses of some offset by the gains of others. On the other side are those who believe that derivative instruments can negatively influence nations' monetary and fiscal policies and expectations, thereby precipitating national and international economic and financial crises. This course discusses both sides of this debate, with particular focus the currency crises of Mexico (1994), Thailand (1997 – 1998), Russia (1998), and Argentina (2001).

Engaging in a forward contract means agreeing to pay or receive payment in the future at a price agreed upon today, but how can one know if a forward price is "fair." To address this question, we discuss four "parity conditions," which are at the heart of many macroeconomic discussions – particularly those dealing with derivatives.

Prerequisites: ECN2000 or ECN2002
Credits 4

ECN3615: Money, Banking & the Economy

ECN3615 Money, Banking, and the Economy
4 Advanced Liberal Arts Elective Credits

Central Banks exert a tremendous influence over the economy and financial markets. Anyone interested in investing in or running a business should have a firm grasp on the effects of their policies and a general ability to predict their actions. Moreover, the behavior of central banks has radically changed over the last decade, implementing in practice experimental policies that were largely theoretical previously (e.g. quantitative easing) if not unfathomable (e.g. negative interest rates). In this class, we will focus on how and why central banks implement these policies and adjust interest rates, and how those policies affect the economy. We will also focus heavily on central banks' interactions with bond markets, stock markets, and foreign exchange markets. In studying these asset markets, we will also discuss general frameworks for thinking about how financial prices are determined, including potential behavioral influences.

For more information click this [link](#).

Prerequisites: ECN2000
Credits 4

ECN3620: Applied Econometrics & Causality Analysis

ECN3620 Applied Econometrics and Causality Analysis

(Previously titled Econometrics)
4 Advanced Liberal Arts Elective Credits

In today's data-driven world, organizations need professionals who can move beyond simple correlations and uncover true cause-and-effect relationships. This course introduces students to applied econometrics and modern causal inference methods used by economists, consultants, financial analysts, and policymakers to evaluate strategies, forecast outcomes, and support data-driven decision-making. Through hands-on analysis of real-world datasets, students learn how to use data to answer important business and policy questions.

Students gain practical experience with key analytical tools, including econometric modeling, causal inference methods such as Difference-in-Differences and Instrumental Variables, and forecasting techniques for economic and business outcomes. You will also gain experience using R, a widely used programming language for data analysis.

By the end of the course, students will be able to analyze complex datasets, identify credible causal relationships, evaluate business strategies and public policies, and communicate data-driven insights clearly. These highly valued skills prepare you for careers in consulting, finance, data analytics, marketing analytics, corporate strategy, and economic or policy analysis. The course qualifies for both the Economics and Business Analytics concentrations and the Business Analytics major.

For more information [Click Here](#).

Prerequisites: SME2031 or ECN2002 or ECN 2000
Credits 4

ECN3625: The Eu Today: Economic and Political Integration in the European Union

ECN3625 Economic and Political Integration in the European Union
4 Advanced Liberal Arts Elective Credits

The European Union is the most important experiment in liberal democracy since the founding of the United States almost three hundred years ago. The question is, will it ultimately succeed in its goals of eliminating trade barriers and increasing political unity in order to promote economic growth and ensure peace. From the "Brexit" movement in the UK, to the rise of right-wing populism in Hungary, Poland and Italy, to the massive influx of migrants from North Africa and the Middle East, the EU faces potentially shattering challenges to its authority and its institutions. Students will learn about the history of the EU, the institutional structures, the democratic nature of decision-making and legislation, the economic foundations of the single market and the impact of adopting a single currency, the Euro. With this knowledge in hand, students will examine the current crises and the future challenges for the success of the European Union experiment.

Prerequisites: (SME2031 or ECN2002) and ECN2000
Credits 4

ECN3630: Industrial Organizn & Public Policy

ECN3630 Industrial Organization & Public Policy
4 Advanced Liberal Arts Elective Credits

Strategic decisions that firms make on a wide range of issues such as market entry, entry deterrence, supply chain development, outsourcing and vertical integration, diversification, mergers and acquisitions, product positioning and managing innovation are the topics of this advanced course in the economic analysis of markets. Industrial Organization teaches students how market structure (or the nature of competition in a market) and the inter-relations between industries influence firm performance, and how understanding these linkages enables firms to identify opportunities and risks. Public policy and its role in industrial organization, through anti-trust enforcement for example, is important for entrepreneurs and business leaders trying to understand the rules of competition for their industries. Students will also learn to apply basic Game Theory to various aspects of strategic business decision making. Cases from a wide range of industries are used to illustrate successful business strategies.

Prerequisites: SME2031 or ECN2002
Credits 4

ECN3645: Business & Econ Policy in Devel Country

ECN3645 Business and Economic Policy in Developing Countries
4 Advanced Liberal Arts Credits

This course discusses the latest research in economics on the two fundamental questions of economic development: 1) why are some countries rich and some poor and what can be done about it, and 2) why are some individuals poor and remain poor for generations, and what can be done to alleviate poverty. In answering these questions, the course introduces students to the economic and political environment in poor countries. Topics include measures of development, economic growth, macroeconomic poverty traps (such as conflict, being landlocked, and low quality of institutions), foreign aid, and microeconomic poverty traps (such as poor nutrition and health, low educational endowments, and incomplete markets). The course introduces empirical strategies in economics to identify causal effect, such as randomized controlled trials, instrumental variable, difference-in-differences and regression discontinuity.

Prerequisites: (SME2031 or ECN2002) and ECN2000
Credits 4

ECN3650: Contemporary Economic Systems

ECN3650 Contemporary Economic Systems
4 Advanced Liberal Arts Elective Credits

At the heart of contemporary economic debates is the question: what role should government play in the economy? This course provides a framework for understanding the real world implications and outcomes of these debates in the context of economic theories, policies and systems. The course begins with an exploration of the major economic theories as they have emerged through time and the problems each theory has sought to address. The course explores the big ideas in economics from free markets to communism to managed markets, and covers the core debates surrounding the relevance of fiscal, monetary, trade and policy/regulatory policies. The course then uses several policy and country case studies to explore the application of these ideas to pressing issues such as structural unemployment, inequality, civil conflict, climate change and the impacts of trade, focusing as well on the potential role of businesses and entrepreneurs in addressing these issues. Emphasizing fact-based analysis in assessing the goals and outcomes of diverse policies, the course builds critical thinking skills and helps prepare students for leadership roles in a dynamic global business environment.

Prerequisites: (SME2031 or ECN2002) and ECN2000
Credits 4

ECN3655: Managerial Economics

ECN3655 Managerial Economics
4 Advanced Liberal Arts Elective Credits

Successful business decision-making requires the systematic analysis of a firm's internal factors and external market forces. Managerial Economics uses applied microeconomics to prepare students to perform these quantitative analyses, both internally, looking at cost structure and scale, for example, and externally, to understand consumer preferences and demand, price sensitivity, the nature of competition, and the regulatory environment. Students will leave this course able to evaluate firms' pricing, product attributes, production and output decisions, in the context of the competitive environment and constraints on the firm. Students will also hone quantitative skills that help them face challenges arising in dynamic markets where data can help entrepreneurs and managers mitigate risks and capitalize on opportunities.

Prerequisites: SME2031 or ECN2002
Credits 4

ECN3660: International Trade & Theory

ECN3660 International Trade & Theory
4 Advanced Liberal Arts Elective Credits

Global trade is of great importance to business strategy and economic development, in terms of both the opportunities for new markets and supply chains and the challenges of import competition and changing government policies. This course explores the theory behind international trade relationships, the pattern of imports and exports and trade policies among the various major trading economies of the world. As international trade becomes a more important consideration for all countries, it is important to understand the rationale, costs, and benefits of trading relationships, as well as the incentives (often conflicting) behind trade policies. This course combines very nicely with ECN3665 for a more complete coverage of international economics.

Prerequisites: SME2031 or ECN2002
Credits 4

ECN3662: Political Econ Latin Am Dev/Undrdev

ECN3662 Political Economy of Latin American Development and Underdevelopment

4 Advanced Liberal Arts Elective Credits

This course is for any individual interested in the political, financial, historical, and social determinants of economic development in Latin America. Both theoretical and policy issues in development are covered. Analyzing the characteristic volatility of the region's business environment, the course provides an in-depth examination of the workings of Latin America's economies, which in combination with courses in the liberal arts, leads to a greater appreciation of this region's global distinction and diversity.

Prerequisites: ECN2000 and (SME2031 or ECN2002)
Credits 4

ECN3663: Economics of Education

ECN3663 Economics of Education
4 Advanced Liberal Arts Credits

Human capital development is a critical and expensive social investment, leading to intense debates about education policies, such as public funding for private schools, access to "free" community college, and college student-loan burdens. We will examine education's critical role in growth, development, equitable outcomes, and economic well-being for individuals and societies. We will apply economic theories, methods, and frameworks to analyze educational problems, considering potential goals of efficiency, adequacy, and equity; to discuss policy context and implications; and to explore innovation in educational settings.

Prerequisites: SME2031 or ECN2002
Credits 4

ECN3664: College Fed Challenge

ECN3664 College FED Challenge
2 Advanced Liberal Arts Elective Credits

This course exposes selected students to a rigorous exploration of advanced macroeconomic and monetary economic concepts, with a special emphasis on the conduct of monetary policy by the U.S. Federal Reserve. During the semester, students will research appropriate economic topics 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 where students will present a fifteen minute monetary policy recommendation to a panel of local economists at the Federal Reserve Bank of Boston. The presentation is followed by a 15 minutes question and answer session.

Prerequisites: ECN3615
Credits 2

ECN3665: International Finance

ECN3665 International Finance
4 Advanced Liberal Arts Elective Credits

The global financial system provides the framework for trade and capital flows among countries. It has experienced severe disruptions in recent years from structural and policy changes that are transmitted globally through exchange rates and investment flows. This course provides broad and deep exposure to the (a) global financial institutions and markets, (b) quantitative and analytical tools, which are valuable for firms operating in the global marketplace, and (c) the costs and benefits of living in an increasingly interdependent world. This is a very valuable course for anyone with international interests and/or anyone who would like to work in a globally oriented job.

Prerequisites: ECN2000
Credits 4

ECN3667: Strategic Game Theory

ECN3667 Strategic Game Theory
4 Advanced Liberal Arts Elective Credits

Game theory provides a simple, but rich, framework for analyzing once-off and repeated interplay between people or firms, where the manner in which each reacts depends upon the other's reaction: strategic interaction. These interactions occur in markets, in organizations, and in the household. This course-through lectures, experiential learning, and computer simulations-will provide students with an understanding of many interactions they may encounter in their business and personal lives; including price wars, public policy, the value of cooperation interactions, and the value of information.

Prerequisites: SME2031 or ECN2002
Credits 4

ECN3671: Economics of the Labor Market

ECN3671 The Economics of Labor Markets
4 Advanced Liberal Arts Elective Credits

Labor earnings provide over sixty percent of household income in the United States, driving the U.S. economy just as labor drives economies around the globe. The theoretical foundations for analyzing labor demand and supply will be the starting point for examining a range of labor market topics such as human capital investment, wage determination and inequality, the impact of robotics and artificial intelligence on employment, the choice between work and household production, the effect of unions on the labor market, labor mobility and migration, labor market discrimination, and the effects of taxation, regulation, unemployment insurance and other government policies on labor market outcomes.

Prerequisites: SME2031 or ECN2002
Credits 4

ECN3675: Environmental Econ-Policy and Analysis

ECN3675 Environmental Economics – Policy and Analysis
4 Advanced Liberal Arts Elective Credits

Avoiding environmental catastrophe in the next century requires that business leaders and policy makers value, both inherently and quantitatively, the impact of production and consumption choices on natural resources and the environment. Students in this course will consider the tension between the resource needs of current versus future generations and will use microeconomic models to analyze non-renewable energy resources, our access to clean water and our ability to control pollution, among other topics. Students will leave this course knowing how to evaluate economic and environmental tradeoffs in the context of the most pressing resource issues, and understanding the impact of potential policies that affect environmental outcomes, including market-based approaches.

Prerequisites: ECN2000 and (SME2031 or ECN2002)
Credits 4

ECN5650: Economics Elective

Credits 0

ECN5654: Economics Elective

Credits 0

ECN5655: Economics Elective

Credits 0

ENG4604: Writing Poetry

ENG4604 Writing Poetry
4 Advanced Liberal Arts Credits

A poet is a maker, an architect of words, spaces, and ideas and seeks expression through the use of various poetic techniques. This course challenges students to make original poetry through the study of contemporary American poetry and poetics. In addition to exploring the creative process through the crafting of poems, students read the poetry and essays of a wide variety of modern poets, work collaboratively to respond to peers' poems, attend poetry readings, and pursue independent study in an area of their own choice.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

ENG4605: Writing Fiction

ENG4605 Writing Fiction
4 Advanced Liberal Arts Credits

Short-story writer Flannery O'Connor believes that there is _a certain grain of stupidity that the writer of fiction can hardly do without, and this is the quality of having to stare, of not getting the point at once._ This class develops and nurtures close attention to the art and craft of making short stories. We will read excellent practitioners of the short story form in order to understand the elements of fiction: character, dialogue, place/setting, plot, and so on, and we will look for pleasure in our reading. Throughout the semester you will write short stories of varying length, aiming for authority over language, characterization, plot, and more. Your fiction will be received and read by your peers and professor. You will be a willing, open and active participant, prepared to discuss the work of others, and to reflect on responses to your own work. Short-story writer Tobias Wolff suggests that "in the short-story form you sense... that perfection is attainable. That's an amazing invitation to have: here, at last, is something I can control."

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

ENG4620: Writing Creative Nonfiction

ENG4620 Writing Creative Non-Fiction
4 Advanced Liberal Arts Credits

In this class, you will have the chance to write about moments in your life, and passionate interests, you wish to deeply explore. You will “read like a writer” to learn the elements and forms of creative nonfiction, including memoir, contemplative, nature, and travel essays. We will read creative nonfiction by such writers as Virginia Woolf, Zadie Smith, and David Foster Wallace, and consider both what the writers say and how they say it. You will write your own personal essays, developing your facility with such elements as conflict, persona, and character development, and, by sharing your work with peers, you will gain a critical understanding of your own writing. You will find, like creative nonfiction writer Dinty Moore, that “the happy by-product” of exploring, expressing the previously unspoken, “is that one has a richer life.”

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

ENV4602: Gender and Environment

ENV4602 Gender and Environment
4 Advanced Liberal Arts Credits

The objective of this course is to understand, explore, and analyze the linkages between gender and the environment. Using multiple case studies (fashion, food, waste, illegal wildlife trade, climate change etc.), the course will focus on three core themes: 1) foundational concepts and theories of gender as they relate to the environment 2) the inequities and power dynamics associated with environmental challenges 3) knowledge and tools to mainstream gender and create effective change. By thinking critically about these concepts, we will challenge our current understanding about complex, global environmental challenges, the meaning of gender, and why it matters today and in the future.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

ENV4605: Global Environmental Activism

ENV4605 Global Environmental Activism
4 Advanced Liberal Arts Credits

“It has never been more important to protect the environment, and it has never been more deadly. The battle for the environment is emerging as a new battleground for human rights.” (Global Witness).

This course examines environmental activism around the world. The impact of anthropogenic activity on the environment has raised serious global concern and triggered several efforts to tackle the problem from the global to local level. Individuals and groups are using various tools to create awareness and help curb the growing environmental menace from different sources. Activists – especially local and indigenous ones – often face danger, including persecution by powerful actors like states and multilateral corporations, and the murder rate of environmental activists continues to rise globally. Environmental activism has thus become increasingly perilous. Nonetheless, advocacy for environmental responsibility remains vibrant around the world. This course uses various cases in different regions of the world to help understand the global environmental movement. These cases include Shell in Nigeria’s Niger Delta; Tahoe Resources in the Guatemalan town of Mataquescuintla; and Coca-Cola in India. The course will use these cases to examine: 1) the theoretical basis of environmental activism; 2) motivations of and challenges for activism; 3) the nature and composition of actors – activists, perpetrators and collaborators, policy communities, and governments; 4) nature and scope of issues and activism in the various regions of the world; and 5) relationships between environmental degradation, advocacy for its protection, and climate change.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

EPS1000: Found in Entrepreneurship:hatch&hustle

EPS1000 : Foundations of Entrepreneurship: Hatch & Hustle

(Previously titled Foundations of Entrepreneurial Management)
(Formerly MOB1000)

The content of EPS1000 is equivalent to the material covered in FME 1000 and FME 1001. Students who are enrolled in FME therefore cannot enroll in this course.

This section is a new pilot version of EPS 1000 called Hatch and Hustle. In Hatch and Hustle you won't just talk about entrepreneurship — you'll live it. This action-based course challenges you to start a real business (yes, an actual venture), working in a three-person team. Whether your idea is a product or service, you'll move fast from concept to launch. Grounded in Babson's Entrepreneurial Thought & Action® (ET&A™) framework, this course teaches you to take smart steps forward even when you don't have all the answers. You'll act, learn from what happens, and build toward something better—again and again.

What You'll Do:

- Hatch your business idea through customer insights and creative thinking.
- Hustle to build and launch a real, for-profit venture within the semester.
- Apply the Act–Learn–Build–Repeat cycle of ET&A to make real-time progress.
- Balance predictive thinking (planning based on known data) with creative action (moving forward in uncertainty).
- Gain real-world experience in the core functions of business: marketing, sales, operations, accounting, finance, and pitching.

This course is for students who want to make something real, not just theoretical. You'll leave with more than a grade—you'll leave with a launched venture, an entrepreneurial mindset, and a toolkit you can use for life. No prior experience needed—just curiosity, a willingness to take action, and the drive to hustle.

Prerequisites: None
Credits 4

EPS1001: Transform Through Entrepreneurial Leader

EPS 1001: Transformation Through Entrepreneurial Leadership

3 Credits course for Humanities and Entrepreneurship Certificate Students Only

The Transformation Through Entrepreneurial Leadership course cultivates core career and life skills by helping students transform their self-perception and agency by developing an entrepreneurial mindset that supports their ability to overcome challenges and seize opportunities.

The course helps students understand how entrepreneurial thinking and acting can enable them to become an entrepreneurial leader while defining their unique strengths and capabilities based on their self-identified value systems.

The course is experientially-based, providing students with feedback and an opportunity to build and reflect on their individual entrepreneurial leadership skills. Students will engage in interactive sessions with Babson faculty and be supported by Babson students; work on an individual entrepreneurial leadership project; and discover how Babson's entrepreneurship methodology, Entrepreneurial Thought and Action® (ET&A), applies to their individual entrepreneurial journey.

This course is offered over 12 weeks with classes held in person once a week for three hours. Students will discover that being an entrepreneur goes deeper than developing a business. In the first part of the course, they will build upon what they learned in "The Art of the Self" course as they further explore how they can cultivate their entrepreneurial abilities, passions, and strengths.

As they discover what inspires them, students will learn about the United Nations Global Goals and how those connect to their own lives and to opportunities in the market. They will strengthen their ability to solve problems through Babson's ET&A® methodology and discover how these skills connect to opportunities they can secure once they venture out. Through support, they will learn how to create the story of self, seeing themselves as entrepreneurs with experience and expertise to address real world problems. The course concludes with students' final deliverable, a presentation of their transformed personal narrative as an entrepreneurial leader capable of creating social impact.

Prerequisite: Course is for Humanities and Entrepreneurship students only
Credits 3

EPS1002: Leading Your Startup

EPS 1002: LEADING YOUR START UP

3 Credits course for Humanities and Entrepreneurship Certificate Students Only

Leading Your Startup builds on groundwork laid in Transformation Through Entrepreneurial Leadership, with units on business essentials; designing SMART goals, entrepreneurial leadership, customer discovery, competition, brand design, marketing, sales, data for decision making, finance, business models, and developing a business plan. This course concludes the four-course sequence in entrepreneurial leadership and prepares students to seize opportunities either when they return to their communities, post-incarceration, or if they remain incarcerated.

In this hands-on business course, student will gain critical experience by focusing on how they can create value by developing a SMART (Specific, Measurables, Actionable, Realistic, Time-based) business plan that addresses important customer needs. Working individually or in teams of two, students will learn how to view the customer engagement experience through the eyes of their target market to effectively build a sustainable brand. They will also evaluate the feasibility of their own and their peers' business ideas, work with Babson students to conduct primary market research, and develop a business model. The approach of this course is entrepreneurial in nature with the understanding that students will look at a variety of ways that they can seize the identified problem or opportunity identified.

The first half of the course focuses on learning how to actively listen to, define, and respond to evolving consumer needs. Next, they will use this knowledge in the second half of the class to develop a SMART business action plan that describes how they will engage customers and create traction using a variety of channels that align with identified customer behaviors, interests, and attitudes.

While students will not likely launch their business (profit or non-profit) during the class, it must be realistic and actionable. The business might reflect the idea that they identified during Transformation through Entrepreneurial Leadership or be an entirely new idea. In addition to developing the business model, they will identify key performance indicators, and define metrics and milestones related to their business' success. They will also develop a marketing campaign that will engage prospects and entice them to interact with the business/ organization.

The course focuses on business and marketing frameworks, best practices and learning through class discussions, articles, customer primary research, and the course book. They will be challenged to apply the topics

to their business and their peers' businesses. As students focus on a solution or business that inspires them, they will learn how to assess the feasibility of their idea, taking it from vision to reality. The course concludes with the students' final deliverable, a SMART Business Plan that includes:

- Business Model Canvas
- SMART Business Action Plan
- Marketing Campaign
- Startup Budget
- Customer Persona

The course is offered over 12 weeks with classes held in person approximately once a week for 3 hours. The course is experientially-based, providing students with feedback and an opportunity to build and reflect on their individual skills. Students will engage in interactive sessions with Babson faculty and be supported by Babson students; work on an individual (or in teams of 2) entrepreneurship projects; and discover how Babson's entrepreneurship methodology, Entrepreneurial Thought and Action® (ET&A), applies to their individual entrepreneurial journey.

Prerequisite: Course is for Humanities and Entrepreneurship students only
Credits 3

EPS1110: Introduction to the Entrepreneurial Experience

EPS1110 Introduction to the Entrepreneurial Experience

4 Credits

The Online Babson Summer Study program is designed to help high school students (primarily rising juniors and seniors in high school), like you, cultivate core career skills and a sharp entrepreneurial mindset for overcoming challenges in any setting, in any role. You will participate in interactive online sessions with Babson faculty, entrepreneurship experts, and Babson near-peer students, work on team-based projects with peers from around the world, learn how to apply Entrepreneurial Thought and Action®, and understand the competencies needed to start your own venture.

Credits 4

EPS1210: The Ultimate Entrepreneurial Challenge

EPS1210 The Ultimate Entrepreneurial Challenge
(Formerly EPS3510 and EPS3579)
4 Credits

This highly competitive course involves intense TEAM competition and problem-solving. Students will elect CEOs, negotiate to acquire team members, and compete for ten weeks to determine the ultimate winner. We have designed a learning experience that will develop and test your skills in strategy, marketing, negotiation, management, negotiations, and finance -- as well as creative, innovative, entrepreneurial out-of-the-box thinking.

Your learning experiences will primarily engage you in real-world business cases, including, when feasible, interactions with the entrepreneurs that are the subjects of the cases, or practitioners who have relevant experiences and insights to share. Our goal is to make this course one of the most challenging and rewarding learning experiences for you during your time at Babson.

Prerequisites: FME1001 or MOB1000
Credits 4

EPS1220: Entrepreneurial Leadership Field Studies

EPS1220 Entrepreneurial Leadership Field Studies
4 Free Elective Credits

This course is designed specifically for Arthur M. Blank School of Entrepreneurial Leadership Scholars (AMBSEL Scholars) and for other Scholars (e.g., Weisman, Presidential, Posse, etc.) by instructor consent.

Entrepreneurial leadership theories and frameworks, considered to be distinct from other forms of leadership, are still at the nascent stage of development. Babson Professor Scott Taylor and his colleagues are currently developing an entrepreneurial leadership model that includes the following constructs: "leader internal clarity", "leader opportunity seeking behavior", "leader outward focus", "follower motivation effect", and "recognizing and exploiting entrepreneurial opportunities". Each of these constructs will be explored by students through discussions of assigned readings and qualitative research in the form of entrepreneur interviews and a case research project which includes a written case and teaching note. Students will develop qualitative research skills (e.g., interview techniques) through in class lectures and asynchronous videos that have already been produced by Professor Shay. The learning-focused activities and assignments, especially the field-based entrepreneur interview and case research project, are designed to enhance student (and the field's) understanding of the unique nature of entrepreneurial leadership and to develop the student's own entrepreneurial leadership skills. Student course deliverables (entrepreneur interview and case study) will provide insights to advance our understanding of entrepreneurial leadership as well as teaching materials for classroom use. The entrepreneur interviews and case studies will be submitted for inclusion in Babson's case resources and possibly for publication in peer-reviewed journals such as Case Research Journal.
Credits 4

EPS3501: New Vent Creation:start Right Bus for You

EPS3501 New Venture Creation: Starting the Right Business for You

(Formerly Entrepreneurship and Opportunity)
4 General Credits

EPS3501, EPS3502, EPS3503, EPS3530, EPS3508 and EPS4520 are all equivalent courses. Students can take only ONE of these courses.

Knowing whether or not an idea is worth pursuing is a critical first step in the entrepreneurial process. In fact, some of the main causes of new venture failure are the lack of product-market fit and cash flow problems resulting from underestimating the costs of the venture. This course focuses on improving your ability to analyze and assess a business concept to determine if the idea has the potential to meet your personal goals. Students will gain first-hand experience with market and customer research as well as a better understanding of what they need to do to determine if an idea represents a true opportunity for them. Students will leave the class being better able to understand their own personal entrepreneurial capacity and the process and tools that they can use for evaluating any venture idea that they may have in the future. Student teams will conduct both primary and secondary research on a venture idea of their choice.

Prerequisites: (SME2021 or FIN2000) and (SME2011 or MKT2000) and (SME2031 or ECN2002)
Credits 4

EPS3503: New Technology Ventures

EPS3503 New Technology Ventures
4 General Credits

EPS3501, EPS3502 and EPS3503 are all equivalent courses. Students can take only ONE of these courses.

Creating a new venture that has technology as a basis for its products or services presents special challenges. On one hand is the _push_ of new technology, as evidenced by the plethora of scientific invention and technological innovation. On the other hand is the _pull_ of the market as it presents new entrepreneurial opportunities. Other key challenges present themselves in areas of intellectual property protection, team building and funding opportunities. In this course we will explore entrepreneurship in technology industries in depth with the hope of penetrating the popular veneer, and uncovering the guts of starting a growing new technology ventures. Of course, there is a lot about new technology venturing that is common to all new venture creation, and also the qualities entrepreneurs demonstrate are valuable in a wide spectrum of life's activities.

A unique aspect of this course is its desire to include students from both Babson as well as the F.W. Olin College of Engineering. Particular value from this intermingling will be evidenced in the true interdisciplinary nature of the course field project teams that are formed, and the ability for students to begin to develop networks of relationships outside their individual domains of business or engineering.

Primary Course Objectives:

1. To investigate the components, tools, and practices of technology entrepreneurship: identifying new venture opportunities, evaluating the viability of a new business concept, calibrating risk of successful technology development, protecting intellectual property, building a team that possesses the attributes necessary for success, obtaining appropriate financing, writing a business plan, and developing an investor presentation, creating an entrepreneurial culture that increases the odds of success, and creating liquidity for shareholders.
2. To identify and exercise entrepreneurial skills through classrooms debate and assignments.
3. To introduce students to a variety of technology entrepreneurs. Case studies are used as tools for discussion, and are augmented with readings and guest speakers.

The core project for this course will be the development of a technology based business plan. Students will form teams to explore a business opportunity, and develop a business plan and investor presentation.

For more information view this video.

Prerequisites: (FME 1000 or EPS 1000) and (FME 1001 and MOB 1010)
Credits 4

EPS3504: Future Trends & Entrepreneurial Ventures

EPS3504 Future Trends and Entrepreneurial Ventures
4 General Credits

This course is designed to provide a strategic decision-making, future-oriented perspective in Entrepreneurship for undergraduate students interested in Entrepreneurial Thought & Action methods used by start-up, early-stage ventures, and corporations that practice innovation. We explore Entrepreneurial Thought & Action techniques for looking at the future including scenario planning, key-trend impact analysis, systems thinking, and experiencing the gestalt of the future. Students will develop an understanding of the future that applies to her/his own entrepreneurial leadership vision, identify Key Future Factors (KFF) that allow entrepreneurial leaders to address customer needs currently unmet, identify trends and systems key to developing opportunities scalable into large markets, and develop an action approach to scale an opportunity with an assessment of future trends and markets.

Prerequisites: None
Credits 4

EPS3505: Great Eps Wealth:creation,prsv,dest

EPS3505 Great Entrepreneurial Wealth: Creation, Preservation, and Destruction
4 General Credits

This course will explore the stages of great entrepreneurial wealth creation, preservation and destruction. Topics will cover geographical and sector concentrations of great wealth formation, along with socio and economic conditions prevailing at the time of generation. Particular emphasis will cover the detailed paths of notable entrepreneurs from the past century, along with the ethical dilemma and social contributions attributed to each of them. The course also discusses the rise and fall of great family dynasties in the section of wealth destruction.

Current practice of wealth generation, preservation and destruction methodologies will be reviewed, covering hedge funds, family offices and entrepreneur impropriety. Participants of this course will be expected to enhance skills in identifying market opportunity and wealth generation techniques as well as gain greater insight on interpersonal and market forces that contribute to wealth evaporation. Ethical dilemma, including a thorough discussion of high-profile industry scandals, will be explored along with factors contributing to fraud and investor impropriety.

Prerequisites: None
Credits 4

EPS3509: Entrepreneurship New Vent Global Fashion

EPS3509 Entrepreneurship New Ventures in Fashion
4 Elective Abroad Credits

Entrepreneurial leaders in Fashion excel in being innovative and resourceful with respect to creating new designs that capturing customer attention, attracting high quality human and financial capital, and building business partnerships that ensure their products get to market in a timely way. The Fashion business cycle demands that ventures gather timely customer information, make the most of limited resources, and manage uncertainty in changing market conditions. In this course, students will have the opportunity to apply their classroom knowledge and past professional experiences to practice these facets of entrepreneurial leadership in London, England. The course is built around a Design Challenge – including preparation, research and thought about opportunities and the fashion industry and an intense, one-week exercise that invites students to create a solution to address an underserved customer/market niche while visiting leading British companies and cultural attractions.

As a part of the field work associated with the Design Challenge, students will participate in local excursions to leading businesses, start-ups, incubators, design companies, and cultural destinations. You will meet British and Global entrepreneurs, managers, Full-Circle Economy/Environmental leaders, and other experts in fashion design and production. You will also interact with different facets of everyday life in London as you collect information, develop an opportunity, rapidly prototype solutions, and validate your findings. The goal is to provide ample opportunities for you to immerse yourselves in the dynamic London fashion culture and expose yourselves to the design- friendly ways pioneered by British companies and leaders. At the end of the week, student teams will present their solutions to a panel of Fashion Faculty. The course is designed for students who have a strong interest in entrepreneurship, fashion, innovation, fashion technology, or design and wish to participate in a dynamic cross-cultural learning experience.

Credits 4

EPS3513: Entrepreneurship in Fashion

EPS3513 Entrepreneurship in Fashion
4 Credits

Entrepreneurship in fashion explores the challenges to entrepreneurs in the fashion industry with a view toward understanding opportunities, the changing nature of design to distribution technologies and processes, and the resources required to successfully launch and grow new ventures and corporate innovations. This course will examine past, current, and leading-edge business models while building entrepreneurial thought and action skills in the fashion context to create economic and social value. Students will focus on areas of interest in the fashion industry and design business models around opportunity spaces. The course examines current business cases. Speakers from the fashion industry will be invited to converse with students about experience and opportunities in fashion.

Prerequisites: FME1001
Credits 4

EPS3514: Be the Change:evaluating Social Impact

EPS3514 Be the Change

2 General Credits

The course is designed for creative changemakers committed to utilizing their entrepreneurial leadership and global mindset to make a positive social impact and work towards social justice. Students will develop a deeper understanding of the United Nations (UN) Sustainable Development goals and the issues that exist at the heart of the social problems social entrepreneurs aim to address. Students will explore the moral and ethical questions that face non-profit organizations social enterprises, and social entrepreneurs and learn motivation, approach, and best practices as it applies to social change makers. Students will be equipped with the tools and methods to apply their entrepreneurial mindset to advance equity and social justice and create a response to a social problem they would like to address.

Note: The Natalie Taylor Scholars will use what they create in this course and implement it in the Scholar in Action EPS3534-01.

Prerequisites: FME
Credits 2

EPS3518: Crowdfunding

EPS3518 Crowdfunding
4 General Credits

This hands-on workshop gives students the opportunity to plan a crowdfunding campaign for a creative project or entrepreneurial venture. Online crowdfunding builds community around innovative projects by organizing stakeholders and leveraging in-person and online social networks. Goals of crowdfunding include stakeholder alignment, concept testing, product pre-selling and venture de-risking. Students work individually or as part of a team to design a crowdfunding campaign which at students' discretion may be executed following the workshop. Students are expected to meet high standards and the focal point of the course is the production and refinement of a pitch video developed based on stakeholder engagement and opportunity shaping. The course integrates emerging research on crowdfunding and ongoing developments in the industry.

Prerequisites: Students must be at least second semester sophomores.
Credits 4

EPS3520: Managing Growing Businesses

EPS3520 Managing Growing Businesses
4 General Credits

This course covers the growth phase of an entrepreneurial business, focusing on the nature and challenges of entrepreneurial businesses as they move beyond startup. The primary task for entrepreneurial firms in their growth phase is to build an organization capable of managing this growth, and then ensure the organization can sustain growth as the market and competitive environment changes. The entrepreneur needs to create a professional organization both responsive to external change and entrepreneurial enough to continually create new businesses through innovative thinking.

Issues of particular importance to rapidly growing companies include: getting the right people and systems in place, managing with limited resources, cash flow planning, leadership and delegation, professional zing the business, turning around a troubled business, establishing and communicating culture, and creating a vision to drive the organization toward the future.

Prerequisites: SME and EPS350%
Credits 4

EPS3524: Made in Japan: culture & Opportunities

EPS3524 Made in Japan: Culture & Opportunities

4 Elective Abroad Credits

This course is built on two major themes:

1. Cultural excursion

Provide students to have an in-depth look and a chance to experience Japan's culture, in other words, its institutional environment (i.e., formal and informal rules of the game)

- Students will have opportunities to examine this through various dimensions that constitute the diversity and complexity of the country's cultural/institutional environment today:

- o Metropolitan vs. suburban
- o Modern-contemporary vs. old-fashioned
- o Young-emerging vs. mature-established
- o High vs. low tech, etc.

2. Entrepreneurial opportunities

Encourage students to practice Entrepreneurial Thought and Action (ET&A) within the cultural/institutional environment in Japan.

- Students will work in teams to conduct observations, identify problems and opportunities, design an entrepreneurial initiative, and assess its impact (including stakeholder analysis) and feasibility – in various contexts/perspectives:

- o Location-based
- o Industry-based
- o Interest/theme-based, etc.

The entire course is designed on the concept of interactive learning through site visits, mini projects, and individual/group research.

Credits 4

EPS3529: Ideate

EPS3529 IDEATE

4 Advanced Management Credits

The ability to consistently recognize new ideas and seize opportunity develops over time, with experience and with knowledge. And when you don't have the knowledge and experience, it can seem very difficult to come up with new ideas and to know whether that idea has market potential that can develop into a viable and sustainable business. Welcome to IDEATE – a course designed to overcome your existing barriers to idea generation and help you develop a "practice" in ideation that will serve you well beyond this course.

Coming up with good business ideas can seem excruciatingly difficult. Ideation is challenging to most because 1) we don't give ourselves enough time to generate new and valuable ideas, 2) we don't continuously practice proven techniques, 3) we lack confidence in our creative abilities, and 4) we fear failure and rejection. As a result of these confounding challenges, the focus on just idea generation is too limiting. During this course we also focus on the development of your entrepreneurial mindset, your creative ability, and your courage to take action.

This course is not about the execution of ideas (there are many of courses for that), but rather about the generation of lots and lots of ideas with the associated mindset, skillset, and toolset to do so.

Prerequisites: (FME1000 and FME1001) or (EPS1000 and MOB1010)

Credits 4

EPS3532: Globetrotter Startups: Launch Ventures Across Borders

EPS3532: Globetrotter Startups: Launching Ventures Across Borders

(Formerly titled Global Entrepreneurship)

4 General Credits

Ready to take your entrepreneurial dreams global? In a world where technology, market access, and global challenges are rapidly evolving, the opportunities to launch and scale ventures beyond borders are bigger—and bolder—than ever. Whether you're looking to ignite economic growth or drive social impact in diverse markets, "Globetrotter Startups: Launching Ventures Across Borders" is your launchpad to success. In this dynamic course, we'll dive deep into the unique opportunities and hurdles of creating and leading ventures in an international context. You'll learn how to navigate the complexities of different cultures and economies while mastering the tools, frameworks, and strategies that successful global entrepreneurs use to thrive. From day one, your team will tackle real-world scenarios, culminating in a comprehensive global venture plan. Whether you're eyeing emerging markets, leveraging international supply chains, or introducing innovations to new regions, this course will equip you with the insights and confidence to take your venture to the next level. Join us and discover how to turn local ideas into global game-changers!"

Prerequisite: (MKT2000), and (FIN2000) and (ECN2002)
Credits 4

EPS3534: Scholar in Action Experience

EPS3534 Scholar in Action Experience
2 General Credits

This two-credit course is designed to help individual students in the Bernon Scholar Program research, draft, and plan, execute, and evaluate a programmatic response to social or community need or concern for which the student is passionate.

This course is accomplished in five parts: exploration of issue, benchmarking and research of existing responses, planning of student's response, execution of that response and the student reflection on efficiency and effectiveness.

Enrollment by Permission Only
Credits 2

EPS3539: Cultivating Entrepreneurial Youth Leader

EPS3539: Cultivating Entrepreneurial Youth Leaders

4 Advanced Management Credits

Through the Cultivating Entrepreneurial Youth Leaders course, Babson undergraduate students will learn how they can help middle and high school students develop stronger agency, entrepreneurial self-efficacy, and empower young changemakers in Costa Rica. The course provides Babson students with the opportunity to learn key elements of teaching entrepreneurship and serving as coaches for youth, using a proven curriculum developed by Babson's Youth Impact Lab, EPIC (Entrepreneurship Program for Innovators and Changemakers). EPIC is a youth entrepreneurship program that teaches social entrepreneurship skills framed by the United Nations Sustainable Development Goals (Global Goals) to youth to increase their resiliency and entrepreneurial self-efficacy. EPIC is designed to help middle school and high school students understand what it means to be a social entrepreneur, empowering them to make positive change in their lives, communities, and the world.

EPIC balances entrepreneurial concepts with social-emotional skills, or "soft skills." This unique combination, framed by the UNSDGs, helps youth develop grit, resiliency, a growth mindset, social awareness, social entrepreneurial intention, critical thinking, and self-reflection skills that can:

- Increase high school graduation rates
- Improve academic achievement
- Strengthen employability
- Raise earning potential
- Decrease mental health issues, drug and alcohol use, incarceration rates

Prerequisites: (FME1000 and FME 1001) or (MOB1010 and EPS1000)

Credits 4

EPS3540: RAising Money

EPS3540 Raising Money
4 General Credits

Students must be Sophomores, Juniors or Seniors to take this course

This class concentrates on how early-stage companies raise money to fund their launch and growth. Students will gain knowledge of the asset classes available for early stage and acquisition funding (both equity and debt). These include money from family and friends, angels (both individual and angel groups), VC funds, and debt from venture debt funds and special commercial banks. Much of the class is taught from the entrepreneur's perspective, but it will also cover the dynamics of starting and running a VC fund since many of the investor classes rely heavily on the VC when making investment decisions. Case material, lectures, frequent exercises/presentations and guest speakers will provide future entrepreneurs with a detailed understanding of how investors think, analyze and behave. This understanding is critical so that entrepreneurs can understand the deals they make with investors and how to manage the process to a mutually beneficial conclusion.

Prerequisites: Sophomores, Juniors or Seniors Class standing
Credits 4

EPS3541: Accelerate Your Venture: growth in Motion

EPS3541 Accelerate Your Venture: Growth in Motion

4 Credits

A hands-on course for student founders ready to grow their ventures beyond launch.

This course is designed for undergraduate students actively building ventures that have moved beyond the launch stage. It provides a structured, hands-on environment to accelerate growth and achieve critical milestones across all areas of the business. Students will develop strategies for scaling products and services, growing revenue, expanding into new markets, building teams and partnerships, securing funding, and strengthening organizational sustainability. Through engagement with experts, they will also learn to navigate strategic pivots, refine investor pitches, and integrate social or mission-driven initiatives. By the end of the course, students will have advanced their ventures with measurable progress toward scale, resilience, and lasting impact.

Prerequisites: FME or (MOB1000 and MOB1010) and student should have already launched a venture and ready to start to grow it.
Credits 4

EPS3543: Entrepreneurial Opportunities in AI

EPS3543 Entrepreneurial Opportunities in AI

4 Advanced Managements Credits

This experiential seminar explores the rapidly evolving field of artificial intelligence (AI) and its potential for creating new business opportunities. Students will learn about cutting-edge technologies in AI, such as machine learning, computer vision, neural networks, and natural language processing. We will also cover recent developments in the AI industry and the impact of venture capital investment on AI startups. Throughout the course, students will have the opportunity to experiment with AI technologies and develop their own innovative projects. By the end of the course, students will have a deep understanding of the current state of AI and the potential for new business opportunities in this field. This course is ideal for students interested in the intersection of entrepreneurship and technology.
Credits 4

EPS3544: Entrepreneurship in Context:south Korea

EPS3544 Entrepreneurship in Context: South Korea

4 Advanced Management Credits

The course is designed to provide a global perspective on entrepreneurship by providing students with opportunity to experience Korean culture and learn more about entrepreneurship in South Korea. South Korea, known for innovation, grew their economy so quickly that it is referred as the "Miracle on the Hangang River." Korea is an interesting context for entrepreneurship because of the mixture of tradition and innovation. With cultural immersion activities, visits to new ventures, accelerators and companies with emerging innovations, Babson students will gain an understanding of societal, cultural, technological, and economic trends in Korea. As part of this experiential experience, students will practice Entrepreneurial Thought & Action to propose a solution to societal problem.

Credits 4

EPS3546: Cultivating Next Gen Eps Lead Through Ed

EPS 3546: Cultivating the Next Generation of Entrepreneurial Leaders through Education

4 advanced elective credit

This four-credit experiential course is for creative changemakers committed to using their entrepreneurial mindset to advance entrepreneurship education for youth in communities worldwide. Through the course, students will better understand Babson's Entrepreneurial Thought and Action, experiential pedagogy, application of the entrepreneurial mindset, and curriculum design and delivery. They will learn how these methodologies support the creation of social and economic value for well- and under-resourced communities.

By the end of the course, students will have developed and led unique, age-appropriate, culturally sensitive, and inclusive entrepreneurship education programs. They will be prepared to use their knowledge to explore further developing future entrepreneurship educational programs locally and globally.

Prerequisite: (FME1000 and FME1001) or (MOB1010 and EPS1000)

Credits 4

EPS3547: Fashion Entrepreneurship Action Lab

EPS 3547: Fashion Entrepreneurship Action Lab

4 advanced electives

This experiential course immerses students in the dynamic fashion and beauty industries through real-world projects with partner ventures. Leveraging Babson's Entrepreneurial Thought & Action® methodology, students collaborate in teams with fashion entrepreneurs to tackle business challenges, design innovative customer solutions, and deliver actionable strategies that drive sustainable growth and measurable impact.

The Fashion Entrepreneurship Action Lab cultivates entrepreneurial thinking, strategic problem-solving, and creative execution across key areas such as business models, market opportunities, environmental impact, and scalability. Students gain hands-on experience in leadership, collaboration, and professional communication while exploring emerging trends and opportunities in one of the world's most influential industries.

Format: Experiential, team-based projects with industry partners

Ideal for: Students passionate about entrepreneurship, innovation, and the fashion and beauty sectors

Prerequisites: (FME 1000 and FME 1001) or (EPS 1000 and MOB 1010)

Credits 4

EPS3548: AI Innovators Bootcamp Small Business

EPS 3548: The AI Innovators Bootcamp for Small Business

4 advanced credits

The AI Innovators Bootcamp for Small Business is an advanced experiential elective tied to The Generator's effort to train 1,000 small business owners in AI for business growth and innovation. A consulting skills practicum, the course explores the unfolding intersection of small business priorities and emerging AI capabilities. Students work as consultants: interviewing small business owners, diagnosing needs, mapping AI opportunities to priorities, and delivering client-ready recommendations. Students are trained in foundational AI concepts and capabilities (e.g., LLMs, CustomGPTs, computer vision, multimodality, agentic AI) of relevance to common small business growth challenges. The semester culminates in two Babson Alumni-facing AI Innovators Bootcamps, co-delivered with Generator faculty, engaging 60+ small business leaders. The course blends applied AI knowledge with structured consulting practice, requiring students to demonstrate diagnostic thinking, professional presence, and client-centered advising.

Prerequisites: (FME1000 and FME 1001) or (EPS 1000 and MOB 1010)
Credits 4

EPS3551: Entrepreneurial Families

EPS3551 Entrepreneurial Families
(Formerly Family Entrepreneurship Amplifier)
4 General Elective Credits

If you come from a family business or have an interest in starting a business with a family member or members, this course is designed for you. The course is like no other offered at Babson or elsewhere in the world. In this course, you will work directly with your family as part of the learning process. Together you will learn about how and why families are responsible for over 75% of global entrepreneurial activity and how your family can be more successful in its entrepreneurial efforts. You will learn about succession, ownership structures, family business strategy, family and business governance, conflict management and communication. You will strengthen your ability to work with your family, build your confidence and increase your family's understanding of the value you can bring to the business. You will also learn from your peers and their families establishing relationships that will endure long after you graduate. If you know that you want to lead the family business, this course will provide a foundation for your future. If you are uncertain about joining the family business, this course will help provide clarity for your decision. If you have no desire to join the family business and prefer creating your own venture or opportunity, this course will help you to leverage the knowledge and resources within your family in order to increase the likelihood of your success.

To get the most out of this class, students should have a connection to a family entrepreneurial activity, such as a family business, a family non-profit venture, a family-related start-up, etc. Students with family businesses or other entrepreneurial ventures of all sizes, ranging from very small to large in scale, are encouraged to register.

For more information, please watch this [video](#).

Prerequisites: FME or equivalent
Credits 4

EPS3554: Designing Accessible Disability Tech Eps

EPS3554 Designing for Accessibility Through Disability Technology Entrepreneurship

4 Advanced Elective Credits

This course equips students with an interdisciplinary set of tools to design, build, and critique technologies that mediate access to physical and digital worlds. Additionally, students will learn how to work alongside people with disabilities to discover and investigate opportunities in the space of disability tech entrepreneurship.

We will use disability as a lens to examine the ways in which technology (e.g., assistive, medical, consumer) can both enhance and diminish access to economic, social, and informational resources. Students will examine the history of such technologies and analyze modern trends. Building from this perspective, students will learn about design processes and implementation strategies for maximizing the accessibility of the technologies they build.

During the course, student teams will work towards the creation of a business model and technological prototype by employing lean entrepreneurship methods including customer discovery and validation, human-centered design, and rapid prototyping. Students will have the opportunity to leverage generative AI tools to accelerate customer discovery, prototype development, and market validation processes, and discuss the importance of critically evaluating the quality and appropriateness of AI-generated outputs. By the end of the semester, students are expected to have a proof-of-concept implementation of their system, a product concept pitch, and a business model with a go-to-market strategy.

Prerequisites: FME1000 or EPS1000
Credits 4

EPS3555: Entrepreneurship Through Acquisition

EPS3555 Entrepreneurship Through Acquisition

4 Advanced Elective Credits

This course is designed for students who want to explore an alternative path to entrepreneurship - not by starting a company from scratch, but by searching for, acquiring, and leading an existing small business.

Entrepreneurship Through Acquisition (ETA) has emerged as a compelling and increasingly popular model for building both leadership experience and long-term equity ownership. Rather than inventing a new product and hoping it works, acquisition entrepreneurs buy established, profitable businesses and focus on growing and improving them. For many, this path can offer a more structured and often less binary route to entrepreneurship than a traditional startup.

Organized around the typical journey of a search entrepreneur, the course covers the full lifecycle of acquiring a small business: opportunity sourcing, screening, financing and deal structuring, negotiation and closing, and post-acquisition leadership. Students will examine how this path differs from traditional post-college careers such as consulting, banking, or joining a startup, and will explore the power of equity ownership as a mechanism for long-term wealth creation.

Throughout the semester, students will develop practical skills in evaluating businesses, engaging directly with owners, structuring transactions, raising debt and equity capital, conducting due diligence, and navigating key legal and ethical considerations. The course is delivered in a highly interactive format combining cases, simulations, applied exercises, and conversations with real acquisition entrepreneurs.

Prerequisites: FME1000 or EPS1000
Credits 4

EPS4510: Entrepreneurial Finance

EPS4510 Entrepreneurial Finance

(Formerly EPS3511)

4 General Credits

How much money should I raise? Who should I raise it from and how? What do I do with the money once I have it? This course focuses on the various aspects of funding and managing entrepreneurial ventures through the various stages of business growth. The class will utilize videos, cases, simulation and experiential learning techniques to explain how to finance the entrepreneurial firm, investment analysis and decision making, and managing company finances through growth, crisis and harvesting. Frequent guests ranging from entrepreneurs, venture capitalists, banking and legal professionals will bring the entrepreneurial experience to life in this course which utilizes the “flipped classroom” methodology of teaching.

For more information watch this [video](#)

Prerequisites: (SME2001 and SME2002 and SME2011 and SME2012 and SME2021 and SME2031) or (ACC2002 and OIM2001 and MKT2000 and OIM2000 and FIN2000 and ECN2002)

Credits 4

EPS4515: Design Justice Studio

EPS4515 Design Justice Studio

(Formerly Affordable Design and Entrepreneurship (ADE))

4 General Credits

Students must be Juniors or Seniors to take this course

This course engages students in community-based, participatory design and action. Teams partner with communities and organizations to achieve positive social and environmental impact with a strong justice framing, working for change in areas like air quality, community development, food processing, global health, and rights and privacy (addressing mass incarceration) over several semesters.

Note that the name of this course was changed in Spring 2025 from Affordable Design and Entrepreneurship (ADE) to Design Justice Studio, reflecting a growing emphasis and interest among our students, community partners, and the joint Babson/Olin teaching team in integrating and building skills and practices related to equity and justice into the context of entrepreneurship.

Utilizing the longstanding approach utilized in the Affordable Design and Entrepreneurship course, teams are guided by an experienced faculty advisor, and make change through design for impact, social entrepreneurship, community organizing, participatory research, political advocacy and other practices. All teams practice social benefit analysis, theory of change, assumption testing, cross-cultural engagement tools, dissemination of innovation methods, and ethical norms.

Students regularly engage stakeholders in inclusive processes, in person and virtually, to observe, strategize, plan, co-design, prototype, test, and implement approaches supported by a significant project budget and student fundraising. There are often opportunities to travel locally, nationally, or internationally to work with partners.

Students are exposed to mindsets and dispositions for working with integrity and responsibility in their stakeholders' contexts through guided exercises, case studies, guest speakers, readings, and reflections. Students learn and apply changemaking practices through project work and gain essential experience building relationships across difference and developing their own self- and cultural awareness.

This course is part of the BOW collaboration, offered jointly between Babson and Olin, and open to

Wellesley students.

Prerequisites: FME1000, Junior standing (students must be juniors or seniors to take the course) or permission of instructor.

Credits 4

EPS4520: Innov Odyssey:the Silicon Valley Insider

EPS4520 Innovation Odyssey: Silicon Valley Insider
4 General Credits

Silicon Valley and the surrounding Bay Area is known for being the foundation of many iconic companies from startups to some of the most recognized technology brands in the world. The area brings some of the most innovative people together to collaborate, innovate, and build entrepreneurial empires. While entrepreneurship can be seen throughout the world, many developing entrepreneurial ecosystems are inspired by the beginnings of technology revolutions that have driven the world economy and were started in Silicon Valley and the Bay Area.

This immersive travel course is designed to give Babson students the chance to learn about how Silicon Valley started, the people who keep it going today, and how they can think about the kinds of companies they want to join or start as their careers develop. They will also meet and experience some of the unique places to explore in the Bay Area. Over the last decade, the epicenter of entrepreneurial activity in the region has expanded to San Francisco. So, this trip will include both Silicon Valley and the tech hub in San Francisco.

The course will begin with some prep-work during the fall semester prior to the trip. It will continue through the spring as you work on an experiential learning project, concluding with presentations to the innovative nonprofit organizations students engage with during the trip.

This will be an experiential course filled with:

- Meetings with some of the innovators of today and yesterday
- Meeting all types of entrepreneurs and innovators thinking about, imagining and creating the future
- Engaging in learning and experiences that exemplify what it might be like to live in the Silicon Valley – Bay Area innovation and entrepreneurship ecosystem.
- Creating a class blog to tell our trip story
- Learn to use tools that can help you imagine and strategize for the future

Credits 4

EPS4530: Launch Your Venture

EPS4530 Launch Your Venture

(Formerly Living the Entrepreneurial Experience)
4 Advanced Management Credits

This hands-on course is designed for undergraduate students who have an entrepreneurial opportunity that they are ready to launch. Students will engage in Entrepreneurial Thought and Action to develop and execute key steps to launch their businesses. During this course, students will do secondary research and primary research where they will engage experts, stakeholders, analogous/complementary ventures, and investors/donors to enrich their understanding of the entrepreneurship ecosystem and test their ideas.

Course readings and cases will provide supplemental background that students will use as they take steps to start their venture. The core of the course is "action-based learning" which will result in pivoting the venture based on information gained in experimenting and testing assumptions. Students will set their milestones to move their venture forward based on where they are in the entrepreneurial process. The course has multiple deliverables related to key actions and decisions in marketing, finance, customer service and operations, all designed to move entrepreneurs closer to launching. Students are expected to work independently as well as interdependently with other entrepreneurs in the course.

Contact time for this course will be split between in-class sessions and out-of-class individual meetings with the instructor.

Prerequisites: FME1001 or EPS1000

EPS4530 (formerly EPS3530), EPS4525, EPS4531, EPS4532, EPS4533 and EPS4534 are equivalent courses. Students can only take one of these courses.

Credits 4

EXC3000: Babson Study Abroad

Credits 17

FCI1000: Foundations of Critical Inquiry

FCI1000 Foundations of Critical Inquiry
4 Credits

The Foundations of Critical Inquiry course, a theme-based course of study at the 1000 level, engages an interdisciplinary style of reasoning, interpreting, and understanding. As an introduction to the liberal arts, the course examines the processes by which individuals and societies create meaning. While there is a selection of themes through which this is explored, each course pays special attention to issues of identity and systems of power. This space for critical inquiry also allows students to reflect on their own agency. Currently, students may choose one of the following themes:

- Justice and Inequality
- Memory and Forgetting
- Nature and Environment
- Self in Context

[Click Here for a more detailed description.](#)

Prerequisites: None
Credits 4

FIN2000: Principles of Finance

FIN2000 Finance

4 Intermediate Management Credits

FIN 2000 Principles of Finance helps students understand the role of Finance in the management of business ventures and in their daily lives. Effective financial management, whether performed by the general manager in a small business, or by the finance organization in a large corporation, is necessary for ventures to succeed and grow. A successful financial manager must have skills, tools, and perspectives in many areas, including valuation of stocks and bonds, capital budgeting, investment risk and return, the cost of investor-supplied capital, and capital structure. A successful financial manager also must appreciate the key characteristics of a venture – including its products, services, market position, and purpose – and the economic and social environment in which the venture operates. Accordingly, this course links financial analysis and decision-making to critical contextual factors, allowing students to understand the part played by Finance in the overall impact of ventures. Throughout the topic coverage, connections between managerial Finance and personal Finance are recognized and explored, facilitating development of essential financial literacy capabilities. Competency will be developed through readings, lectures, class discussions, and exercises.

Prerequisites: ACC1000 AND AQM1000
Credits 4

FIN2520: Personal Finance

FIN2520 Personal Finance
4 General Credits

This course teaches students to negotiate the retail financial landscape, emphasizing issues that have a large impact on their future financial well-being. It assumes no financial knowledge other than first-year finance. The course covers topics such as understanding and appreciating the time value of money, the financial planning process, financing the purchase of a house and other consumer loans, saving for retirement and other goals, selecting a financial advisor, taxes, estate planning, behavioral finance and common investment scams. Specific investment products studied include mutual funds, exchange-traded funds, municipal bonds, alternative investments (including hedge funds, private equity funds, and commodities), annuities, and insurance products. Consideration will be given to the problem of an entrepreneur or start-up employee who has a substantial fraction of personal wealth invested in a single business venture, including evaluating stock-and option-based compensation plans. Over the duration of the course, students will work to develop a personal financial plan.

Prerequisites: SME2021
Credits 4

FIN3502: Fintech

FIN3502 FinTech
4 Advanced Management Credits

The financial services industry is changing rapidly with the emergence of financial technology (FinTech). This course is designed to introduce key financial technology and its applications in financial services. Students will develop a broad and solid understanding of the recent innovations in FinTech, and their benefits and limitations. Students will also have hands-on problem-solving experiences that are useful in the FinTech venture. Ultimately, this course aims to help students identify entrepreneurial opportunities in FinTech and equip them with relevant knowledge and skills. The course will use a mixture of lectures, hands-on programming, case studies, guest speakers, and group projects. This course emphasizes and builds on Entrepreneurial Thought & Action, and Diversity, Equity, and Inclusion in the context of the financial services industry.

Learning objectives for this course:

- Understand key financial technology, including artificial intelligence (AI) & machine learning (ML) & natural language processing (NLP), blockchain & cryptocurrency, smart contract & ethereum. Develop relevant programming skills.
- Explore recent innovations in the financial services industry, including payment, credit, capital markets, insurance, SMB, and real estate.
- Assess the value creation of FinTech. Analyze the limitations and challenges of FinTech (e.g., inclusion, regulation)
- Identify entrepreneurial opportunities in the FinTech space. Propose a FinTech startup idea and develop a business plan.

Evaluation of undergraduate program learning goals:

- Collaboration: Students will work in teams to prepare for the final project report and presentation.
- Communication: The course will be highly interactive. Students need to actively participate in case studies and guest lectures. The final project will require students to pitch a startup idea both through a written report and a presentation. The quality of the written project and oral presentation will be used as a key evaluation criterion.
- Problem-Solving: Students will develop problem-solving skills through hands-on programming and assignments, case studies, and final projects. Students will be able to apply knowledge and skills learned from this course to identify real opportunities and challenges in the FinTech industry, propose new startup ideas, and develop business plans.

Prerequisites: SME2021 or FIN 2000
Credits 4

FIN3504: Global Context of Business:south Africa

FIN3504 Global Context of Business: South Africa

4 Advanced Management Credits

A core intention of this course is to present to participants the real-life workings of the business, finance and industry structure of an emerging country-economy, using South Africa as an engaging study, and contrasting these with the more familiar business environments and practices as encountered in advanced (western) country-economies. In using the country of South Africa as a case study, participants will see the entire Africa continent, with all its 54 countries, 1.2 billion people (17% of the world's population), \$3trillion GDP, in context.

The course will look at South Africa and the continent through the lens of a business investor exploration. Using 52 developing countries of Africa as background, we will explore and analyze the major aspects of their finance and economic environments over a combined period of more than 15 years. In so doing, various mechanisms, concepts and theories will be introduced, explained and utilized at every step. This way, the student becomes acquainted with the intricacies of emerging country business, finance and economic environments in a practical and profound manner that involves real-life economic and business scenarios. Not only will the student learn and grasp international finance, economic and international business concepts and theories, they also will learn how these work and when to deploy them.

Participants will see how the business approaches and concepts they gather in their other Babson courses translate into and adapt to a totally different and unique socio-economic context. More specific details can be seen in the Course Content and Methodology section below, where the program's Taught Content (usually classroom) and Experienced Content (in-country corporate interactions, etc) are outlined.

Prerequisites: (FME 1000 and FME 1001) or (MOB 1010 and EPS 1000)
Credits 4

FIN3511: Residential Real Estate

FIN3511 Residential Real Estate
4 General Elective Credits

This course is designed to introduce students to the residential real estate housing market in the U.S. and equip them with the knowledge to efficiently and effectively navigate that marketplace. Through a practical application of the course topics and examination of current industry examples, we will explore the process of buying, selling, financing and leasing residential real estate, with a focus on single-family homes, condominiums, townhomes, duplexes, triplexes and multi-family apartments of four units or less. We will examine the major issues and considerations that impact the valuation, financing, acquisition, disposition, and leasing of residential real estate.

Prerequisites: FME1001
Credits 4

FIN3512: Real Estate Transactions and Law

FIN3512 Real Estate Transactions and Law

4 General Elective Credits

Real-estate is a transaction-based business. To successfully execute any business strategy in real estate, it is essential to understand the relevant legal structures and transaction documentation. This introductory and practical course will provide students with an understanding of the fundamentals of commercial real estate transactions from a legal and managerial perspective. The course is designed to familiarize students with the various "life stages" of commercial real estate transactions: negotiating the term sheet, conducting "due diligence" property investigations, structuring ownership interests, financing the project, closing and acquiring title, developing the property, managing and leasing the project, and ultimately, selling the asset or ownership interests. By integrating business strategy and legal structure throughout the course, students will explore how legal considerations impact decision-making in valuing real estate assets, selecting effective ownership structure and control, managing financial risk, allocating financial returns, and developing exit strategies for real estate investments.

Prerequisites: SME2021 or FIN2000
Credits 4

FIN3515: Corporate Financial Management

FIN3515 Corporate Financial Management
4 General Elective Credits

This course is designed for students interested in corporate financial management. Its principal goals are to provide the concepts and techniques required to make long-term investment and financing decisions within the firm. At the end of the course, students will be able to make real asset investment decisions by valuing a proposed investment project or acquisition. Students will also be able to qualitatively and quantitatively assess the appropriateness of a firm's financing policy. Topics covered include alternative valuation methods, estimating cost of capital, real options, capital structure, and corporate payout policy.

Prerequisites: SME2021 or FIN2000

Recommended: ACC3502
Credits 4

FIN3520: Security Valuation

FIN3520 Security Valuation
4 General Elective Credits

This course is designed for students interested in investment banking, fixed-income valuation or equity analysis. Students develop tools and techniques for the valuation of different securities. Topics covered include: bond pricing, bond duration, the term-structure of interest rates, financial statement analysis, equity valuation models, and firm valuation. A major focus of this class is the valuation of specific firms and securities using finance theory and applications.

Prerequisites: SME2021 or FIN2000

Recommended: ACC3502
Credits 4

FIN3535: Financing and Valuing Sustainability

FIN3535 Financing and Valuing Sustainability
4 General Credits

This course will examine the intersection of sustainability, corporate social responsibility and socially responsible investing with the traditional theories and tools of finance. Students will learn to describe the sustainability landscape and then analyze sustainable technologies, strategies, and business models from the perspective of managers, entrepreneurs, and investors. Basic financial tools such as discounted cash flow, capital budgeting, capital structure, and risk/return will be used to evaluate the feasibility and financial implications of sustainable products and practices in a variety of industries and applications. Students will learn how to balance the needs of all stakeholders in organizations to create both financial and social value.

Prerequisites: SME2021 or FIN2000
Credits 4

FIN3555: Real Estate Investment

FIN3555 Real Estate Investment
4 General Elective Credits

This course is designed for students interested in learning to evaluate real estate investment opportunities. The focus is on commercial property, not single-family homes, and on U.S. real estate. Using readings and case studies, students examine real estate as an asset class and explore its similarities and differences from other investment types. The foundation for this course involves understanding the industry terminology, legal rights and restrictions, and basic techniques for financial projections and analysis.

Expanding from this base, students explore the use of debt and the implications of taxes on real estate investment returns.

Prerequisites: FIN 2000
Credits 4

FIN3560: Financial Markets and Instruments

FIN3560 Financial Markets and Instruments

4 General Elective Credits

This course provides students with an understanding of many important financial instruments and the financial markets in which they trade. The topics covered include the major financial markets and their associated structures, quantitative techniques for valuing various financial securities and their cash flow streams, and factors affecting interest rates. This course also provides an introduction to derivatives and risk management. Topics include: instruments/markets, bond markets, equity markets, security firms and investment banks, issuing securities, organized exchanges, bond and stock valuation, interest rate determination (term structure), bond duration, foreign exchange, mortgages, risk management, an introduction to derivatives (including options, futures, and swaps), pay off profiles and an introduction to Black-Scholes.

Prerequisites: SME2021 or FIN2000
Credits 4

FIN3565: Real Estate Development

FIN3565 Real Estate Development

4 General Credits

This course reviews the process by which value is created through real property improvement and modification. The course examines that real estate development process, exposing students to the critical steps and key decisions required to create, secure approvals, construct, lease, finance, and manage property improvements. Through case studies, related readings, and a final team project, students examine the perceived risks and potential returns of real estate development.

Prerequisites: FIN3555
Credits 4

FIN4504: Private Equity

FIN3504 Private Equity

4 Advanced Management Credits

This course will provide students with the opportunity to develop a practical understanding of the private equity industry and related topics generally in the venture capital industry. The course will focus on various phases of activity including fund organization, prospecting, valuation, LBO modeling, negotiating skills and exits. The course will also provide students with an understanding of careers in private equity and related industries. The course is designed to enable students to practically apply financial theory in a way that is consistent with industry practices, techniques and professional expectations. As such, the class will utilize case studies involving real companies and will have a heavy emphasis on the practical financial research skills relevant to private equity, and how industry-specific issues are addressed by private equity professionals.

Prerequisites: Any FIN3000 level course
Credits 4

FIN4505: Financial Trading Strat and Risk Mgt

FIN4505 Financial Trading Strategies and Risk Management

4 General Credits

In this course, students learn to develop and implement institutional (firm-level) financial trading strategies. These strategies are guided by quantitative models that identify, quantify, and manage risks and expected return. In so doing, students learn how to make decisions in an uncertain environment. The course is based on an experiential learning approach, in which trading simulation software provides a platform for delivering learning-by-doing cases. Specific cases covered in the course include: agency trading; principal (liability) trading; algorithmic market making; managing risk capital with value-at-risk; transportation, storage, and production arbitrage in commodity futures markets; and agricultural hedging. The course also covers fundamental concepts in market microstructure, such as bid-ask spreads, price discovery, information asymmetry, liquidity, and inventory risk.

Prerequisites: SME2021 or FIN2000
Credits 4

FIN4507: Risk Management

FIN4507 Risk Management
4 Advanced Management Credits

Risk management has risen to a new pre-eminence with firms being exposed to an ever increasing range of risks. The reasons for this rise, and the techniques and instruments used by risk managers, are the subjects of this course. The course will first cover the concept of Enterprise Risk Management (ERM) and then analyze the key financial tools used in risk management, such as futures and options. Students will then use their knowledge to manage risk optimally and alter the risk/return characteristics of corporations. The course will apply these tools to risk management cases to cover a whole set of different sectors (airlines, automobiles, IT, etc.). The course will also go into some of the most pressing risks of our time, namely: climate change; diversity, equity and inclusion (DE&I); and cybersecurity, as well as risks related to Mergers & Acquisitions (M&A) and executive compensation.

Prerequisites: SME2021
Credits 4

FIN4508: Financial Planning and Wealth Management

FIN4508 Financial Planning and Wealth Management

4 Advanced Management Credits

This course will provide an Experiential Learning experience for students in the financial planning and wealth management industry. During the semester, student teams will obtain hands-on consulting experience across various projects providing investment solutions, marketing guidance, and other assignments as designed by four financial planning firms. Every effort will be made to have the firms be run by members of the Babson Community. Weekly updates on the project assignment to the instructor will be a requirement of the course.

Prerequisites: One 3000 Level Finance Course
Credits 4

FIN4510: Corporate Financial Modeling & Decision Tools

FIN4510 Corporate Finance Modeling and Decision Tools
4 General Credits

This course is designed to provide a practical application of corporate finance skills to a variety of analyses commonly performed by investment bank and commercial bank financial analysts. Mergers and acquisitions, initial public offerings, private equity placements, senior and mezzanine debt issuances, leveraged buyouts, and other common financial transactions will be covered. We will explore the process of each transaction and place heavy emphasis on the role of the financial analyst in analyzing each situation. Students will gather source data and build and apply models typically used in practice by investment banks, commercial banks, and corporate finance consultants. The course is designed for those interested in careers in investment banking, commercial banking, corporate finance consulting, and strategic planning.

Prerequisites: SME2021 or FIN2000
Credits 4

FIN4520: Babson College Fund I

FIN4520 Babson College Fund I
4 General Elective Credits

The Babson College Fund is a two-semester course, where selected students manage a portion of the Babson College endowment. The Babson College Fund Office selects undergraduate and graduate students to be analysts and portfolio managers.

By learning the basics of security analysis and portfolio management, it is hoped that students will be prepared to take jobs in the Investment Management and Investment Banking industries post-graduation.

The Program Director and Executives in Residence are committed to helping this pursuit as much as possible. The course also requires that students refine their networking skills and develop a proficiency in the analytical tools available through the Cutler Center to maximize their employment prospects.

Prerequisites: FIN3520 and Program Director (Patrick Gregory) Permission
Credits 4

FIN4521: Babson College Fund II

FIN4521 Babson College Fund II
4 General Elective Credits

The Babson College Fund is a two-semester course, where selected students manage a portion of the Babson College endowment. The Babson College Fund Office selects undergraduate and graduate students to be analysts and portfolio managers.

By learning the basics of security analysis and portfolio management, it is hoped that students will be prepared to take jobs in the Investment Management and Investment Banking industries post-graduation.

The Program Director and Executives in Residence are committed to helping this pursuit as much as possible. The course also requires that students refine their networking skills and develop a proficiency in the analytical tools available through the Cutler Center to maximize their employment prospects.

Prerequisites: FIN 3520 and Program Director (Patrick Gregory) Permission
Credits 4

FIN4530: Investments

FIN4530 Investments
4 General Credits

This course is designed for students interested in investment or portfolio management. Students explore the simultaneous management of multiple securities, using statistical and other mathematical tools. Topics covered include: risk and return, allocation of risky assets, setting portfolio objectives and strategy, portfolio optimization, risk crafting, and portfolio performance evaluation. Through case studies, investment tools, projects, and readings, students will explore investment and portfolio theory and practice.

Prerequisites: SME2021 or FIN2000
Credits 4

FIN4535: Fixed Income and Structured Products

FIN4535 Fixed Income and Structured Products

4 General Credits

This advanced quantitative course is designed for students interested in the sales and trading of fixed income securities and their related structured products, as well as students interested in fixed income portfolio management. Topics covered include: (i) bond pricing and day count conventions; (ii) relative value and yield curve construction; (iii) duration and convexity; (iv) pricing and hedging of interest rate swaps; (v) Treasury bond futures, conversion factors, and the concepts of cheapest-to-deliver and implied repo; (vi) the repo (GC and special) market; (vii) credit risk and the pricing of high yield bonds and credit default swaps; and (viii) securitization, mortgage-backed securities, and collateralized mortgage obligations. Course enrollment will be limited to enable extensive in-class usage of Bloomberg and other Cutler Center resources.

Prerequisites: SME2021
Credits 4

FIN4540: Corporate Financial Strategy

FIN4540 Corporate Financial Strategy
4 General Elective Credits

With the quickening rate of technological, demographic, institutional, and political change and globalization, managers, consultants, and investment bankers face increasingly turbulent and complex business environments. This course investigates the use of financial instruments and strategies to achieve a sustainable competitive advantage and create value. The course explores the relationships among corporate strategy, corporate finance, and financial innovation, and should be of interest to managers who aspire to use financial strategy and tools to support their strategic choices and to those who will be advising corporations on how to achieve their financial goals.

Prerequisites: SME2021

Recommended: ACC3502
Credits 4

FIN4545: Alternative Investments

FIN4545 Alternative Investments

4 Advanced Management Credits

This course provides an overview of alternative investments along with several non-traditional investment strategies. It is intended not only for finance and investment professionals, but also for those with an entrepreneurial and disruptor spirit. The course begins with a brief review of traditional investments of publicly traded stocks and bonds along with their limitations and imperfections. Students will then consider alternative investment vehicles such as private equity, venture capital, commodities, income producing real properties, licensing and royalty rights, cryptocurrencies, and social impact investing. We will also consider the move toward ESG investments (environment, social and governance) and their emphasized role in the alternative sphere. Students will analyze case studies involving The Endowment Model for Investing, Fund of Funds, Peer-to-Peer Lending, and Social Impact Investing, culminating in a team-based capstone project. The course materials will challenge students to recognize investment anomalies that the marketplace has not recognized. The course will also provide an overview of the material for the Chartered Alternative Investment Analyst Program (CAIA) professional certification. Students will develop a robust knowledge base for careers in portfolio management, investment product development, compliance, consulting, and risk management.

Prerequisites: SME2021 or FIN2000

Credits 4

FIN4560: Options & Futures

FIN4560 Options and Futures

4 General Credits

This course is an introduction to options, futures, and other derivative securities. We examine the nature of the instruments, the theory of how they are priced, and strategies in which they are used. Cases address applications in both investment management and corporate finance, covering such topics as risk management, financial engineering, speculation, and arbitrage.

Prerequisites: SME2021 or FIN2000

Recommended: ACC3502

Credits 4

FIN4570: Global Financial Management

FIN4570 Global Financial Management

4 General Elective Credits

The central theme of this course is how to manage the finances of a multinational firm. It devotes attention to managing the short-term finances of a multinational, including topics like centralizing cash management, netting, and transfer pricing. It then deals with long-term financial management of the multinational. That section includes capital budgeting in the multinational context, capital structure decisions, and also studies how a multinational can sometimes have a lower cost of capital than a single-country firm of the same size. The third major theme is how the multinational can optimize its relationship with the capital markets, including the national stock markets where its subsidiaries operate. This section includes a discussion of the opportunities created for multinational companies by international portfolio investment. If time permits, there will be a section on how to operate in countries with inconvertible or hyperinflationary currencies. The course deals with the international financial environment, meaning topics such as exchange rates, balance of payments, and cross-border capital flows, only to the extent necessary to put the financial decisions for firms operating in more than one currency into proper context.

Prerequisites: SME2021

Credits 4

FIN4571: Real Estate Finance and Advanced Modeling

FIN4571 Real Estate Finance and Advanced Modeling

4 Advanced Management Credits

This course will address the practical and theoretical issues involved in estimating cash flows and values of a wide variety real property, financial interests, investment interests and deal structures using discounted cash flow (DCF) techniques and sensitivity analyses. Students will solve real estate cash flow and DCF problems using models for property, portfolio, debt and equity interests for a variety of commercial real estate property types. Students will learn and apply the detailed modeling applications necessary to estimate both cash flows and values in the world of real estate finance and capital markets. Students will use and learn both Excel and industry standard ARGUS software applications in the process of modeling lease by lease cash flows at the property level, portfolio cash flow consolidations, related debt structures, including first mortgage and mezzanine debt, and equity waterfall structures. ARGUS is a widely accepted unique and complex modeling software that is very frequently required by employers in real estate finance. This course includes explanations of the theoretical issues and concepts involved in these practical applications. This course is intended for students who have an interest in real estate or who desire to expand their knowledge of finance to include real estate.

Prerequisites: FIN 2000
Credits 4

FIN5540: Title Financial Markets and Instruments

Credits 0

FIN5541: Investments

Credits 0

FIN5545: Real Estate Development

Credits 0

FIN5555: Finance Elective

Credits 0

FIN5556: Finance Elective

Credits 0

FLM4671: Comic Form in Film

FLM4671 Comic Form in Film
4 Advanced Liberal Arts Credits

This course explores the history and theory of comic form as it applies to movies from the silent film era to the present. Beginning with silent comedies and progressing to more recent films, we will consider such topics as comedy's roots in ancient ritual; recurring comic character types and genre conventions; irony, satire, anarchy, and surrealism as comic principles; and dark comedy. Course readings will introduce students to narrative theories, aesthetic and philosophical questions, and analytical models that address the purposes and strategies of comic form.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

FME1000: Foundation of Management & Entrepreneurship

FME1000 Foundation of Management & Entrepreneurship

4 Credits

This full-year, introductory course exposes students to key entrepreneurship, marketing, business management and organizational behavior concepts. Central to the course is a "learn by doing" approach in which students teams develop and implement an actual business that the College funds. Profits generated by the business activity are used to support a charitable project that the students also coordinate. Through these activities students will have a personal opportunity to explore the challenges and complexities of creating social as well as economic value. In the organizational behavior stream of this section of FME, students will explore their personal entrepreneurial leadership capabilities and how to work with and through others and effectively participate in their business organizations. This section of FME will meet Babson's undergraduate requirements for a semester long course in organizational behavior.

Prerequisites: None
Credits 4

FME1001: Foundation of Management Entrepreneurship

FME1001 Foundation Management & Entrepreneurship
(2 semesters)

4 Credits

This full-year, introductory course exposes students to key management and information systems principles, vocabulary, and techniques. Central to the course is a _learn by doing_ approach and sensitivity toward social responsibility and ethical behavior. Students organize into groups of 30 and are responsible for developing and implementing an actual business that the College funds. Profits generated by the business activity are used to support a charitable project that the students must coordinate as well. Students are introduced to the central concepts of finance, accounting, management, operations, and human resource management. In addition, they learn how information systems are used to manage and control business organizations and how to use productivity tools such as spreadsheet and database programs to manage business organizations more effectively.

Prerequisites: FME1000 and ACC1000 (may be taken concurrently)
Credits 4

FRN1201: Accelerated Elementary French

Credits 0

FRN2200: Elem French for Business Professionals

FRN2200 Elementary French for Business Professionals
4 Free Elective Credits

FRN 2200 is a fast-paced beginner course that emphasizes real-world applications of the French language. Through a variety of authentic materials and in-class activities, students develop their reading, writing, speaking, and listening skills. Students will explore aspects of French society, such as the fashion industry, the stock exchange, and the country's beloved soccer culture. A project-based class, students will develop business skills in French related to networking, interviewing, marketing, and trading through creating a portfolio that will grow in sequential semesters.

No previous experience with French is needed. This course is not open to native speakers of French.

Prerequisites: None
Credits 4

FRN2610: Elem French for Business Professionals

FRN2600 Elementary French for Business Professionals
4 Free Elective Credits

** FRN 2200 is equivalent to FRN 2600. Students who took FRN 2200 cannot register for FRN 2610**

FRN 2200 is a fast-paced beginner course that emphasizes real-world applications of the French language. Through a variety of authentic materials and in-class activities, students develop their reading, writing, speaking, and listening skills. Students will explore aspects of French society, such as the fashion industry, the stock exchange, and the country's beloved soccer culture. A project-based class, students will develop business skills in French related to networking, interviewing, marketing, and trading through creating a portfolio that will grow in sequential semesters.

No previous experience with French is needed. This course is not open to native speakers of French.

Prerequisites: None
Credits 4

FRN4610: French II

FRN4610 French II
4 Advanced Liberal Arts Credits

FRN4610 French II is a fast-paced course that builds on the knowledge gained in FRN2200 French I. Students will continue to expand their vocabulary and communication skills as they gain confidence in their abilities to communicate in spoken and written French. Conversation and listening activities in class will be supplemented by a variety of readings and written assignments. In addition, discussions of authentic texts, short films, and cultural experiences will help students gain a deeper appreciation for French and Francophone people and cultures.

Not open to native speakers

Prerequisites: FRN2200 French I, or similar proficiency as indicated by a placement test
Credits 4

FRN4615: French Cinema and Conversation

FRN4615 French Cinema and Conversation

(Formerly Social Justice in France)
4 Advanced Liberal Arts Credits

This course is designed as a conversation class, with a strong cultural component. The major course materials are contemporary French & Francophone language films and short readings. Through the lens of ethical questions and concerns that surface in these films, students will study issues relevant to the history, culture, and politics of the French-Speaking World. Films and readings serve as the basis for debate, discussion, and written analysis. This course aims to ease the path towards greater fluency through improvements in accuracy and more spontaneous communication.

Open to students with an Intermediate level of French, or higher.

Prerequisites: FRN4620, or equivalent proficiency as demonstrated through a placement test.

Placement test: <https://www.babson.edu/academics/academic-divisions/arts-and-humanities/languages-and-global-cultures/language-placement-test/>
Credits 4

FRN4620: French III

FRN4620 French III
4 Advanced Liberal Arts Credits

FRN 4620 is an intermediate language and culture course aimed at improving students' comprehension and expression in French. We will continue to reinforce language skills acquired at the beginning levels (French I and II) and work towards building fluency in the language. Students will learn about topics such as immigration, the French school system, the auto industry, and globalization through short texts, films, debates, presentations, and news articles from contemporary French and Francophone sources. A project-based class, students will develop business skills in French related to negotiating, persuading, advising, and forecasting.

Prerequisites: FRN2200 and/or FRN4610 or equivalent proficiency as demonstrated through a placement test or by instructor's permission. Not open to fluent speakers of French.
Credits 4

GDR4605: Global Gender Politics

GDR4605 Global Gender Politics
4 Advanced Liberal Arts Credits

This course aims to help students develop a comprehensive understanding of gender in contemporary domestic and international politics. It covers a variety of themes, such as feminist theory, intersectionality, gender performance, comparative legal regimes, and the political economy of gender. Students will have an opportunity to explore various case studies on gender from around the globe, to deepen their understanding of core concepts.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

GDR4610: Topics in Women's Studies

GDR4610 Topics in Women's Studies
4 Advanced Liberal Arts

This course provides a forum to examine and discuss contemporary women's and girls' roles and positions. The course will address the following topics: first and second waves of feminism, sexuality, psycho-social influences on gender construction, paid work and structures of inequality, women and social protest and family configurations. At the beginning of the course, we will read some historic documents as background to the women's movement in the United States. Although the main focus will be on women and girls in the United States, we will also discuss women's positions in other countries as well. Because femininity and images of women are balanced, and often countered, by masculinity and images of men, we will spend time discussing men in relation to women. Integral to this course is recognition of how race, class, ethnicity and sexuality converge to influence how women negotiate their political, social and cultural roles. Finally, we will attempt to become enlightened witnesses to the social construction of femininity and masculinity and use our understanding to notice stereotypical portrayals as well as new, liberating images of women and men.

Prerequisites: 2 Intermediate Liberal Arts Courses (CSP, LTA, HSS)
Credits 4

GER1200: German Elective

Credits 4

GER1201: German Intro

Credits 4

HIS4602: Contemporary China

HIS 4602: CONTEMPORARY CHINA

4 Advanced Liberal Art
4 Credits

This advanced history course analyzes the impact of the Chinese Communist Revolution on the state and culture of the Peoples' Republic of China (P.R.C.) from 1949 to the present. We will focus on attempts during the Mao period to transform China through campaigns of social mobilization, industrialization, rural collectivization, and cultural policies. The second half of the course examines the Economic Reform Era, including the rise of consumer culture, development of a modern legal system, and increased tension between the majority Han Chinese and minorities, particularly in Tibet and Xinjiang.

Prerequisites: 2 Intermediate Liberal Arts courses (HSS, LTA, CSP)
Credits 4

HIS4605: Justice and Resilience in Tulsa

HIS 4605: Justice and Resilience in Tulsa

4 advanced liberal arts credits (Elective Abroad)

This experiential learning course will travel to Tulsa, Oklahoma to study the Tulsa Race Massacre of 1921, its history, and its profound contemporary impact. Students will learn about the Creek Nation of Native people who first chose the name Tulsa, meaning "Old Town"; chart the city's development into a thriving African American community in the 1920s; study the lingering impact of the massacre by examining North Tulsa's economic and health disparities. We will then immerse ourselves in public and private enterprises that work toward resilience and justice--including justice for Native and Black people, for incarcerated people, gender and LGBTQ+ justice, environmental and food justice. We will collaborate with an innovative North Tulsa nonprofit, distributing fresh food from regenerative farms to local residents and building a Babson partnership for sustainability, food security, and good health. Students in this course will think about the role of business in delivering justice.

Credits 4

HIS4610: Virtuous Capitalism in Malaysia&thAlland

HIS4610 Virtuous Capitalism in Malaysia and Thailand

(Formerly Social Responsibility in Malaysia & Thailand)
4 Advanced Liberal Arts Elective Abroad Credits

Program fee and group international airfare is paid to Glavin Office - program fee includes accommodations, breakfast, group flights (2), airport transports, ground transportation, site visits, program planned meals, and cultural excursions. Not included: tuition, visa costs, additional meals and personal expenses.

The purpose of our course is to explore the question: "How do Malaysians and Thais think about 'Social Responsibility' and how do they act in order to achieve it?" By extension, we will be asking about how approaches to business ethics in our own countries differ from Malaysians' and Thais'? Often in Western discussions of business ethics, it is assumed that the West is far ahead of Asia in business ethics. We will make no such assumption, but rather, we will ask if Malaysia and Thailand have anything to teach our countries.

More particularly, we will focus on three Asian faiths and cultural traditions – Islam, Buddhism, and Confucianism. We will visit 3 socially responsible companies, each representing, respectively, an approach to social responsibility consistent with one of those 3 traditions. We will aim not only to learn about the implications of Islam, Buddhism, and Confucianism for business ethics. We will also aim to understand what qualities those 3 Asian traditions share which may distinguish them generally from Western traditions in business ethics.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HIS4617: History of Boston

HIS4617 The History of Boston
4 Advanced Liberal Arts Credits

In this Advanced Level course, students will explore Boston's history, from the seventeenth century to the present, and consider how the city's religious values, economic leadership, and intellectual traditions shaped American identity. Selected topics for the class include Boston's Puritan heritage, its place in the American Revolution, the city's intellectual and social movements, the creation of its museums and civic institutions, and struggles with immigration and race. As part of their responsibilities for the course, students will participate in field trips to the historic sites of Beacon Hill, Boston Common and the Public Garden, the North End, Back Bay and Copley Square, and the Isabella Stewart Gardner Museum.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HIS4620: Race & Ethnicity in Latin America

HIS4620 Race and Ethnicity in Latin America
4 Advanced Liberal Arts Credits

What did it mean to be _Black_ or _Indian_ or _White_ in Latin America? What is mestizaje and indigenismo? What did it mean to be of mixed descent? What does these mean today? Is _race_ a means to political empowerment, or the source of discrimination? This seminar explores these issues and ideas in the context of colonial and postcolonial Latin American history. In answering these questions, we will look at a variety of theoretical and disciplinary approaches to _race._ Armed with the history of these changing ideas, we will then consider a variety of case studies from throughout Latin America.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HIS4626: Global Cities

HIS4626 Global Cities

4 Advanced Liberal Arts Credits

This course explores global cities to understand the varied and discrepant historical experiences of urban modernity. Drawing on a wide variety of literature from different disciplines and regions, we will critically examine the shaping of cities across the world: Boston, London, Paris, Shanghai, Mumbai, Singapore, Dubai, Bangalore, and Brasilia among others. We will examine city-space at two levels: first, at the more formal level of the state and town planners; and, second, at an everyday level, where city dwellers contest and redraw town plans in their daily lives.

The course begins with an analysis of race, class, and gender that segregated the industrial metropolis. We will then discuss colonial cities using space as a lens to review empire and imperialism. Next, our focus will be on neoliberal governance; megacities; the conceptualization of 'community' in a neoliberal city; gentrification; privatization of urban space; urban informality; and the new language of urban inclusion/exclusion.

A specific focus of this course will be on the impact of globalization on South Asian city space: has globalization sharpened class, caste, and religious divides in these cities?

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HIS4670: The History and Ethics of Capitalism

HIS4670 The History and Ethics of Capitalism
(Formerly History of Capitalism)

4 Advanced Liberal Arts Credits

This course deals with the history of capitalism from early modern times to the present. It is concerned not just with the story of capitalist enterprise but with the cultural values and social institutions accompanying capitalism. It addresses the tension as well as the affinity between capitalism on the one hand and, on the other, contextual cultural values and social institutions. It especially focuses on the way that capitalist power subverts as well as supports the free market economy and democratic political processes with which it is often identified.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HIS4674: The Personal is Political:gender in Us His

HIS4674 The Personal is Political: Gender in Modern US History

Advanced Liberal Arts

Activists in the women's movement made the personal political, bringing previously "private" issues such as sex, reproduction, birth control, and intimate relationships into the realm of public debates. This course focuses on the changing social and political roles of women and men in twentieth- and twenty-first century America. Using primary and secondary sources, films, and other texts, we will study "womanhood" and "manhood," femininity and masculinity, and the intersection of these identities with the categories of class, race, ethnicity, religion, ability, and sexuality. We will discuss people in straight and LGBTQ family arrangements, in the diverse, globalized workplace, in the formation of public policy, and in social movements.

Prerequisites: Any combination of 3 Intermediate Liberal Arts Courses (CVA, LVA, HSS)
Credits 4

HIS4682: Women in China

HIS4682 Women in China
4 Advanced Liberal Arts Credits

Course considers Chinese history through an emphasis on the social and cultural roles of Chinese women and their changing role over time. Topics include women and the family, and women as shamans, prostitutes, nuns, rulers, writers, revolutionaries, and politicians. Close attention is given to the social-historical context, regional class, and ethnic differences in order to counter the common misconception that pre-modern China is an unchanging monolith. Through this approach and concentration on the roles of women, students gain a more realistic understanding of traditional Chinese society and of the complex legacy of the pre-Communist past in contemporary China.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HIS5651: History Elective

Credits 0

HIS5652: History Elective

Credits 0

HIS5653: History Elective

Credits 0

HIS5654: History Elective

Credits 0

HSS2002: Indigenous People's Politics&his

HSS2002 Indigenous People's Politics and History

4 Intermediate Liberal Arts

This Intermediate level History and Society class is an Introduction to the study of the politics and history of Indigenous peoples. The class will focus mostly on the United States and Canada - two countries created through settler colonial conquest, genocide, and dispossession of Indigenous peoples from their territories. The course will offer opportunities for looking globally at Indigenous people's experiences, histories and politics. To understand Indigenous people's history and politics, one must learn about the intertwined history of colonialism, capitalism, white supremacy and heteropatriarchy, and their oppressive impacts upon Indigenous peoples. We will spend a great deal of time on Indigenous political movements that resist and refuse these oppressive systems. The course materials will include scholarly studies, historical narratives, fiction, poetry, first person narratives, documentaries and other media that help students understand the historical and contemporary reality of Indigenous peoples, colonialism, and politics. Students will be expected to develop an understanding of the fundamental elements of Native American and Indigenous studies and will have the opportunity to explore their own topics of interest in project-oriented assignments. This will be a highly participatory class that will require close attention to the assigned materials and consistent class engagement.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2003: Latin American History

HSS2003 Latin American History
4 Intermediate Liberal Arts Credits

This course will be an introduction to the main themes, processes, and ideas in Latin American history since 1810. The central focus will be on Mexico, the Caribbean, and the ABC countries (Argentina, Brazil, and Chile), without neglecting the main thinkers and major historical events from other countries. It will develop familiarity with critical developments in modern Latin American history such as slavery, modernization, neocolonialism, racism, and migratory flows. At times it will take a global perspective to situate Latin America in its proper international context, paying close attention to US-Latin American relations. In other words, the main goals of the course will be to cultivate an understanding of key concepts, developments, and issues in the region's history, while offering a sense of Latin America's human and cultural diversity.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2006: South Asian History

HSS2006 South Asian History
4 Intermediate Liberal Arts Credits

History has been the unfortunate ground on which many of South Asia's fiercest political battles have played, and continue to play themselves out. This course considers a few of the key debates that have animated South Asian history. These include debates on the nature of colonialism, nationalism; the shape of a free India; the founding principles of the states of India, Pakistan, Bangladesh, Sri Lanka, and Afghanistan; and the legacy of colonialism on democracy, development, and globalization in these South Asian countries. We will also consider how recourse to certain interpretations of 'history' has influenced the crafting of policy and politics. Structured chronologically, the course begins with a study of colonialism in the early nineteenth century and ends by considering the challenges of deepening democratization, unequal development and the varied manifestations of globalization.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2010: The US in the World in the 20th Century

HSS2010 The US in the World in the 20th Century
4 Intermediate Liberal Arts Credits

This course explores the role of the United States throughout the world from 1900 to the present. We will investigate the people, institutions, and processes that influenced American diplomatic and military engagements, and analyze the impact and effectiveness of America's role. We will begin by exploring the emergence of America as an empire, and how American power and influence evolved and changed over the course of the century to the present day. We will explore America's role in shaping the Cold War, in particular in Latin American and the wars in Vietnam, as well as more recent engagements in Iraq, Afghanistan, and Africa.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2013: China Today

HSS2013 China Today: The Dragon Rises
4 Intermediate Liberal Arts Credits

This intermediate history course will introduce you to China's dynamic present within the context of the complex legacy of the Chinese past. We will examine the historical, cultural, political, and economic development of post 1949 China, with brief introductions to relevant aspects of the imperial past. You will gain a nuanced appreciation for the incredible economic growth of China from 1990 to the present, and the concomitant problems of state-society relations, human rights, minority relations, the environment, and the gaps between the rich and the poor and the urban and rural citizens. We will take advantage of Boston's resources through site visits to view Chinese art, undertake a scavenger hunt in Chinatown, and enjoy Chinese food. We will explore China through the use of scholarship, fiction, maps, memoir, art, film, and music.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2018: Intro to Sociology

HSS2418 Introduction to Sociology
4 Intermediate Liberal Arts Credits

Sociology explains human behavior in terms of group activities. The solidarity of a social group allows group members to work cooperatively towards common goals. But the dark side of group solidarity is that it often leads members to feel hostility towards individuals who are not a part of the group and for non-members to experience feelings of resentment towards the group and its members. How is solidarity achieved? How is the formation of social identity affected by group solidarity? How do groups competing for scarce resources construct a view of their group's needs, hopes, and desires? Where are group members and nonmembers situated in this view of social life? This course examines the relationship between group solidarity, resource scarcity, and the formation of social identity in everyday life.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2025: Decolonization & Revolution 20th Cent

HSS2025 Decolonization and Revolution in the 20th Century
4 Intermediate Credits

The 20th Century is viewed by most historians as the most violent and tempestuous century in human history. In particular, this narrative is largely dominated by the two great wars and the Cold War. However, what made those conflicts so important was not just their impact on Europe and the Western World, but how those conflicts catalyzed mass movements globally. This class examines the history of decolonization and revolution in the 20th Century, and how the world wars and the Cold War impacted processes of nationalism, independence, decolonization and revolution. Starting with the rise of Turkey and the Bolshevik revolution during the first world war, we will then analyze the independence movements that sprouted from the vestiges of the second world war, particularly those of China and India, as well as the emergence of Apartheid in South Africa. We will also explore the impact of the Cold War on revolution and decolonization, especially Vietnam and Algeria. Finally, the course will analyze how more recent revolutions, such as those in Iran and Israel /Palestine, are rooted in longer historical processes which highlight the continuing legacy of Imperialism and revolutionary resistance to imperialism in the contemporary world. The course will use a variety of books, articles, movies, and music to analyze this deep, violent, and often conflicted aspect of human history.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2028: Global Politics

HSS2028 Global Politics

4 Intermediate Liberal Arts Credits

This intermediate course will begin by examining different perspectives on the role of power, anarchy, institutions, and identity in the international system. These ideas will then be used to explore a wide range of current global issues, including war, trade, human rights, humanitarian intervention, and environmental problems. The goal of this course is to learn how various theories can bring both a richer understanding of the nature of international problems and of the motivations and perspectives of various international actors. This semester special attention will be given to the topics of international migration and conflicts in the Middle East.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

HSS2030: Us Politics

HSS2030 US Politics

(Formerly American Politics)

4 Intermediate Liberal Arts Credits

The course begins with a focus on significant ideas, major political and economic institutions, and key social conflicts and events that have shaped the character of American politics. We will position American politics in its historical context, recognizing and contending with the legacies of enslavement, white supremacy, and imperial violence in its development. As such, the fundamental role of race, colonialism, gender, sexuality, and class will be addressed throughout so that we can understand key and persistent features of American politics. The latter half of the course will examine contemporary ideologies, struggles over civil liberties and rights, the forces generating economic inequality, and the origins of mass incarceration and systemic racism. We will also spend the beginning of classes discussing the news, so the class will be flexible enough to respond to and address political events as they occur. The course will involve a combination of lecturing, discussion, and small-group activities, so class participation is important.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

HSS2032: African History and Foodways

HSS2032 African American History and Foodways

4 Intermediate Liberal Arts

African History and Foodways will cover the major subjects, movements, and events that have shaped Africa since the 1400s. These include African crops and animals, African political institutions and wars, gender, the spread of Islam, slavery, European colonization, and African independence movements. One learns how to publish a blog and create podcast episodes with show notes. Deliverables, regular contributions to class discussions, public speaking, research, and group work are essential course components. Cooking is a part of live classes.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

HSS2033: Comparative Politics

HSS2033 Comparative Politics

4 Intermediate Liberal Arts Credits

Comparative politics is a field that seeks to understand political dynamics within states and to understand a variety of political phenomena common in many countries. This course will use such cases as Britain, France, Russia, China, Iran, India, and Brazil to look at issues of nationalism, economic policies, institutional design, development, and social change. Comparative Politics is also characterized by a methodology that seeks to illuminate the reasons for similarities and differences across countries and provide some tools to think more critically about various political claims and proposals.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)

Credits 4

HSS2034: Modern European History

HSS2034 Modern European History: Wars, Nationalities, Identities and Human Rights
4 Intermediate Liberal Arts Credits

This course features The French Revolution, The Russian Revolution, World War I, World War II and contemporary ethnic conflicts to examine the processes and consequences of modernization and nationalism in Europe and Russia. At the end of the 18th Century, the individual and the nation state were constructed as sources of meaning and identity and were legitimated naturally and politically. At the beginning of the 21st Century, these legitimations are still uncertain and under construction. We will focus on the concepts of human, civic, political and natural rights to study this problematic history.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2038: Modern Middle East

HSS2038 Modern Middle East
4 Intermediate Liberal Arts Credits

This course studies Middle Eastern politics, culture, and society from the mid-nineteenth century to the present. To do this, we will focus on a wide variety of historical developments in different areas of the Middle East, starting with the late Ottoman period and moving into the Mandates of the interwar period, moments of decolonization, and eventually focusing on the post-independent states that emerge in the second half of the 20th century. Additionally, the course provides historical contexts to events, actors, and conflicts that have come to shape the present-day Middle East as well as the world, such as the Arab-Israeli conflict, the politics of oil, the rise of Islamism, and the US-Middle East relations. In order to understand these complex issues, we will engage with works of scholarly analysis, primary documents, memoirs, fiction, and film.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2041: Global Goods: histories of Commodities, Exchanges, and Cultures

HSS2041 Global Goods: Histories of Commodities, Exchanges, and Cultures
4 Intermediate Liberal Arts Credits

How have inanimate commodities served as active agents in human history?

How have global exchanges of commodities shaped socio-political boundaries?

This course will move chronologically from the late fifteenth century to the present, demystifying commodities that we have often taken for granted and studying them as drivers of transregional economies and cultures. We will survey a wide variety of commodities and market spaces: from exotic Indian tea to cotton produced in the American South to Qatar's oil reserves to Tokyo's fish markets, for example, to understand the transformation of _commodities_ into _global goods_. The course will offer factual knowledge and analytical tools for understanding the political circumstances and shifting cultural values implicated in the rise and transformation of commodities into global goods. We will explore how this transformation has left indelible marks on religion, science, democracy, race, gender, class, and ideas of human rights. We will also examine the social, cultural, and political boundaries that global exchanges of commodities demand, calling to question the idea of the _global_. Part economic, part cultural, and part environmental history, this course relies on the histories of commodities to illuminate the idea of what is global.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

HSS2042: Germans and Others: Contemporary Germany

HSS2042 Germans and Others: Germany in the 20th and 21st Centuries

4 Intermediate Liberal Arts Credits

This course is for students in the Babson Leadership in a Global Context program in Berlin and is not open to students not enrolled in the program.

What does it mean to be German in the 20th-21st centuries? Who decides who living within Germany is German and who is Other? Using this theme, you will be introduced to the political, social, economic, and cultural history of contemporary Germany within Europe and the world in the past 100 years. After a brief overview of German history, we will examine four moments:

1. The Holocaust
2. The Guest Worker (Gastarbeiter) Phenomenon
3. The Division and Reunification of East and West Germany
4. Refugees and Migrants in the 21st Century

Prerequisites: (FCI1000 or AHS1000) and (WRT1001 or RHT1001)
Credits 4

HSS2050: Hist & Soc Sci Intrm

HSS2050

4 Credits

Prerequisites: (FCI1000 or AHS1000) and (WRT1001 or RHT1000)
Credits 4

HSS2051: Hist & Soc Sci Intrm

Credits 4

HSS2053: History and Society Sci Intrm

Credits 4

HUM1000: The Art of the Self

HUM 1000: The Art of the Self

3 Credits course for Humanities and Entrepreneurship Certificate Students Only

The first in a four-course sequence offered by Babson College that results in a Certificate in Entrepreneurial Leadership from the Babson Social Innovation Institute, The Art of the Self precedes and grounds the following courses: Transformation Through Entrepreneurial Leadership, Self As Global Citizen, and Leading Your Startup.

In The Art of the Self, students explore "the self" as an idea through philosophy, literature, history, and film. What is "the self," and how can you connect with yours? What are historical and philosophical constructions of "the self," and how is "the self" impacted by environments and social contexts? How can "the self" evolve over time? What is "the entrepreneurial self," and how does one cultivate it?

Using a narrative approach, this course engages students through a range of readings and reflections, as well as an ongoing written narrative, the "Story of Self" project (Marshall Ganz), in the work of identifying, understanding, connecting with, and building creative, confident, credible selves—all while identifying potential opportunities to think and act entrepreneurially, now and in the future.

MCIF students will be supported in their learning by Babson students, with whom they will engage in a Book Club and who will serve as peer mentors for final projects in at least three class visits over the course of the semester.

Prerequisite: Course is for Humanities and Entrepreneurship students only
Credits 3

HUM1001: Self As Global Citizen

HUM 1001: Self as Global Citizen

3 Credits course for Humanities and Entrepreneurship Certificate Students Only

Building on the first two courses in the Babson College program in Entrepreneurial Leadership, Self as Global Citizen explores the self in social context and in relation to a set of 21st century issues and problems. We begin with an exploration of the notion of citizenship, focusing especially on philosophies of nationalism v. cosmopolitanism as well as contexts such as gender, race, and identity, and then expand our previous work on trauma and the self to explore the broader cultural transmission and political implications of trauma, including intergenerational trauma. From there, we examine crucial issues that face each one of us as global citizens: climate crisis, toxic cultures, forced migration, technology and artificial intelligence, mental health and the future of medicine.

Students will analyze and synthesize material in weekly close reading and writing assignments. The major course project is an individual case study and presentation for an idea to address one of the issues we have studied. This work will be undertaken with the mentorship of Babson College seniors who have studied Entrepreneurship extensively and are currently taking an advanced course in human rights.

Prerequisite: Course is for Humanities and Entrepreneurship students only
Credits 3

HUM4602: Future Studies:theories of World to Come

HUM4602 Future Studies: Theories of the World to Come

4 Advanced Liberal Arts Credits

This course provides a captivating looking glass into the most fascinating debates surrounding the future. We will trace those radical transformations and cutting-edge paradigms that are emerging to forever alter our experience of time and space, body and mind, objects and images, reality and illusion, human and machine. To achieve this task, our course will follow an interdisciplinary, multicultural, and multimedia approach that explores provocative new dimensions in the areas of literature, philosophy, society, culture, politics, media, architecture, design, biogenetics, ecology, film, art, and technology. Together, these speculative fragments will come together to offer crucial insight into our era's experiments with speed, virtuality, artificiality, and utopia, allowing us to test the outer boundaries of the unknown worlds to come.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HUM4603: Future Worlds:rev of the Human&post-Human

HUM4603 Future Worlds: Revolutions of the Humans and Post-Humans

4 Advanced Liberal Arts Credits

This course provides radical exposure to the most astonishing trends of the next age as students interface with leading futuristic thinkers from around the world. Students will have the rare occasion to engage with fifteen renowned professors, reading their writings closely as we move across multiple intellectual surfaces to ask the most provocative questions facing our time and beyond. Each scholarly figure will present a series of speculative theories and visionary examples from the fields of sociology, architecture, economy, design, political science, cultural studies, media studies, literature, philosophy, film, medical science, virtual reality, visual art, artificial intelligence, and environmental studies. Moreover, students themselves will not only directly encounter this network of vital futurist scholars in their weekly sessions but will also have the occasion to undertake strikingly original research that tracks obscure, secretive, post-human, and unfathomable innovations transpiring in every arena of human experience. In this way, the seminar will trace a sequence of worlds not yet arrived, interpreting horizons of global and even extra-planetary scope as they test out riddles for the coming centuries.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HUM4604: Feminism, Gender&philosophies Liberation

HUM4604: Feminist, Gender and Philosophies of Liberation

4 Advanced Liberal Arts credits

This course will overview the history of modern feminist philosophy from the seventeenth century to the present. We will focus on the emergence of feminism within in the context of colonialism, the trans-Atlantic slave trade, the development of the modern nation state, and various revolutions. While much of the course will look at international examples and texts, we will also look at the specificities of the feminist movement in the United States from within indigenous struggles for sovereignty, the abolitionist movement, and feminist work specific to Boston. We will also study the emergence of LGBT movements in conversation with feminist struggles, as well as the emergence of transfeminism. The course is broken up into three units: Unit 1 will focus on the history of feminist philosophy and activism; Unit 2 looks at the modern racial and colonial history of gender; and Unit 3 focuses on contemporary abolitionist and decolonial forms of feminism as philosophies of liberation. There will be an in-class mid-term before spring break after we finish Unit 1, and the course will conclude with a final research paper.

Prerequisites: Any Combinations of 2 Intermediate Liberal Arts (HSS, CSP, LTA)
Credits 4

HUM4605: The Nature, culture, and Future of Work

HUM4605 The Nature, Culture and Future of Work
4 Advanced Liberal Arts Credits

This interdisciplinary course examines work from the standpoints of cultural history and organizational behavior. We will explore work as a marker of identity, work as a cultural construct, and work as an ideological and structural apparatus. The course will be organized around weekly film viewings and readings. The films will frame our exploration of work and serve both as cultural artifacts that represent American ideologies and case studies of particular work situations and perspectives. The readings will offer a range of theoretical and historical views from a variety of disciplines: cultural and film history, organizational behavior, economics, management theory, sociology, and others.

Among the questions the course will address are:

- To what extent does what we do professionally define who we are?
- What, if anything, do we expect of our jobs beyond a paycheck?
- What, if anything, do our jobs expect of us beyond our skill and time?
- What is the difference between work as a job, a career and a calling?
- How do American ideologies conflate professional achievement with success?
- In what ways are some organizational structures more conducive than others to contentment at work?
- What does it mean to opt out of or strive not to work?
- What is the past, present and future of work in America?

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HUM4606: What Does It Mean to Live a Good Life

HUM4606 What Does it Mean to Live a Good Life?

4 Advanced Liberal Arts Credits

This advanced liberal arts elective investigates what it might mean to live a 'good life', and how these interpretations might contribute to your own discoveries and thinking as you head out into the 'real world' beyond Babson. Rather than a philosophy or psychology or self-help course (although all of this is intertwined), this course is based around how writers and filmmakers and other creative thinkers have tried to explore this enduring focus of human inquiry. Through a wide range of literature, film, podcasts, and other media, we will examine differing efforts to perceive and live out a 'good life.' How can we define and measure happiness, and whether that should even be our ultimate goal? How important are extrinsic rewards like achievement and money compared to more internal ones like relationships and human connection? How do we avoid being overwhelmed by the news of the world and instead to create stories that matter and move us to positive action? Where can we find value in odysseys and unexpected detours? What is the meaning of work and its relationship to play? How can we better approach mortality and loss? And how can we grasp the simultaneous individuality and immensity of the human condition in ways that strive to make ourselves and the world better? Together, we will wrangle with these and other ongoing life questions.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HUM4607: Trauma, Culture, Transformation

HUM4607: Trauma, Culture, Transformation

4 Advanced Liberal Arts credits

What is trauma and how does it impact individuals and societies? The word comes to us from the Greek “wound,” and so it has come to mean a lasting injury made by a violent or startling event that penetrates a person’s psychic boundary system. The difference between a wound and a traumatic wound is that the latter does not heal; rather, it results in post-traumatic stress, which in turn creates cycles of repetition of uncannily similar events until the event has been “worked through.” While the term is largely attributed to Sigmund Freud’s 19th and early 20th century work, in fact many of his sources came from classical Greek texts, meaning the concept and experience of trauma have been around for centuries.

In the past, knowledge about trauma came predominantly from psychoanalysis; to a lesser extent, literary theory has explored how cultural texts reflect phenomena related to trauma such as repetition, disruptions of time and temporality, and fragmented points of view. Post-Traumatic Stress was a chronic, cyclical dis-ease with devastating consequences. In the past decade, however, neuroscientists have exponentially advanced our understanding of trauma and its relation to our bodies, not just our minds, and theorists have shown how trauma is also a cultural phenomenon, transmitted from one generation to the next. Most importantly, this new research also shows proven pathways to transformation and healing—pathways that also correspond to collective movements for healing our world.

Starting with Freud’s foundational work and the classical texts that inspired him, we will study how cultural texts have represented both traumatic stress and methods for its healing. From there, we move quickly to study new developments in the understanding of trauma and post-traumatic stress, including methods of healing and transcending traumatic repetition that have gained traction in broader change-making contexts. We will conclude our study by exploring the concept of Transformational Literacy operating at the MIT Presencing Institute, and how the notion of collective trauma invites collective healing responses as together we bring “the emergent future” into being.

Prerequisites: Any Combination of 2 Intermediate liberal arts (HSS, LTA, CSP)
Credits 4

HUM4608: Phil, race & rev in the Euro-Modern World

HUM 4608: Philosophy, Race and Revolution in the Euro-Modern World

4 advanced liberal arts credits

This course will explore efforts by philosophers to respond to the contradictions of Euro-modern society, the political phenomenon of race being primary among them. Doing so will require an examination of how some human beings have sought to reform unjust social and political milieus. Though we will also ask whether such efforts are sufficient. Such questioning demands, among other things, study of more radical efforts at social change, including those of revolutionary political activity. In addition to philosophers’ contributions to such projects, our course will also examine how writers, artists, and even scientists have responded to the ongoing colonization of our knowledge, political sphere, and civil society, particularly by forces seeking to profit from the transformation of some human beings into the damned of the earth. Our goal as a class will be to reflect on how we might conceptualize and take up our responsibilities in such a world.

Prerequisites: Any combinations of 2 intermediate liberal arts (HSS, LTA, CSP)
Credits 4

HUM4609: Political Philosophy in Lisbon

HUM 4609: political Philosophy in Lisbon: Reaction and Revolution

4 advanced elective credits

This course will provide an introduction to anti-colonial philosophy and political theory as a response to the colonial philosophies of the Portuguese empire. Lisbon is an ideal place to study the origins of colonial philosophy, the history and strategies of resistance to colonialism and slavery, as well as the contemporary persistence of colonialism and its attendant forms of racism, nationalism, and sexism and movements against them. Lisbon would be the center of ocean navigation leading to the colonization of the Americas. Colonial ships setting sail to and from Lisbon with routes to Africa and Asia would make Portugal the longest lasting European colonial empire. In the 20th century, anti-colonial revolutions in Portugal's colonies would not only directly lead to the end of this empire—they were also uniquely anti-fascist revolutions that helped to re-found Portugal as a democratic republic. The legacy of colonial struggle continues into the present day: the city maintains a "heroic" public tourism identity as the place that created the conditions for the so-called "Discoveries," as it simultaneously underplays its twin invention, the trans-Atlantic slave trade. The course will work to undermine pernicious colonial myths that still maintain a presence in contemporary imagination, for example: people didn't resist colonization and/or the slave trade, colonized people liked colonization, Portuguese colonialism was the "nicest civilizing kind" (i.e. the ideology of "Lusotropicalism"), and we will explore how tourism and gentrification act as neocolonial forces in Lisbon.

This course offers students the opportunity to study political philosophy in a way that is immediately relevant to many contemporary questions and struggles to end racism, sexism, colonial exploitation, and authoritarianism. We will look at the context of the advent of colonialism and the slave trade in Portugal with texts and films like Enrique Dussel's *Invention of the Americas* and Raoul Peck's *Exterminate all the Brutes* docu-series. Site locations to accompany this will include among others the "Monument to the Discoveries," Jerónimos Monastery, 1506 Lisbon Massacre Jewish Memorial, Martim Moniz Square, and the Museu Nacional de Etnologia. We will then transition to looking at the anti-colonial movements that would finally dissolve the Portuguese empire in the 20th century with primary and secondary texts about important leaders and theorists like Amílcar Cabral from Guinea Bissau, Eduard Mondlane of Mozambique, and Mário Pinto de Andrade from Angola. We will study the city of Lisbon from the perspective of anti-colonial activists and

thinkers who found themselves there to study and eventually becoming the next generation of leaders in their respective countries. We will also look at the multi-layered history of Lisbon as a place with history of slavery and colonial conquest, fascist dictatorship, democratic anti-fascist revolution, and now gentrification and displacement. By pairing readings of primary colonial and anti-colonial texts with visits to local museums and public monuments, students will be better equipped to understand the context how things we might today think "unthinkable" or "obviously bad" were held up as positive goals and aspirations. We will finish the course studying the Carnation Revolution with a visit to the Aljube museum—a former prison for political prisoners now turned into a museum about the Salazar dictatorship and the resistance movements that ended it.

Prerequisites: (FME 1000 and FME 1001) OR (EPS 1000 and MOB 1010) AND FCI 1000
Credits 4

HUM4612: Rome:origin Dem Imperialism&human Rights

HUM4612 Rome: Origins of Democracy, Imperialism and Human Rights

4 Advanced Liberal Arts Credits

At a moment when democracy is contested around the globe, why not return to the source?

This course invites students to revisit the origins of democracy through interdisciplinary study—philosophy, political theory, history, literature—in Rome, one of the places where it all started (at least for the western world). Significantly, this city/state was also one of the first empires, meaning that the Romans explored, conquered or colonized, and ruled and exploited other geographic territories. This course studies the original principles, processes, and representations of democracy from 1st century Rome, while also considering its role as an empire and linking both to human rights in their modern form.

If democracy aspires to equality and freedom, imperialism is its foil, a centuries-long program of conquest, racial and cultural superiority, and ongoing economic exploitation. Some might argue that the tension between them is precisely responsible for current global social, political, and economic challenges. Paradoxically—or not?—the two are deeply intertwined, and both inform the language and practice of contemporary human rights (for the better and for the worse, alas). Examining their earliest aspirations and most significant historical failures where they actually happened will help us to address the current problem of migration and asylum seeking in Europe as a limit to the “human” envisioned by human rights.

Consider this: We'll climb the Palatine Hill, site of the founding of Rome, while reading Virgil's account of that event in *The Aeneid*; study Shakespeare's *Julius Caesar* while visiting the Curia of Pompey, site of the Roman Senate (and, so they say, of Caesar's death); and experience the Vatican and St. Peter's Basilica while learning about how the Catholic Church fueled the Roman Empire—and vice versa. We will visit ancient ruins and markers of cultures meditating on what they meant to those who made them, and to us, now, and we will relax along the banks of the Tiber listening to music in the evenings.

All along, we will address the profound questions of power, ideology, law, freedom, obligation, hospitality, cultural contact, and human rights that arise with our journeying. Perhaps most significantly, we will visit sites devoted to the lives and futures of migrants and refugees in Rome, one of Europe's key points of entry, as well as

meeting members of non-governmental organizations working on human rights issues stemming from migration and other crises.

While experiencing the city and understanding its shifting identity as historical/tourist site and migration center, we will negotiate its spaces as ones where we can most powerfully witness and test ideas of democracy and rights for ourselves.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

HUM4613: Language & Sexuality

LIT 4612: Language & Sexuality

4 advanced liberal arts credits

What is the relationship between language and sexuality? What role does language play in shaping what we know about sexuality, as well as the various identities, desires, and practices that inform our sexual lives? In this course, we will explore these and related questions by examining some of the many terms, categories, metaphors, and narratives through which sex and its meanings have been shaped and contested in discrete historical contexts. Reading foundational texts in the history of sexuality (Freud, Foucault, Rubin) alongside theories of metaphor, narrative, and sexual citizenship, we will examine how thinking about language helps us understand sex, and how thinking about sex helps us understand language. Readings will focus on primary texts. Assignments will include weekly reading responses, a short essay, and final exam. Interested students will be allowed to compose an analytical essay in lieu of the final exam. No prior experience or knowledge is necessary to enroll.

Prerequisites: Any Combination of two intermediate liberal arts (CSP, HSS or LTA)
Credits 4

HUM4614: Postmodernism: Future Culture

HUM4614 Postmodernism: Future Culture
4 Advanced Liberal Arts (Elective Abroad) Credits

This course explores postmodern culture as a strange obsession with the future. Thus, we will use the captivating cityscape of Dubai—its unparalleled architecture, its accelerated movement and fragmented spatial organization, the provocative visual design behind its many tourist sites—in order to track crucial ideas of simulation, virtuality, and the spectacle in our postmodern era. Moreover, we will navigate contemporary works of literature, philosophy, film, and architecture while making several excursions into Dubai as a constructed cultural zone of the Middle East. Ultimately, this rare immersion in perhaps the most futuristic place on earth will provide us a dynamic outlook on how postmodern culture blurs the boundaries of reality itself.

Prerequisites: 3 Intermediate liberal arts courses (CVA, LVA, HSS, CSP, LTA in any combination) and admission into the course
Credits 4

HUM4620: Constructing and Performing the Self

HUM4620 Constructing and Performing the Self
4 Advanced Liberal Arts Credits

In Constructing and Performing the Self students will examine and attempt to answer the most fundamental of questions: Who am I? A question this significant cannot be adequately answered by any one approach, thus the course brings together two very different approaches to guide the investigation. Psychological studies of identity marshal the tools and methods of science to develop and test theories that describe and explain the self. Theater studies bring interpretative and aesthetic perspectives to represent and reveal identity. In this course, these two approaches will be purposely inter-mingled: the questions asked and the answers derived will be informed equally by psychology and theater. Students will see, on a daily basis, how each field informs, supports, and speaks to the other. While there are some class sessions and assignments explicitly grounded in only one field to build students' fluency, the major activities of the semester will require both.

Given how personally applicable both psychology and theater are, students' own sense of identity will be the central text in this course. Like Tom in *The Glass Menagerie*, students are both the main character in their own life stories and also the narrator of them. This course aims for true interdisciplinary integration, and students will be called upon to use and apply the theoretical work as they build and create an original solo performance about a key moment in their lives. Our hope is that by semester's end students will have taken a concrete step forward in understanding and articulating their sense of self and feel comfortable and confident in their ability to perform for a live, public audience.

Students are asked to alternate between four roles in this course: scholar, writer, actor, and critic.

- Scholars consume information in analytical ways and produce new knowledge that is deeply grounded in their foundational knowledge.
- Writers produce new works, both analytical and creative, that take a novel position and support it.
- Actors give life to both old and new characters, conveying their shifting objectives over time to impact an audience.
- Critics evaluate texts (in our case, performances) with a constructive, thoughtful, and respectful approach that brings new insights.

Some days students will only adopt one role, other students will be asked to oscillate between the them.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)

Credits 4

IMH2511: Honors Seminar

IMH2511 Honors Seminar I

This section of the Honors Seminar will meet every other week beginning on 1/25

The first semester of the Honors Seminar is designed to accomplish three complementary goals. The seminar provides an opportunity for sophomore honors students to continue to build their community by meeting every other week to discuss an important issue from the perspectives of a number of different disciplines. These discussions will be led by various members of the Babson faculty and will include reference to some preliminary research done by students prior to the class. Secondly, the seminar will expose students to a wide variety of research methodologies and protocols in the contexts of these important issues, so students may become familiar with the processes they will undertake in completing their Honors Projects in their junior and senior years. Thirdly, students will meet a number of different members of the Babson faculty who may serve as important resources in future semesters.

The Honors Seminar is a requirement for all students in the Honors Program, will be graded, and carries one credit for the semester. A second Honors Seminar semester must be taken in either the fall or spring of the student's junior year.

Prerequisites: Acceptance into the Honors Program
Credits 1

IMH2612: Honors Seminar II

IMH2612 Honors Seminar II

This Seminar will meet every other week beginning 1/21

Honors Seminar II is designed to guide Honors Program students through the writing process for their honors project proposal. In this seminar students will identify a research topic, develop a research question, learn how to do a scholarly literature search and use research in their writing, and write a final, polished version of the honors project proposal. The course will be run as a workshop so attendance at all sessions and adherence to all deadlines is essential. This course is required for all junior Honors Program students.

Prerequisites: Acceptance into the honors program,
IMH2511
Credits 1

IND1501: Independent Research

Credits 1

IND1504: Independent Research

Credits 4

IND1584: Independent Research

Credits 4

IND1600: Independent Research

Credits 4

IND1601: Independent Research

Credits 1

IND1602: Independent Research

Credits 2

IND1603: Independent Research

Credits 3

IND2402: Independent Research

Credits 2

IND2501: Independent Research

Credits 1

IND2502: Independent Research

Credits 2

IND2503: Independent Research

IND2503
Independent Research
Credits 3

IND2514: Independent Research

Credits 4

IND2574: Independent Research

Credits 4

IND2601: Independent Research

Credits 1

IND2603: Independent Research

Credits 3

IND2604: Independent Research

Credits 4

IND2654: Independent Research

Credits 4

IND2664: Independent Research

Credits 4

IND3501: Independent Research

Credits 1

IND3502: Independent Research

Credits 2

IND3503: Independent Research

Credits 3

IND3504: Independent Research

Credits 4

IND3511: Independent Research

Credits 1

IND3512: Independent Research

Credits 2

IND3514: Independent Research

Credits 4

IND3531: Independent Research

Credits 1

IND3532: Independent Research

Credits 2

IND3534: Independent Research

Credits 4

IND3561: Independent Research

Credits 1

IND3563: Independent Research

Credits 3

IND3564: Independent Research

Credits 4

IND3574: Independent Research

Credits 4

IND3594: Independent Research

Credits 4

IND3601: Independent Research

IND3601 Independent Research

Independent research is available for all academic divisions. Registration is manual for students through Registrar's office. Please contact your Class Dean for registration details.

Independent Research provides an opportunity to conduct in-depth research in areas of a student's own specific interest. Students may undertake Independent Research for academic credit with the approval of a student-selected faculty advisor, the appropriate division chair, and the student's Class Dean. Please note that a student is responsible for recruiting a faculty advisor through his or her own initiative and for obtaining the advisor's prior approval before applying for an independent research project. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the Undergraduate School.

Independent Research projects may carry 1, 2, 3 or 4 credits depending on the scope of the project as approved by the student's faculty advisor.
Credits 1

IND3602: Independent Research

IND3602 Independent Research

Independent research is available for all academic divisions. Registration is manual for students through Registrar's office. Please contact your Class Dean for registration details.

Independent Research provides an opportunity to conduct in-depth research in areas of a student's own specific interest. Students may undertake Independent Research for academic credit with the approval of a student-selected faculty advisor, the appropriate division chair, and the student's Class Dean. Please note that a student is responsible for recruiting a faculty advisor through his or her own initiative and for obtaining the advisor's prior approval before applying for an independent research project. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the Undergraduate School.

Independent Research projects may carry 1,2,3 or 4 credits depending on the scope of the project as approved by the student's faculty advisor.
Credits 2

IND3603: Independent Research

IND3603 Independent Research

Independent research is available for all academic divisions. Registration is manual for students through Registrar's office. Please contact your Class Dean for registration details.

Independent Research provides an opportunity to conduct in-depth research in areas of a student's own specific interest. Students may undertake Independent Research for academic credit with the approval of a student-selected faculty advisor, the appropriate division chair, and the student's Class Dean. Please note that a student is responsible for recruiting a faculty advisor through his or her own initiative and for obtaining the advisor's prior approval before applying for an independent research project. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the Undergraduate School.

Independent Research projects may carry 1,2,3 or 4 credits depending on the scope of the project as approved by the student's faculty advisor.
Credits 3

IND3604: Independent Research

IND3604 Independent Research

Independent research is available for all academic divisions. Registration is manual for students through Registrar's office. Please contact your Class Dean for registration details.

Independent Research provides an opportunity to conduct in-depth research in areas of a student's own specific interest. Students may undertake Independent Research for academic credit with the approval of a student-selected faculty advisor, the appropriate division chair, and the student's Class Dean. Please note that a student is responsible for recruiting a faculty advisor through his or her own initiative and for obtaining the advisor's prior approval before applying for an independent research project. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the Undergraduate School.

Independent Research projects may carry 1,2,3 or 4 credits depending on the scope of the project as approved by the student's faculty advisor.
Credits 4

IND3612: Independent Research

IND3612 Independent Research

Independent research is available for all academic divisions. Registration is manual for students through Registrar's office. Please contact your Class Dean for registration details.

Independent Research provides an opportunity to conduct in-depth research in areas of a student's own specific interest. Students may undertake Independent Research for academic credit with the approval of a student-selected faculty advisor, the appropriate division chair, and the student's Class Dean. Please note that a student is responsible for recruiting a faculty advisor through his or her own initiative and for obtaining the advisor's prior approval before applying for an independent research project. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the Undergraduate School.

Independent Research projects may carry 1,2,3 or 4 credits depending on the scope of the project as approved by the student's faculty advisor.
Credits 2

IND3613: Ind Research

Credits 3

IND3623: Independent Research

Credits 3

IND3624: Independent Research

Credits 4

IND3651: Independent Research

Credits 1

IND3654: Independent Research

Credits 4

IND3671: Independent Research

Credits 4

IND3681: Independent Research

Credits 1

IND3684: Independent Research

Credits 4

IND4202: Independent Research

Credits 2

IND4502: Independent Research

Credits 2

IND4503: Independent Research

Credits 3

IND4505: Independent Research

Credits 5

IND4511: Independent Research

Credits 1

IND4512: Independent Research

Credits 2

IND4514: Independent Research

Credits 4

IND4531: Independent Research

Credits 1

IND4532: Independent Research

Credits 2

IND4534: Independent Research

Credits 4

IND4544: Independent Research

Credits 4

IND4561: Independent Research

Credits 1

IND4562: Independent Research

Credits 2

IND4563: Independent Research

Credits 3

IND4564: Independent Research

Credits 4

IND4571: Independent Research

Credits 1

IND4572: Independent Research

Credits 2

IND4574: Independent Research

Credits 4

IND4594: Independent Research

Credits 4

IND4603: Independent Research

Credits 3

IND4605: Independent Research

Credits 5

IND4606: Independent Research

Credits 6

IND4608: Independent Research

Credits 8

IND4611: Independent Research

Credits 1

IND4612: Independent Research

Credits 2

IND4613: Independent Research

Credits 3

IND4614: Independent Research

Credits 4

IND4621: Independent Research

Credits 1

IND4622: Independent Research

Credits 2

IND4623: Independent Research

Credits 3

IND4624: Independent Research

Credits 4

IND4625: Independent Research

Credits 5

IND4651: Independent Research

Credits 1

IND4654: Independent Research

Credits 4

IND4684: Independent Research

Credits 4

INH3514: Honors Independent Research

Credits 4

INH3524: Honors Independent Research

Credits 4

INH3614: Honors Independent Research

Credits 4

INH3624: Honors Independent Research

Credits 4

INH3684: Honors Independent Research

Credits 4

INH4513: Honors Independent Research

Credits 3

INH4514: Honors Independent Research

Credits 4

INH4523: Honors Independent Research

Credits 3

INH4524: Honors Independent Research

Credits 4

INH4534: Honors Independent Research

Credits 4

INH4564: Honors Independent Research

Credits 4

INH4624: Honors Independent Research

Credits 4

ITL1201: Italian Elective

Credits 4

ITL2200: Beginning Italian

ITL 2200: Beginning Italian

4 intermediate liberal arts

Beginning Italian is a lively, immersive experience that provides students with the foundations of Italian language and culture. The assumption of this course is that language is learned best when it is used. For this reason, we will prioritize active communication (though technical accuracy will also be important), especially by engaging with primary sources published in Italian for native Italian audiences. We will also put the language into practice through cuisine, art, music, and other aspects of Italian culture. Above all, we will explore a national language and culture that is both enduring and evolving, similar to and different from our own worlds, and a local laboratory for elaborating a global perspective.

Credits 4

JPN2200: Japanese I

JPN2200 Japanese I

4 Credits

An introduction to a practical and functional knowledge of Japanese as it is used in contemporary society. Students will learn the fundamental use of the Japanese language by exercising all four language skills: listening, speaking, reading, and writing. Two basic writing systems, hiragana and katakana and some kanji, are taught to promote literacy in Japanese environments. An introduction to Japanese culture, which is inseparable from learning the language, is provided through demonstrations, videos, and films. Students are required to do at least two projects which introduce some aspect of Japanese culture.

Prerequisites: None

Credits 4

JPN4610: Japanese II

JPN4610 Elementary Japanese II

4 Advanced Liberal Arts Credits

A continuation of the Fall semester, this course develops more advanced language skills as well as explores social and culture aspect of Japanese society. The course includes visits to local places, such as Japan Society of Boston, where students try their language skills in real-world settings. Students will engage in hands-on participation in Japanese cultural activities. They will also explore some Japanese business protocol. In addition, they will learn approximately 150 Kanji writing symbols and use hiragana and katakana extensively in the classroom and with computer word processing.

Credits 4

LAN1200: Language Intro

Credits 0

LAN1201: Language Credit

Credits 0

LAN1202: Language Credit

Credits 0

LAN1203: Language Credit

Credits 0

LAW1000: Business Law & Ethics

LAW1000 Business Law & Ethics

(Formerly Business Law)

Foundation Requirement

4 Credits

This course provides students, as future business managers and leaders, with broad exposure to important areas of business law and with an introduction to business ethics. Legal and business considerations often are closely related. Students need a good working knowledge of legal and ethical principles in order to succeed in the business world. Law can be used to create and capture value for business activities as well as to mitigate legal and business risks.

Course goal #1 is to enable students to identify when they face legal issues in their professional lives and understand how to find additional information and/or consult intelligently with an attorney about them. Goal #2 is for students to be able to manage a business and its legal environment effectively. This includes understanding the significance of various legal and ethical issues, knowing how to manage and resolve legal disputes, knowing how to effectively structure businesses and deals, learning how to use the law to their advantage, and perhaps even when and how to try to change existing law. Goal #3 is to consider the limitations of the law and the role of ethical business principles and practices in sound decision making. To these ends, students read and analyze legal and ethics materials, apply precedents to new situations, complete group and individual projects, and practice analyzing, thinking, speaking and writing in a logical manner.

Business Law furthers three out of four overall learning goals of the undergraduate program

Collaboration – group projects such as negotiating contracts or conducting risk analyses and developing recommendations Communication – writing-intensive course involving writing assignments (research papers, contracts, analyses) and extensive Socratic dialogue in class through law case method teaching Problem solving – continual application of precedent to analyze fact situations and identify the application of legal principles to resolve the legal dispute in question, as well as the use of law as a larger policy tool to address wider social issues and problems. This course also has learning objectives specific to law and ethics. By the end of the course, students should be able to:

Understand substantive legal rules as well as procedural rules, institutions, and mechanisms; Appreciate the complex relationship between law and ethics; Identify

ethical issues commonly arising in business and personal situations and understand and employ an ethical framework to manage these issues; Evaluate the ongoing role of law as a means of channeling human behavior in an interdependent society; Use law as a tool for understanding and solving business and social problems; and Utilize legal reasoning and understand how to make and defend basic legal arguments by drawing upon a broad range of relevant sources of legal authority.

Prerequisites: None

Credits 4

LAW3504: Law,ethics,leadership in Sports Bus

LAW3504 Good Company, Good Game: Law, Ethics and Leadership in Sports Business
4 Advanced Management Credits

Following 2-3 preparatory classes held in Boston, students will travel to the Atlanta, Georgia area over a ~7-day period in order to develop a comprehensive understanding of how business leaders navigate legal, ethical and management decisions in sports businesses by studying the Arthur M. Blank family of businesses. Students will visit AMB Sports + Entertainment businesses, including the Atlanta Falcons, Mercedes-Benz Stadium, Atlanta United and PGA Tour Superstore, and meet with organization leaders in a variety of roles, including executive leadership, legal, human resources, sales, events management, etc. Other meetings could include visits with other sports businesses headquartered in Atlanta, such as the Atlanta Braves, Atlanta Hawks, and Atlanta Dream.

Participants will examine the way sports business leaders use legal, ethical and values-based decision-making frameworks to further their business success while also being good neighbors to their communities and forces for good in society at large. By first understanding the legal, regulatory and league requirements of sports business, students will be able to analyze challenges faced by these organizations and apply ethical and values-based leadership principles to determine whether a potential option is "lawful but awful" or a good strategic, ethical and values-based decision for a business and its stakeholders, including shareholders, employees and the larger community.

Virtual Option: If COVID-19 restrictions prevent travel to Atlanta, the course can be held in a virtual format. Guest speakers from the AMB Sports + Entertainment businesses can join the class via WebEx. There may also be opportunities for optional cultural experiences in the Boston area (e.g. touring a Boston area stadium or attending a Red Sox game as local rules permit) for students taking the course on campus or living in the Boston area.

(Course description to be revised once the logistics are worked out with the Blank team and in light of the pandemic.)

Prerequisites: LAW1000
Credits 4

LAW3560: International Law for Business

LAW3560 International Law for Business
4 General Credits

This course explores the basic principles of law as they affect international business. Examines the basic instruments and institutions of the international legal system and cultural underpinnings of major world legal traditions, such as the European Union and the World Trade Organization. Students learn how to structure and execute basic international commercial transactions in goods, services, and technology, including the impact of import-export issues, contract issues, and trade issues on business transactions. The course also examines the structure and regulation of foreign direct investment, including strategic choices for business structures and the impact of regulation on strategy. Finally, the course examines the ethical dimensions of corporate conduct in a transnational setting. This course uses materials from many countries and traditions, and makes extensive use of the World Wide Web.

Prerequisites: LAW1000
Credits 4

LAW3573: BUILDing Contracts for New Venture

LAW3573 Building Contracts for New Ventures
4 General Credits

Every business operates in a supply chain in which it buys and sells goods and services. The links to these suppliers and customers are formalized in contracts, which is why all managers should know something about how to read and write a contract. This course will teach you how to do that. We will review basic principles of contract law and apply them in a wide variety of transactions. The course will be writing intensive and will equip you to do on the spot drafting and to understand drafts produced by your counterpart. This skill will enhance your ability to negotiate and structure deals. The foundation law course is a prerequisite, as is a solid ability to write.

Prerequisites: LAW1000
Credits 4

LAW3601: Public International Law and World Order

LAW3601 Public International Law and World Order
4 Advanced Liberal Arts Elective Credits

This course considers public international law as a way of framing and understanding the larger world in which we live. We will consider foreign relations and the United Nations system, the implications of global interdependence, and an increasingly robust international judicial system. Does international law actually create global order, or does it merely reflect political order that exists in other settings? When should national sovereignty yield to the wider concerns of the global community? What role do non-state actors (multinational businesses, NGOs, advocacy groups) play in the global legal regime?

These questions (and many others) have been at the center of the quest to create order in a rapidly changing world where the pace of technological innovation, entrepreneurship, and the increasingly free movement of people, capital, and ideas often far outpace the capacity of any legal regime (domestic or international) to keep up. We will study these issues and related themes throughout the semester. Special emphasis is placed on understanding international institutions, human rights (including the intersection of human rights with global business), refugee law, the regulation of warfare (including "humanitarian" intervention and responses to global terrorism), international environmental law, transnational dispute settlement, and business ethics in the global setting.

Prerequisites: Foundation Law course, (LAW1000)
Credits 4

LAW3603: Law Through Film

LAW3602 Law Through Film

4 Advanced Liberal Arts Credits

Building on LAW 1000, Business Law and Ethics, this course provides an overview of fundamental business law principles, as well as how to apply those rules in practical situations through the lens of film. Critical reading, debate, clear writing and logical reasoning skills are emphasized. Course themes include using the law to add value to businesses, ethics and fairness, issue-spotting, and some legal strategy. The overall course objective is to provide knowledge of substantive legal issues and the ability to apply legal principles in a "real world" context. The process of legal analysis will be emphasized throughout the course.

Prerequisites: LAW1000
Credits 4

LAW3604: Environmental Law & Policy

LAW3604 Environmental Law & Policy

4 Advanced Liberal Arts Credits

This course provides an overview of environmental law – and, consistent with Babson's curricular approach, its wider context as it relates to the natural environment, society, and entrepreneurial activity. In terms of core legal content, we will focus on common law principles, federal statutes and regulatory frameworks in the United States, and aspects of other government policy that relate to the natural environment. International frameworks and treaties will be covered. Implementation and enforcement issues will also be investigated, as well as "soft law" approaches such as regulation-by-disclosure.

This course fits Babson's curricular themes such as integrated sustainability. Specifically: this course will endeavor to consider the legal content against the background of existential crises in ecosystems, and with an eye to how legal frameworks either hinder or enable entrepreneurial activity to eliminate harms caused by human activity. We will also consider the legal content as it relates to other sustainability courses, and current cases and controversies in the news.

Prerequisites: LAW 1000
Credits 4

LAW3615: Sports Law and Policy

LAW3615 Sports Law and Policy
4 Advanced Liberal Arts Credits

Sports Law provides students with a broad overview of how sports leagues and player conduct are regulated and how various bodies of substantive law, regulation and policy are applied in the context of the sports industry. The course examines the legal relationships among athletes, teams, leagues, governing bodies, sports facilities, licensees, broadcasters, and fans. This includes the history of the various leagues and organizations, the influence of politics on sports law, and public policy governing sports. Substantive legal topics covered include antitrust law, contract law, labor law, marketing law, and other regulatory schemes. In addition, this course will discuss other sports law topics, such as the role of the league commissioner; different league structures; agent certification; gaming law; and others.

Prerequisites: LAW1000
Credits 4

LAW5653: Law Elective

Credits 0

LAW5654: Law Elective

Credits 0

LIB5460: Cross Registration

Credits 3

LIB5610: Cross Registration @ Brandeis

Credits 4

LIB5611: Cross Registration @ Brandeis

Credits 4

LIB5620: Cross Registration @ Pine Manor

Credits 4

LIB5621: Cross Registration @ Pine Manor

Credits 4

LIB5630: Cross Registration @ ReGIS College

Credits 4

LIB5631: Cross Registration @ ReGIS College

Credits 4

LIB5640: Cross Registration @ Wellesley

Credits 4

LIB5641: Cross Registration @ Wellesley

Credits 4

LIB5642: Cross Registration @ Wellesley

Credits 4

LIB5645: Cross Registration @ Wellesley College

Credits 0

LIB5650: Adv LIB Art Elective

Credits 4

LIB5651: Adv LIB Art Elective

Credits 4

LIB5660: Cross Registration @ Olin College

Credits 4

LIB5661: Cross Registration @ Olin College

Credits 4

LIB5662: Liberal Arts Credit

Credits 4

LIT4600: Modern Drama

LIT4600 Modern Drama

4 Advanced Liberal Arts Credits

This is a survey of Western drama from the late nineteenth century to the present day. We'll study representative works of major dramatists of this period such as Ibsen, Strindberg, Chekhov, Shaw, Brecht, O'Neill, Pirandello, Beckett, O'Casey, Soyinka, Churchill, Wilson, Stoppard, Mamet, Kushner, and Parks. You'll research and report on theatre movements such as symbolism, expressionism, realism, naturalism, epic theatre, and theatre of the absurd. We'll consider the play as both text and performance, making use of theatre reviews, director's notes, interviews, photographs, videos, and, when possible, live performances. Grades will be determined by two papers, a midterm and a final exam, a group performance project, and a thoroughly researched oral presentation.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4601: Reading the City, Writing the Self

LIT4601 Reading the City, Writing the Self: James Joyce's Dublin

4 Advanced Liberal Arts Credits

In this exploration of James Joyce's literary Dublin, we study Joyce's works as a springboard for your own creative non-fiction writing. This course combines expressive writing and literary analysis-and includes a week in Dublin itself!

The Irish writer James Joyce is a towering figure in world literature, a writer who pushed boundaries of both form and content. In his stirring bildungsroman *Portrait of the Artist as a Young Man*, his sympathetic yet clear-eyed view of his hometown in the short story collection *Dubliners*, and his experimental and controversial epic *Ulysses*, Joyce captured ordinary lives in an extraordinary fashion. In this course you will read selections from all three works, exploring such themes as politics, love, and religion while simultaneously tracing the trajectory of Joyce's innovative style. Furthermore, and drawing inspiration from Joyce's narratives, you will pursue your own creative writing, as you will write personal essays remembering and reflecting upon your experiences and relationships. Finally, in the first week of the course, Dublin itself will be our classroom as we range from its museums to its pubs and traverse the same streets and parks and shores that Joyce and his characters inhabited, gaining all the while a rich and vibrant sense of the city's culture and history.

Credits 4

LIT4602: Writing Resistance

LIT4602 Writing Resistance

4 Advanced Liberal Arts Credits

Subversive texts written by a Roman poet in exile during the first century CE. Postcards sent anonymously under pain of death in Germany's Third Reich. Codes used by sci-fi anti-imperial insurgency groups. The content of resistance plots so often depends on innovative rebellious communication. Literary form, however, is equally if not more important than content. And form, when ethically and experimentally achieved, might be said to be an innately resistive force. This course examines art that stages defiance, enacts resistance, promotes resilience and even admits failure against narratives of oppression. Our materials will come from literature in several genres, as well as from critical theory, comics journalism, and film. Our search will be motivated by the counter-hegemonic expressive efforts of writing and art—personal, historical, international, moral.

Pre-requisites: Any combination of 2 ILA (HSS, CSP, LTA)
Credits 4

LIT4603: Shakespeare in a Word

LIT 4603: Shakespeare in a Word

4 advanced liberal arts credits

Can attention to a single word or phrase enhance our understanding of entire works by Shakespeare? Which words “matter” most in Shakespeare's poems and plays, how do we identify them, and how can we analyze them in ways that illuminate broader questions, issues, and relations essential to the work at hand? In this course, we will consider how Shakespeare encourages us to think at the level of the word, as well as how thinking at the level of the word can help us approach and better understand his canonical works. To do so, we will read four major plays: *As You Like It*, *The Comedy of Errors*, *Romeo & Juliet*, and *Richard III*, and, along with selections from the *Sonnets*. To enhance our appreciation of these works, we will also routinely review modern film and stage adaptations of the plays we read, as well as relevant works of literary criticism. Throughout, we will discuss the relevance of these works to our understanding of how words accrue meanings in various contexts; how and whether such meanings can be contested, by whom, and what ends; and how the stage drama allows us to think in unique ways about the various processes through which bodies become meaningful in language. No prior experience with Shakespeare is necessary to enroll.

Prerequisites: Any combination of 2 Intermediate Liberal Arts (HSS, LTA, CSP)
Credits 4

LIT4604: Documentary Poetry: Engaging Reality

LIT4604 Documentary Poetry: Engaging Reality
4 Advanced Liberal Arts Credits

How do contemporary poets engage their work with what's real in the world? How can poetry describe, define, explain, and/or challenge the information, the facts, the multitude of voices that surround and at times overwhelm us? Documentary poetry, an increasingly popular poetic form, engages as its subject matter real events from history, and may apply data from a range of realms: science, economics, literature, politics, psychology, current events, personal life. While documentary poets use this form as a way to think, research, explore, and satisfy curiosity, they are also potentially engaged in modes of inquiry, even skepticism. Thus documentary poems may result in the discovery of alternative approaches to meaning, new ways of understanding and telling stories, even sites of social change and activism. In addition, documentary poets tend to go beyond the traditionally poetic by applying to their poems mixed genres and media, including direct quotations, letters, diaries, court transcripts, medical records, images, testimonials, even embedded graphics. In this course, we will examine the origins of this form and study pivotal poems and poets in its development using work from a recent anthology of documentary poems as well as from several single-author poetry collections by poets Patricia Smith, Claudia Rankine, Tarfia Faizullah, Maggie Nelson, C.D. Wright, and Martha Collins. Students will write short analytical responses and an essay, but they will also craft and share their own original documentary poems as a way of understanding the form and its potential in their own lives for inquiry and discovery.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4605: Contemporary World Literature: the Writing of the Unreal

LIT4605 Contemporary World Literature: The Writing of the Unreal
4 Advanced Liberal Arts Credits

Students who have taken VA2036 are not permitted to take LIT4605

This course examines contemporary world literature through the specific prism of _the unreal_. Writers from Latin America, the Caribbean, East Asia, Europe, Africa, and the Middle East will be examined in their rich experiments with surrealism, anti-realism, and hyper-realism. Moreover, this course will explore the enigmatic conceptual territories of the dream, the nightmare, the fantasy, the illusion, the hallucination, the mirage, the vision, and the simulation as breakaway zones of the global literary imagination. To achieve this task, we will evaluate authors as diverse as Franz Kafka, Ghada Samman, Haruki Murakami, Clarice Lispector, Jose Saramago, Naguib Mahfouz, Kobo Abe, Juan Rulfo, Vi Khi Nao, and Reinaldo Arenas, interrogating their different approaches to the creation of phantasmatic, strange, and unknown spaces.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4607: Sports and Literature

LIT4607 Sports and Literature
2 Advanced Liberal Arts Credits
Blended Learning Format

The Ancient Greek lyric poet Pindar wrote victory odes for winners in the Olympian Games, whose “prizes [were] won in trials of strength.” In doing so he forged a powerful connection between writing and sporting achievement. Long after Pindar, many writers have been drawn to sport, and many sports have rich and extensive literatures surrounding them. This course examines the varied representations that fiction writers, poets, memoirists, and essayists have made of individual and team sports and their players. This course also pursues theoretical examinations of sport and its place in culture, including Theodor Adorno’s assertion that “sport is the imageless counterpart to practical life”. We work within such areas as race, class, gender, politics, and aesthetics. Delivered online, this class includes multimodal assignment delivery, blending students’ written texts with audio-visual methods of communicating meaning. We also host visiting writers from the field of sports and literature.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 2

LIT4608: American Romanticism, Realism, and Naturalism

LIT4608 American Romanticism, Realism, and Naturalism
4 Advanced Liberal Arts Credits

This course is a deep dive into literary works representing three major movements in American literature: Romanticism, Realism, and Naturalism. Romanticism is thematically concerned with nature and the common man, the frontier and immigration. Our study may include Thoreau, Whitman, and Morrison, as well as the genres of the gothic story and the slave narrative. Realism and Naturalism are often understood as reactions to Romanticism and are thematically concerned with man-made reality, objectivity and Darwinian ideas. Our study may include Wharton, Dreiser, and contemporary U.S. fiction.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4610: Performing Social Class

LIT4610 Performing Social Class
4 Advanced Liberal Arts Credits

This 4-credit course employs gamified pedagogy to explore the multifarious ways that social class functions. Students will read texts that explore the issues of class consciousness, class performance, classism, and cross-class communication; act in in-class simulations of events that reveal the ways that social class operates; and write character biographies, scripts and analytical reflections. Simulations will include school events, job interviews, holiday celebrations, and more. Readings will be drawn from both nonfiction (from fields such as sociology, economics and cultural studies) and fiction (primarily short stories and excerpts from novels and plays). The overarching objective will be for students to become aware of the often-invisible ways that social class operates in daily life. In a global society that is marked by increasing socioeconomic disparity, it is especially important for students to become critical thinkers about social class.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4616: Shakespeare's Sex

LIT4616 Shakespeare's Sex
4 Advanced Liberal Arts Credits

Shakespeare's works have long held a privileged position in the histories of sex, gender, and eroticism. In this course, we will consider how Shakespeare helps us "think sex" in its various bodily, psychological, political, textual, and historical dimensions. What counts as "sex" in Shakespeare's world(s)? What desires, relations, and practices are rendered perceptible—and/or imaginable—through his poetry and plays? Which categories, identities, and emotions mattered when Shakespeare and his contemporaries imagined sex and its meanings, and how do these align with, and diverge from, those which inform our present lives and erotic relations? To explore these and related questions, we will read four major plays and two works of poetry: *Romeo & Juliet*, *Othello*, *As You Like It*, *Cymbeline*, *The Rape of Lucrece*, and selections from *The Sonnets*. Drawn from across the Shakespearean canon, such works will allow us to consider how differences of genre and literary form shape erotic possibilities, as well as how issues of race, gender, status, religion, reputation, and ethnicity intersect with sexual meanings, both in that era and our own. To enhance our appreciation of these works and their erotic possibilities, we will routinely consider modern, cinematic adaptations of the plays we read, as well as select screen biographies (*Shakespeare in Love*, *All Is True*). Finally, we will attend to the curious case of Shakespeare's sex: not only what we know—and don't know—about the playwright's (sexual) biography, but why his erotic relations continue to arouse interest and speculation, some four hundred years after his death.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4620: Literature and Philosophy of Madness

LIT4620 Literature and Philosophy of Madness
4 Advanced Liberal Arts Credits

This course engages the question of madness from a variety of angles. On the one hand, it considers the major theorists of insanity (Sigmund Freud, Michel Foucault, Gilles Deleuze); and on the other, it considers the equally crucial works of supposedly "insane" writers themselves (Antonin Artaud, Unica Zurn, Vaslav Nijinsky). In doing so, we will trouble the many definitions and assumptions surrounding the category of madness and its problematic history of oppression. Ultimately, through this remarkable exchange across literary-philosophical frontiers, we will explore an immense world of visions and symptoms, including those of mania, schizophrenia, delusion, paranoia, melancholia, and obsession.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4673: Unruly Ghosts:modern Irish Lit&culture

LIT4673 Unruly Ghosts: Modern Irish Literature & Culture

4 Advanced Liberal Arts Credits

Ireland is haunted by its history as a colony and by the traumatic experiences of famine, emigration, and language loss. Yet at her 1990 inauguration President Mary Robinson spoke not of postcolonial ghosts but of "a new Ireland, open, tolerant, inclusive [...] a new pluralist Ireland..." reflective of optimistic post-independence conditions. The mid-1990s to the late 2000s were a period of rapid economic growth—the 'Celtic Tiger,' the 'Boom,' the 'Economic Miracle'—transforming Ireland into one of the wealthiest countries in Europe and spurring seismic social and cultural change. That accelerated, unchecked economic growth has now expressed itself in early 21st century discontents and reckonings. In cultural specters, so to speak. The critical questions raised by Irish Studies are not confined to Irishness and Irish identity; they are ethical, global questions. Our class will study how modern Irish fiction, drama, and film tackle some of the most pressing issues of our time. Our topics will include late capitalist volatility; economic precarity; institutional abuses; immigration, displacement and belonging; language dispossession; and climate crisis.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4682: Interdisc Approach to Human Rights

LIT4682 In the Extreme: An Interdisciplinary Approach to Human Rights

4 Advanced Liberal Arts Credits

The philosophy of basic human rights originates with the earliest records of humans, and humans have struggled to define and defend these most basic tenets of ethical human conduct and rights ever since. This course will focus upon grave human rights abuses such as torture, genocide, and rape, and will consider the increasingly blurred line between "peacetime" and "wartime" violations. We will begin with philosophical, political, and legal definitions of human rights, then move quickly to specific cases related to the impacts and legacies of imperialism and the resurgence of nationalism and white supremacy. In this context, we will examine challenges to international human rights law from military and technological developments, mass migration, and climate change, paying special attention to the role of art, literature, and film in addressing these challenges.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4689: Poetic Elegy

LIT4689 Poetic Elegy: Shaping Cultural and Personal Loss

4 Advanced Liberal Arts Credits

An elegy is a poem of mourning, a lament that can express both private and public grief. Reading elegies offers insight into cultural attitudes towards life and death while featuring the resilience of poetic form. From antiquity to the present, poets have used this shaping form to memorialize, describe, reflect, critique, and witness. In this course we will examine the origins of the form and study pivotal poems and poets in its development. We will also explore the contemporary elegy—certainly in the shadows of 9/11 and the war in Iraq—both as a private expression of feeling and as a public need for decorum and custom. Texts may include poetry by John Milton, Anne Bradstreet, Thomas Gray, Thomas Hardy, W.H. Auden, Langston Hughes, Adrienne Rich, Yusef Komunyakaa, Carolyn Forché, Mark Doty, Marie Howe, and Brian Turner, as well as lyrical prose elegies by Joan Didion and Philip Roth.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LIT4693: Play Performance Perspective: London Stage

LIT4693 Play, Performance, Politics: The London Stage
4 Advanced Liberal Arts Credits

Program fee is paid to Glavin Office – program fee includes accommodations, breakfast, tube pass in London, airport transport, theatre tickets, program planned meals, and cultural excursions. Not included: tuition, international flight, visa costs, additional meals and personal expenses.

The course aims to develop an appreciation for and deeper understanding of the theatre as an art form through an immersive experience of play-text study, play attendance, performance workshops, and class discussion. While we will see a variety of types of plays on a variety of subjects, our approach to these plays will particularly emphasize the social and political context and issues raised implicitly or explicitly by the plays we read and see. We will also place the issues raised in a number of the plays into a wider discussion of social and political issues occurring in the world today – be they around matters of inequality at local, national and global levels, the role of government, the meaning of freedom in daily life and as a legal and political concept, and the effort of people to shape their collective futures through political action and argument. Success in this class is dependent upon students' ability and willingness to participate fully in all class discussions as well as work outside of class, both individually and in teams, and to contribute their independent insights and observations to the learning community of the class. Participation is imperative.

The course will involve a combination of close reading of the play-texts and contextual readings, careful and critical analysis of the performances, and engaged participation in acting workshops, tours, and class discussions.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

LTA2001: Staging Immigration

LTA2001 Staging Immigration
4 Intermediate Liberal Arts Credits

Migration, immigration, assimilation: these complex, charged, and multifaceted ideas are debated in political spheres, examined in scholarly discourse, and are featured daily in various media outlets and publications. These ideas however, have also long captured the imaginations of artists and audiences alike, and the stories of those who have moved their families, their lives, and themselves to another country or continent have been central in the theatre, particularly in the United States, a nation of immigrants.

In this course, we will attempt to understand both the captivating power and the political potential of performance focused on immigrants and the immigrant experience. We will study a variety of theatrical productions, from plays, to musicals, to contemporary stand-up comedy and solo performance and examine the ways theatre artists consider and understand identity, prejudice, familial ties and loyalties, and notions of the American Dream. We will connect the interests and goals of theatre artists staging immigration 100 years ago to those artists working in 2020. Finally, we will create and perform original theatre pieces, inspired by the artists we study, focused on a pressing societal problem. The scholarly and experiential elements in this course will, hopefully, shift our notions of the profound journeys and undertakings by immigrants and illuminate new and crucial understandings of the immigrant experience unfolding in our world today.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001 or RHT1000)
Credits 4

LTA2003: Dramatizing the American Dream

LTA2003 Dramatizing the American Dream (LIT)
4 Intermediate Liberal Arts Credits

The American Dream is an indispensable, ubiquitous, and driving notion in this country. Its lure has brought millions of immigrants to our shores, given authors fodder for stories and novels, and allowed advertisers to sell the bigger car, the grander home, the better wardrobe. But what exactly is the American Dream? What are its tenets? Who gets to enjoy it? This course will examine how both male and female playwrights such as Susan Glaspell, Clifford Odets, Lorraine Hansberry, Sam Shepard, and Wendy Wasserstein have answered these questions in their dramatizations of the American Dream. As we study and watch various performances of the American Dream, we will take into account the voice telling the story and question the authority, privilege, and experience of that voice. We will evaluate how the plays speak to the American Dream, to each other, and to us. This course will require two papers, a mid-term and final exam.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2004: Love Sex&family in Amer Literature

LTA2004 Love, Sex and the Family in Mid-Twentieth-Century American Literature
4 Intermediate Liberal Arts Credits

First comes love, then comes marriage, then comes baby in the baby carriage. This childhood ditty seems to inculcate the _right_ order of things in the act of family-making in America. But lives played out in times of cultural transition aren't always as neat as nursery rhymes. Mid-twentieth-century America was characterized by changing gender roles and definitions, geographic and demographic shifts, war, and burgeoning technology, among other things. This course looks at fiction and drama to see how great American authors such as Tennessee Williams, Flannery O'Connor and Richard Yates portrayed and, perhaps, shaped the mid-century American understanding of love, sex, and family. We will supplement literary readings with relevant non-fiction from the time period. Students will propose, research, and develop a major essay about an author and/or a concept related to the course materials. Students will also formally present their ideas to the class.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2005: The Visual Languages of Art

LTA2005 The Visual Languages of Art
4 Intermediate Liberal Arts Credits

This course is designed to introduce you to the realm of visual communication - how it's done, how it works and how cultural and personal experiences shape your reactions to it. Fine arts (painting, sculpture, architecture), industrial arts (graphic and product design) and everyday objects will be presented as the workings of visual communication, the role of art and artists in a variety of times and places, the nature of good and bad art and design are explored.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2006: Art in Latin America

LTA2006 Art in Latin America

4 Intermediate Liberal Arts Credits

This course presents a panorama of art and culture in Latin America from ancient times to the present. Topics include Pre-Columbian Empires; Spanish Colonial Cities; Revolution, Reform and Modernism; Indigeneity, African diasporas, and Nationalism. Looking through the lens of art and architecture, the course pays special consideration to Latin America's enduring legacies and dynamic processes of change. This is an introductory survey intended for students of all academic and professional interests: no previous art history courses or experience with Latin America necessary.

Prerequisites: (AHS 1000 or FCI 1000) and (RHT1000 or WRT1001)
Credits 4

LTA2007: Out of the Mouths Of... Child Narrators

LTA2007 Out of the Mouths of... Children Narrators

4 Intermediate Liberal Arts Credits

Children's minds work differently from those of adults; it's the way they make sense of the world, the way a child's own small world is the whole world and, at the same time, an ever-evolving concept, as they learn and grow and change. They understand and react instinctively. This can result in thoughts and actions that are both naïve and profound, innocent and wise, non-sensical and brilliant. And even when they don't (or can't) understand sophisticated issues, they remain keen observers. At Babson, there's a great deal of emphasis in thinking about your future self, the person you will be in five years or in twenty years. Clearly, that has value. But this course asks if there is also benefit in looking to the past. Through our texts and discussions, we will look at the ways we look at the world as children, the ways our perceptions change as we grow older, and the ways in which that evolution is both positive and negative.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001 or RHT1000)
Credits 4

LTA2008: Happily Ever After?re-Examining Fairy Tales

LTA2008 Happily Ever After? Re-Examining Fairy Tales

4 Intermediate Liberal Arts Credits

This course examines a range of fairy tale motifs as they recur across time and cultures, asking such questions as: Why are fairy tales so popular with children and adults? How do the messages of fairy tales shape both individual identity and the broader cultural moment? How does culture shift fairy tales? What are the hegemonic and subversive possibilities of fairy tales? For example, what are its gendered tropes and how are these re-examined or subverted? We will examine multiple genres including short stories, poems, and films. To place these works in their cultural context, we will also read select items of literary theory and criticism, history, and psychology. This course contributes to both the Cultivating Inclusion and the Embracing Global and Multicultural Perspectives educational themes.

The class will be built on active learning and reading and will deepen critical thinking skills. Course materials will draw on print, visual, and auditory sources, to expose students to a wide range of literary/artistic styles. Class discussion will be largely student-focused, including student presentations. Students will write an essay, complete a creative project, and give an oral presentation to demonstrate their analytical skills, and will take both a midterm and final exam to measure recognition, critical thinking, and synthesis skills.

Prerequisites: FCI 1000 and WRT 1001
Credits 4

LTA2009: American Film History

LTA2009 American Film History
4 Intermediate Liberal Arts Credits

American Film History offers an overview of the history and theory of Hollywood movies while exploring the basic cinematic techniques used by film directors to express their ideas and tell their stories. The course proceeds chronologically starting in the 1920s silent era. The goals of the course include introducing students to film history, theory, and terminology while simultaneously considering the relation between cultural values and popular culture forms. American Film History will equip students to view movies as points of intersection for artistic intent, cultural mythmaking, individual and social identity formation, and ideology. Students will view one film per week. They will also be expected to read and learn terminology in preparation for each class. Other assignments include written work, quizzes, a midterm, and a final. American Film History is an intermediate course that fulfills the Literary and Visual Arts (LVA) requirement.

Prerequisites: RHT1000 and RHT1001 and AHS1000
Credits 4

LTA2010: African American Lit

LTA2010 African American Literature
4 Intermediate Liberal Arts Credits

This course will introduce students to the African American literary tradition starting with the slave narrative and concluding with contemporary literary production. Along the way, we will consider the move from oral to written literatures, the aesthetic forms created and adapted by African American writers, and the role of African American letters in chronicling and shaping the experience of African American people. Our study will be informed by major historical moments—slavery, reconstruction, Jim Crow, the Great Migration from south to north, the Civil Rights and post-Civil rights eras—and we will read work by writers such as Frederick Douglass, Harriet Jacobs, W.E.B. DuBois, Booker T. Washington, Nella Larsen, Richard Wright, Zora Neale Hurston, Gwendolyn Brooks, James Baldwin, and Toni Morrison.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2013: Global Cinema

LTA2013 Global Cinema

4 Intermediate Liberal Arts Credits

Global Cinema provides an overview of the history and aesthetics of films from Europe, Asia, Africa and South America. Students will analyze films as cultural artifacts and will consider the interrelationship among various national film movements and aesthetic approaches. Weekly film viewings will be complemented by readings in the history and practice of several national cinemas and of post-colonial, transnational cinemas. Films are in their original language with English subtitles.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2014: Money and Literature

LTA2014 Money and Literature
4 Intermediate Liberal Arts Credits

This course looks at money and economic thinking in literature. We will examine works from a wide range of periods and genres, with a strong grounding in fiction and drama from the mid-nineteenth century to the present. Aesthetic genres such as naturalism, modernism, post-modernism, and expressionism will be considered in terms of how they inform and are informed by thinking about money. There will also be contextual/theoretical readings from Marx, Benjamin, Simmel, Freud, Lacan, and others.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2015: Truthful Fictions:biograph Novel,memoir & Biopic

LTA2015 Truthful Fictions: Biographical Novel, Memoir & Biopic

4 Intermediate Liberal Arts Credits

What do works as disparate as Lin-Manuel Miranda's Hamilton, Spike Lee's Black KKKlansman, Maggie O'Farrell's Hamnet, Craig Gillespie's I, Tonya, and Tara Westover's memoir Educated have in common? The past two decades have produced a remarkable surge in biographical fictions (what Alain Buisine coined "biofictions" in 1991). Similarly, as three-time memoirist Mary Karr argues, memoir is in its heyday, with a massive increase in readership in the past twenty years or so. And the popularity of biopics, defined by George Cusden as films "minimally composed" of a life or "portion of a life" of a real person have become a tidal wave that threatens to spill over into tsunami. What explains why "true life" stories have become the go-to dinner for fiction writers? In this course, we will explore how memory and forgetting, experience and perception, fact and invention, public and private history, personal relationships, social and political forces intersect in these popular literary and cinematic forms. We will examine the myriad ways authors and directors construct an auto/biographical self, how these may differ from the selves of lived experience, and what these forms suggests about how we navigate a world in which truth is often questioned (or even under siege) and fiction may achieve an honesty that more purportedly "truthful" narratives fail to convey.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2016: Violence:theories of Cruelty,evil Inhuma

LTA2016 Violence: Theories of Cruelty, Evil, and the Inhuman

4 Intermediate Liberal Arts Credits

This course will investigate the idea of violence across an extensive spectrum of authors, texts, films, and literary-philosophical perspectives from the East and the West. We seek not merely to engage in a conventional critique but to exceed the boundaries of our embedded understanding by also contemplating this concept's fascinating potential as a form of literary imagination and intellectual expression. Topics will therefore include cruelty, vulnerability, power, betrayal, destruction, vengeance, anger, terror, defacement, pain, disaster, and inhumanity. From the poetics of torture to the damaged writings of war, from theoretical works on catastrophe to cinematic and artistic pieces on the nature of evil, the intent is to explore the many narratives that have emerged across the global horizon in the face of an often violent experience of the modern world.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2022: The Speculative Genres

LTA2022 The Speculative Genres: Horror, Sci-Fi and Fantasy Literature and Film

4 Intermediate Liberal Arts Credits

In this class, we examine the speculative genres, stories containing science fictional, gothic/horror, or fantastic qualities that are particularly invested in socio-political questions. Rather than resolutely celebrating a techno-scientific future, these stories engage audiences in difficult ethical and philosophical discussions: What does it mean to be human? What is the cost of progress? What does it take to imagine (and then create) a more equitable world? We discuss a range of texts, including essays by J. R. R. Tolkien and Ursula K. Le Guin; novels by Mary Shelley, Octavia Butler, Karen Tei Yamashita, Cormac McCarthy, and Margaret Atwood; short fiction by Keri Hulme, Carmen Maria Machado, W. E. B. Du Bois, Charlotte Perkins Gilman, and Ted Chiang; films such as Get Out, The Hunger Games, Black Panther, and Blade Runner; and tv such as Station 11 and The Rings of Power

Prerequisites: (AHS1000 or FCI1000) and (WRT1001 or RHT1000)
Credits 4

LTA2029: Literatures of Empire and Beyond

LTA2029 Literatures of Empire and Beyond
4 Intermediate Liberal Arts Credits

Empires have been built and toppled all over the world since the beginning of recorded history, and literature has served both in the building and in the toppling. This course begins by examining 19th century imperialism with a focus on European colonization of territories in Africa and South Asia; moves through the nationalist movements that arguably brought political but not economic independence or prosperity to these places; and concludes by examining the shape of the global landscape today with its “remote control” empires that work through markets and information channels rather than territory and raw resources. We will explore these great geopolitical shifts by studying literature and film from European, African, and South Asian perspectives that can reveal the many perspectives on the impacts of cultural, political, and economic contact through imperialism.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2030: Place and Landscape in Literature

LTA2030 Reading Place and Landscape in American Literature
4 Intermediate Liberal Arts Credits

This course investigates the ways American writers use place and landscape in their art. Reading fiction, essays, and poetry beginning in the 19th century and moving to contemporary works, we will explore the nature of place and landscape as physical, social, and intellectual and consider what it suggests about American culture and ideas. We will also look at several theoretical texts by cultural geographers, ecologists, and scholars of landscape architecture and regional planning. Ultimately, we will consider how place and landscape, both real and imagined, influence selected American writers' use of theme, imagery, character, and style, and reflect as well on how these concerns influence our own lives as readers, writers, thinkers, and dreamers.

Reading Place and Landscape in American Literature is an intermediate level course and part of the Literary and Visual Arts category of the Liberal Arts Curriculum. Courses in this category focus on frameworks for understanding and appreciating the practice of representation, the creative process, and diverse modes of aesthetic expression. They also consider individual, historical, cultural, and formal factors in artistic creation and make manifest the multiple vantage points from which art can be interpreted.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2031: Business and American Drama

LTA2031 Top Performers: Business in American Drama
4 Intermediate Liberal Arts Credits

Ever since Willy Loman walked on stage with his sample cases in Arthur Miller's 1949 masterpiece *Death of a Salesman*, it has been thought axiomatic that American playwrights have painted a bleak portrait of sales professionals in particular and businesspeople generally. But a close look at American dramatic treatments of business shows something more complicated. Over the past century American playwrights have located in the world of business and the world of drama a shared preoccupation with the sometimes-tricky distinctions between word and act, authenticity and performance, the _real_ and the symbolic. This course will look at a selection of American plays from the early twentieth century to the present, focusing on those plays' treatment of business and economic life. In addition to close scrutiny of dramatic texts and theatrical performances, we will also explore the role of performance in business. In other words, we'll look at both business in American drama and drama in American business. Your performance will be assessed through two papers, a mid-term and a final exam.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2032: Foundation of Western Art

LTA2032 Foundations of Western Art

4 Intermediate Liberal Arts Credits

This course is designed to introduce students to painting, architecture, and sculpture from the Renaissance to the early 20th century and to give students an understanding of the general principles governing the visual arts. Topics such as the role of the artist, the functions of art in society, and the nature of visual language, among others, will be discussed as major artists and their works are presented in this survey of Western art. Class lectures and discussions are based on the presentation of slides.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2035: Ghost Stories and the Grotesque in Literature

LTA2035 Ghost Stories and the Grotesque in Literature
Intermediate Liberal Arts

Because a "ghost" is a haunting by political history, personal choices, and social expectations, they do exist. Therefore, this course will look at the genre of the ghost story (and esthetic considerations of the grotesque) in relation to both the eighteenth-century gothic (from which it emerged) and the horror story (from which it needs to differentiate itself). Class discussion will focus on how the ghost story explores ideas of identity, both national and personal. Mostly comprised of short stories and films, the narratives we will enjoy can teach us about what haunts us as humans and why. Authors included are Morrison, Poe, Kubrick, James, and the HBO series "LoveCraft Country", among others.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2039: Curiosity in Literature

LTA2039 Curiosity in Literature
4 Intermediate Liberal Arts Credits

Curiosity contains within it a contradiction; it is our drive to know battling against our fear of the unknown, and it has played a major role in literature for a very long time. In this course, we will read texts that span several continents and centuries as we study curiosity and ask ourselves myriad questions. Why did the definition of curiosity change from negative to positive in the 14th century? Is curiosity hubristic tinkering or social responsibility? How is curiosity valued? Is the valuation of curiosity dependent on what is being sought? Is curiosity linked to gender? Who is rewarded for possessing it? Who is punished? If curiosity killed the cat, why? We will study Greek Myths and Fairy Tales as well as the following authors: John Milton, Christopher Marlowe, Mary Shelley, Edgar Allan Poe, Sigmund Freud, Agatha Christie, Anne Sexton, and Patricia Highsmith. We will also view Alfred Hitchcock's film *Vertigo*.

Prerequisites: RHT and AHS
Credits 4

LTA2045: Modernism and the Making of the New

LTA2045 Modernism and the Making of the New
4 Intermediate Liberal Arts Credits

The British novelist Virginia Woolf declared that human nature underwent a fundamental change _on or about December 1910. The first few decades of the twentieth century are characterized by a fervent desire to break with the past and to reject traditions that seemed outmoded and too genteel to suit an era of psychological and technological breakthroughs and violence on a grand scale. This class will look at works that reflect ideas of experimentation, in both form and content, and that engaged new understandings of time, space, and human subjectivity. We will read writers such as Virginia Woolf, Joseph Conrad, James Joyce, T.S. Eliot, Ezra Pound, E.M. Forster, Djuna Barnes, and Katherine Mansfield, as well as the theories of Sigmund Freud and Albert Einstein (this is a tentative list). Be prepared; there is a lot of reading. These are difficult and challenging texts that do not rely on straightforward plot and narrative; they require careful analysis and critical engagement.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2049: Pilgrims and Pilgrimage in Lit

LTA2049 Seeking Enrichment: Pilgrims and Pilgrimage in Literature

4 Intermediate Liberal Arts Credits

The novelist Joyce Carol Oates has said, _To be an American is to be a kind of pilgrim ... a seeker after truth. The pilgrim is our deepest and purest self. In this course we'll explore the character of the pilgrim in selected fiction, essays, and poems, using questions such as: What inspires someone to take and retake pilgrimages: long, often difficult journeys far from home? What friendships and other communities form along the way and why? What besides self-enrichment do pilgrims hope to find, or possibly lose? Through close reading, discussion, and written analyses, we'll study how writers use setting, plot, and theme to consider these questions. There will also be one field trip, which will serve as a local pilgrimage. Course texts may include contemporary works by Kurt Vonnegut, Ursula Le Guin, and Curtis Sittenfeld, as well as selections from Dante, Petrarch, Chaucer, Basho, and Thoreau.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2050: Lit & the Art Intrm

LTA2050 LIT & VIS ART INTRM

4 Credits

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2051: Lit & the Art Intrm

Credits 4

LTA2052: Lta Intrm Credit

Credits 0

LTA2053: Lit & the Art Intrm

Credits 4

LTA2061: Tales of the City

LTA2061 Tales of the City: Exploring Urban Literature
Intermediate Liberal Arts

This course will focus on the changing and diverse portrayals of cities and urban life in western literature from the earliest days of industrialization to the present. Inspired by Plato's observation, "this City is what it is because our citizens are what they are. We will explore the mutually-constructed relationship between a city and its citizens, asking such questions as: What does it mean to be an urban dweller? How does a city shape its residents' identity, and how do its residents influence a city's development? What are the delights and dangers of urban life? Where does one's sense of community/neighborhood overlap with - and diverge from - living in a particular city? We will read novels, short stories, poems, and essays, focusing primarily on London, but also likely including Dublin and New York City. To what extent can the concerns of a community within a city diverge from the concerns of the city as a whole?

Prerequisites: RHT & Foundation A&H and H&S
Credits 4

LTA2062: Suburban America in Literature and Culture

LTA2062 Suburban America in Literature and Culture
4 Intermediate Liberal Arts Credits

American suburbs are simultaneously reviled as physical spaces comprised of little boxes made of ticky tacky, churning out homogeneous values and people, and revered as mythically perfect imagined spaces in television sitcoms and advertising. This class aims to examine the American suburbs as constructed through popular texts, classic literature, and contemporary art. We will consider how the tension between utopia and dystopia is imagined and re-imagined over time and across genres and texts, reading and analyzing works such as the poetry of Anne Sexton, Richard Yates' novel *Revolutionary Road*, and the short stories of John Cheever. We will also examine representations of the suburbs in science fiction and film.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2069: Utopia and Dystopia:lit Cultural Expres

LTA2069 Utopia and Dystopia: Literary and Cultural Expressions
4 Intermediate Liberal Arts Credits

This course will examine the difference between ideas of absolute societal perfection and absolute societal imperfection as expressed in literary and cultural texts. Topics of study through such texts will include the ways we govern, the ways we create order, the ways we progress, and the ways we treat others. Over the course of the semester, students will be confronted with a number of questions. What are the elements of a utopia or dystopia? If one is complete perfection and the other complete imperfection – both by definition unattainable – then why are the concepts even worth talking about, and why have they persisted throughout history and across cultures? And maybe most interestingly, is there much of a real difference between the two? We will read works by Jose Saramago, Cormac McCarthy, Kazuo Ishiguro, Ursula LeGuin, and Margaret Atwood.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2072: Detective Fiction

LTA2072 Detective Fiction, Noir, and Social Criticism
4 Intermediate Liberal Arts Credits

This course explores the uses and genre development of detective fiction and film noir and their functions as social commentary, applying examples from different times and places - in the United States, Latin America, and Europe. What do these works have in common, and what separates them? How do they reflect or interrogate the cultures that produced them? Why has detective fiction (in its various incarnations) remained so popular? We consider revisions of the genre in the so-called "hardboiled" or serial "pulp fiction" of the 1930s and 1940s, as well as its representation in film noir. We analyze later versions of the genre through films such as *Chinatown* and *Blade Runner*, and recent alterations in neo-noir films, evaluating them in relation to contemporary culture. Short works by canonical Latin American authors such as Borges and García Márquez, among others, provide an introduction to Latin American crime fiction. Through the works of current and popular writers and filmmakers we consider the legacies of dictatorship in Spain and Latin America, and the genre's use in investigating and exposing a conflictive past (or fear of what one might find). We will look at the female detective in varied works. How is she different (if she is?) from her male counterparts? And we examine how detective fiction can function to parody or subvert the possibility of an ordered solution, or the completion of justice.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2073: Middle Eastern Literature

LTA2073 Middle Eastern Literature
4 Intermediate Liberal Arts Credits

This course explores the most provocative literary movements of the contemporary Middle East, including authors from the Iranian, Arab, Turkish, Armenian, and North African areas of the region. From the experimental novels of Naguib Mahfouz and Orhan Pamuk to the prison poetry of Ahmad Shamlu, from such legendary voices of exile as Adonis and Mahmoud Darwish to the dark sensual narratives of Joyce Mansour and Forugh Farrokhzad, we will cover a range of creative experiments with romanticism, mysticism, surrealism, existentialism, and post-modernism. As such, this will also allow us to unravel the many intricate concepts (those of desire, violence, time, space, power, revolution, and catastrophe) that form the Middle Eastern cultural imagination.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2074: Literature of Witness

LTA2074 Literature of Witness
4 Intermediate Liberal Arts Credits

The film *Ararat*, by Atom Egoyan, contains testimony from a woman who has witnessed a massacre of young brides. She asks, "Now that I have seen this event, how shall I dig out these eyes of mine?"

This woman occupies the most direct position—the eyewitness—in relation to an extreme event; however, the question of witnessing also extends to all of us who encounter images and stories of atrocities in our everyday lives. We will trace the concept of witnessing in philosophical, legal, and human rights contexts before turning to novels and other literature of witness by international writers such as Pat Barker, Nadine Gordimer, Gunter Grass, Primo Levi, Gabriel Garcia Marquez, Rigoberta Menchu, Toni Morrison, and Virginia Woolf in order to investigate the following questions: What kinds of events generate or require witnesses, and how does witnessing differ from simply seeing? What effects does the event have upon the witness, and vice versa? What does it mean for literature to act as a kind of witness? How can literature ethically represent or "witness" extreme events? What responsibilities do we have to serve as witnesses to extreme global events, and what do we do with the energy created by our witnessing of such events?

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2075: Design for Living

LTA2075 Design for Living
4 Intermediate Liberal Arts Credits

Explores how profoundly our lives are shaped by the designs of graphics we see, objects we use and buildings we move through every day. Students will gain increased understanding of the role good and bad design plays in affecting them and in shaping the world in which they live.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2078: Mad, Bad, Rebels and Anti-Heros

LTA2078 Mad, Bad, and Dangerous to Know: Rebels and Anti-Heroes
Intermediate Liberal Arts

When Lady Caroline Lamb described her former lover, the poet Lord Byron, as _mad, bad, and dangerous to know, she vividly captured a widespread fascination with figures who reject society's norms. Simultaneously alluring and threatening, rebels and anti-heroes unsettle the outer limit of acceptable behavior through their transgressions. This course will examine how rebels and anti-heroes shape a society's identity while living at - or beyond - its margins. We will also pay particular attention to questions of gender when considering these figures' own identities. We will read novels, plays, poetry, and cultural critique in order to trace the development of rebels and anti-heroes in western literature, as well as to understand them in their specific cultural and historical contexts.

Prerequisites: RHT and AHS
Credits 4

LTA2079: Theories of Love

LTA2079 Theories of Love
4 Intermediate Liberal Arts Credits

What is love? Where does it come from, what does it ask of us, and how does it alter our minds, bodies, values, and relations? Are sex, friendship, and marriage necessary for love, or do they inhibit love's fullest expression? In this course, we will examine how influential writers have conceived and contested love's meanings across a range of cultural contexts. Focusing primarily on erotic love (erôs), we will consider how such meanings relate to notions of art, beauty, conjugality, legality, pleasure, sexuality, spirituality, and transgression, both in their original era and our own. Particular attention will be paid to differences of race, class, age, gender, and authority as incitements to, and/or impediments of, relations of love and eroticism.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2080: The Literature of GUILT

LTA2080 The Literature of Guilt: I'm Sorry for Apologizing so Often
4 Intermediate Liberal Arts Credits

This course will examine guilt and how it affects us, both personally and societally. Through both literary and cultural texts, we will study guilt in a number of settings including familial guilt, generational guilt, survival guilt, and societal guilt. Students will be challenged to look at guilt in both its helpful and harmful forms, investigating why we feel the emotion and the effects it can have on us. We will read works by Dante Alighieri, Joseph Conrad, J.M. Coetzee, and Jane Smiley, among others. We will also watch *Beloved* and *We Need To Talk About Kevin* as well as the first season of *Rectify*.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2082: The Sexual Renaissance

LTA2082 The Sexual Renaissance: Forms / Concepts / Cultures
4 Intermediate Liberal Arts Credits

This course offers a bifold introduction to the studies of sex and literature in the English Renaissance. Reading a diverse range of literary and cultural texts, we will explore how writers imagined sex and its meanings, as well as how differences of language, genre, and literary form help to shape erotic possibilities, both in that era and our own. Ranging from pastoral poems to prose narratives, allegorical dramas to personal essays, metaphysical conceits to English and Italian pornography, we will encounter not only a variety of representational forms but of erotic arrangements, scenarios, practices, and fantasies. Situating these works in their own historical and cultural contexts, we will examine the "sexual Renaissance" on its own terms; consider how modern conceptual categories may inform—and inhibit—our capacity to understand the sexual past; and, throughout, discuss the relevance of these works to our understanding of sex today. Readings will focus on primary texts. Assignments will include weekly written responses and quizzes, a group presentation, an exam, and a creative final project. Interested students will be allowed to compose short essays in lieu of the exams. No prior experience or knowledge is necessary to enroll.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

LTA2090: The Short Story

LTA2090 The Short Story
4 Intermediate Liberal Arts Credits

What gives a great short story its undeniable power? Some writers strive to make their stories pack a punch, while others create more reflective works, exploring interiors; in either approach, the impacts of a great story are both immediate and lasting.

In this course, you will read a range of forms, from early tales to modern experiments. You will compare the intentions and effects of short stories that create entire worlds and those that are more elliptical and fragmentary, though they hint at more. You will learn the formal elements of the short story, such as characterization and point-of-view, and also trace the development of literary theories, those critical lenses that will increase your understanding and enrich your appreciation. Reading writers from several continents – from the famous, like Gabriel Garcia Marquez and Alice Munro, to the lesser-known, like Lucia Berlin and Edward P. Jones – you will follow stories of a family murdered senselessly by the side of the road, a bishop languishing in his final illness, and many more; you will even encounter a talking cat who proves to be careless in spilling the family's secrets.

Prerequisites: (FCI1000 or AHS1000) and (WRT1001or RHT1000)
Credits 4

MDS4615: The Interview

MDS4615 The Interview

4 Advanced Liberal Arts Credits

To interview means literally to see (view) each other (inter). As media from paintings to pixels have emerged and proliferated over the past decades & centuries, so too have the means by which we see/read/hear one another, giving rise to a whole range of transmedia interview genres: news interviews, celebrity interviews, athlete interviews, political interviews, press conferences, podcasts, talk shows, and storytelling interview methods like documentaries, mockumentaries, reality TV, etc. These stand shoulder-to-shoulder with more time-test interview genres, like surveys, polls, focus groups, job interviews, police interviews, court testimony, and so on. In this class, which merges media studies, genre studies, and professional communication, we will uncover what is essential to each of these interview genres and to them all by experiencing the many roles of the 'interverse:' we will participate as observers--readers, watchers, listeners--but also meanwhile as doers—interviewers, interviewees, microphone positioners, camera operators, stenographers, question designers, video editors, and so on. What we will find is that a conversation always involves more than speaking & listening, and that seeing and being seen often create pathways to new futures.

Prerequisites: Any combination of 2 Intermediate Liberal Arts Courses (HSS, LTA, CSP)
Credits 4

MDS4620: Mediating the Wild

MDS4620 Mediating the Wild

4 Advanced Liberal Arts Credits

Wilderness is disappearing faster than ever due to humans' radical transformation of the earth. Yet, consumer cultures have developed an ever so strong desire for the wild. In the industries that sell "Wildness", media have played a large role in telling it, showing it, measuring it, and manufacturing it. This course focuses on the ideologies, discourses, and technologies that mediate between contemporary consumers and the disappearing Wildness. We will explore a variety of cultural phenomena including the usage of smart phones, selfie sticks, and Go Pros in ecotourism, backpacking cultures, and outdoor adventure sports industries, the appropriation of drones and GPS-tracking devices by environmentalists, wildlife poachers, and virtual/augmented reality game designers, the trending of the "wild food" diet and the NGO campaigns protesting it, as well as the adoption of sound recordings of wild landscapes as new age music therapies. This course incorporates a multicultural and "multinatural" view to look at technology's role in representing, mediating, and recreating nature. We also address difficult ethical questions such as: How to maintain a proper distance with the Wild? Should we tame it, save it and thereby annihilating it? Or should we leave it on its own terms, and thereby letting it live or die?

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

MDS4625: The Rhetoric of Social Media

MDS4600 The Rhetoric of Social Media

4 Advanced Liberal Arts Credits

Drawing upon the reading, writing, speaking, and research skills developed in the Liberal Arts and Sciences Foundation and Intermediate Courses, in this intensive seminar students will turn a rhetorical eye towards the ever-evolving world of social media. While our personal uses of various social media platforms will be up for discussion, this course asks students to take a deeper look at the structures of power involved in everything from memes used to brighten someone's day to large campaigns and avenues for cultural and social change.

Through course readings, in-class discussion, and both primary and secondary research, students will critique the rhetorical functions and effectiveness of various issues in social media. We will review key terms from Babson's foundational writing courses (see especially discourse communities, audience, conventions, ethics, circulation), deepen our understanding of how such terms developed, and make connections amongst what we're seeing around us today (think: from Aristotle to Ariana Grande).

In order to achieve a deeper understanding of the rhetoric of social media, this course will be split into four units: (1) Social Media Histories; (2) Social Media Discourse Communities; (3) Social Media and [Fake] News; and (4) Social Media Futures. Each unit will challenge students both analytically and creatively.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

MKT2000: Principles of Marketing

MKT2000 Principles of Marketing

4 Credits

Marketing is involved with the task of ethically marketing products and services in a global environment. In order to survive in the contemporary business world, organizations have to continually bring new ideas and products/services to the market - think creatively, act entrepreneurially and utilize analytical rigor. The Principles of Marketing course will examine how marketers can recognize and utilize changes in the political, economic, social, and technological environments to identify and target opportunities; how to develop and communicate value propositions; and how to develop successful marketing strategies. These strategies will emphasize market analysis and the Four Ps (product, pricing, place, and promotion). Students will also be introduced to the analytical tools and methods crucial to understanding the role of these variables in achieving marketing goals and reaching performance metrics. This stream will also explore issues associated with: social media, marketing research and marketing analytics, buying behavior, market segmentation, branding, retailing, value-based pricing, advertising, sales, and other marketing topics as they are applied to the management of marketing goods and services. Methods of instruction will include lecture, discussion, experiential (involvement) learning, and integrative teaching. Methods of assessment will include: quizzes, presentations, exams and participation. The material and the various methods of instructions are guided by Babson's learning goals.

Prerequisites: FME1000
Credits 4

MKT3500: Social Media and Advertising Strategy

MKT3500 Social Media and Advertising Strategy

(Formerly Marketing Communications)
4 Elective Credits

How do customers learn about or build the desire to pick one product or service from another? The answer is social media and advertising. Making a great product or providing superior service is not enough if no one knows about it. IN the 21st century, traditional advertising strategies are not enough. Now companies need to have social media strategy at the center of their advertising planning. You should take this course if you want to learn how to effectively communicate about your product or service to your target segment(s) across social media platforms and how to coordinate your overall advertising strategy.

Examines the nature and role of social media platforms and advertising strategies, focusing on the goals and uses of advertising, sales promotion, public relations, and direct marketing, in achieving the communications objectives of marketing. This course first explores online consumer behavior and microtargeting, then discusses content and creative strategy planning. The course will then examine how to apply these strategies to various social media platforms such as YouTube, Facebook, Instagram, LinkedIn, Pinterest, and others along with integrating with traditional media. Students will be involved in determining the promotional budget, creating a message strategy, planning the social media mix, targeting communications to select market segments, executing the promotion program, and measuring overall effectiveness.

Prerequisites: SME2011
Credits 4

MKT3501: Communicating for Consumer Behavior Change

MKT3501 Communicating for Consumer Behavior Change

4 Free Elective Credits

In this course, students learn and draw upon interdisciplinary theories in psychology, marketing and persuasion/influence to explore the nature of behavioral change at the individual, consumer and societal levels. Centered around a major social marketing project, students will test theories of persuasive communication and choice architecture to explore how to use the knowledge of human experience to shape behavior for social good.

Prerequisites: MKT 2000
Credits 4

MKT3502: Developing Effective Advertising

MKT3502 Developing Effective Advertising

4 Advanced Management Credits

Developing Effective Advertising is an immersion in "creative thinking" in a "virtual" internship experience in a "virtual" best-of-breed advertising agency where students learn about developing effective advertising alongside some of the most talented and experienced advertising professionals in the industry. The "virtual" ad agency internship experience provides students with "real-world" learning in all aspects of current advertising and firsthand exposure to exciting career paths they may not otherwise encounter in a conventional advertising course.

Students learn about effective advertising by application of concepts, principles and fundamentals vis-à-vis lectures, readings, discussions, interactive exercises, case analysis, team projects and featured guest speakers from blue chip advertising agencies and media companies in the U.S., including Google, Cayenne Creative, MullenLowe U.S., NAIL Communications, Mediahub Worldwide, PHD Media, Wheelhouse Executive Recruiters and Babson College.

Students work together in 3 different assigned teams over the course of the semester and are assigned 3 team projects. Students also have individual assignments (readings, discussion board contributions and one mid-term paper) to complete. Methods of assessment is evenly balanced between individual and team assignments.

Prerequisites: MKT 2000
Credits 4

MKT3503: Fan Behavior

MKT3503 Fan Behavior

4 Advanced Management Credits

This course provides an in-depth analysis of audience behavior in sports and entertainment. Students will learn how to use data analytics to understand fan behavior, preferences, and engagement patterns, and how to develop effective marketing strategies to maximize revenue and fan loyalty.

Course Learning Objectives:

1. Understand the fundamentals of audience analytics and consumer behavior in sports and entertainment.
2. Learn how to collect, analyze, interpret, and present fan data using various quantitative and qualitative research methods (communication).
3. Develop skills in data visualization, data storytelling, and data-driven decision-making.
4. Explore the latest trends and technologies in audience analytics and consumer behavior in sports and entertainment.
5. Apply the knowledge and skills learned in the course to real-world scenarios (problem solving).
6. Utilize knowledge from this course in an applied project (problem solving).
7. Interact with industry professionals in the areas of audience analytics and consumer behavior in sports and entertainment (collaboration).

Prerequisites: MKT 2000
Credits 4

MKT3504: The Nyc Stage&Suite

MKT3504 The NYC Stage & Suite: Exploring Services Marketing through Theater and Hospitality

4 Advanced Management Credits

"The NYC Stage & Suite" is an immersive, transdisciplinary exploration of services marketing and theatrical performance. Set against the bustling backdrop of New York City, this course bridges the theoretical foundations of service marketing with tangible real-world examples from the world of performance, offering students an experiential opportunity in consumer psychology and theater marketing. Through a blend of workshops, guest speakers, tours, and first-hand experiences – from Broadway shows to luxury hotels – students will consider how a theatrical work moves from page to stage and dissect the strategies, challenges, and opportunities inherent in creating memorable service experiences.

Prerequisites: MKT2000
Credits 4

MKT3506: Professional Sales Practicum

MKT3506 Professional Sales Practicum

4 Advanced Management Credits

This is an interactive, practice-intensive, and apprenticeship course designed for students interested in pursuing a career in professional sales, communication, marketing, and entrepreneurship. It exposes students to frameworks for analyzing sales opportunities, understanding prospect's situation, decoding buying cycles, formulating sales strategies, engaging prospects, building win-win relationships while navigating complex competitive scenarios. This course also leverages theories and practices in fields such as athletics and performing arts, to shed light on the nature of sales environment and the mindset needed to be successful in sales. Class time split between a) discussion of sales theories/insights from practice and b) virtual work in an assigned sales organization (entry level sales roles) under the supervision of a company-assigned mentor. This course will equip students with the knowledge and skills to excel in communication, professional selling, marketing, entrepreneurship, and leadership.

Prerequisites: MKT2000
Credits 4

MKT3507: Sports Brand Partnerships

MKT3507 Sports Brand Partnership: Building Strategic Collaborations

4 Advanced Management Credits

In "Sports Brand Sponsorships: Strategic Partnerships in Professional Sports," students will explore the dynamic world of sports brand partnerships through a blend of theoretical knowledge and practical application. It analyzes its increasing role and significance in the corporate/brand marketing mix and its importance to event and property producers/organizers, participants, athletes, entertainers, communities and the media. In addition, the course will consider effective methods to plan, price, organize, acquire, implement, measure, and evaluate sponsorships including the development of a holistic corporate sponsorship plan. This undergraduate course is designed to provide students with a comprehensive understanding of how strategic collaborations between sports entities and corporate sponsors can drive brand visibility, revenue, and consumer engagement.

Prerequisites: MKT2000
Credits 4

MKT3508: Engagement and Fundraising

MKT3508 Engagement and Fundraising

4 Advanced Management Credits

Engagement and Fundraising draw on core selling skills: networking, asking questions, listening, understanding people, building trust, communicating value, storytelling, making the right ask, navigating concerns, and building long term relationships. If you care about lifelong impact and want highly transferable business skills, Engagement and Fundraising is a course for you.

In this practice-intensive course, you play the role of a decision maker working through real nonprofit challenges with incomplete information and real tradeoffs. You will learn through case discussions and from guest speakers, then apply your learnings to fieldwork projects in partnership with the award-winning and record-breaking Babson Advancement Office. You will end up building confidence and better judgment while gaining practical experience that is critical not just in nonprofits but also in entrepreneurship, sales, business development, marketing, finance, and any career built on relationships and influence.

Meet the faculty: [Video](#)

Prerequisites: MKT2000
Credits 4

MKT3509: AI Enabled Selling for Client

MKT3509 AI Enabled Selling for Client facing Financial Professionals

2 Advanced Elective Credits

The most successful financial sales professionals don't just sell products; they lead with insight and build partnerships. This course equips you to excel in the modern era of human-led selling and AI-driven enablement. You will build a foundation in Human led selling and learn to leverage AI sales enablement tools to optimize the entire lifecycle—from prospecting and AI-assisted client engagement to sophisticated cross-selling and automated retention strategies.

Designed to cover the financial services ecosystem and AI enabled selling, this course provides real world perspectives with intensive practice. Through lectures, group exercises and role plays, you will refine your skills in persuasion, active listening, and ethical influence. You will emerge with the modern seller mindset: the ability to use AI technology to remove friction from the sales process while doubling down on the ethical, human approach to sales.

Meet the faculty- [Video](#)

[LinkedIn- Faculty](#) [LinkedIn](#)

Prerequisites: MKT2000
Credits 2

MKT3510: Consumer Insights and Research

MKT3510 Consumer Insights and Research
(Formerly Marketing Research)
4 General Credits

This course provides students with hands-on experience with marketing research and analysis. Marketing research is simply an organized way of developing and providing information for decision-making purposes. The quality of information depends on the care exercised at each step of the marketing research process. These steps include problem definition, research design, data collection methods, questionnaire design, measurement, sampling, data analysis, data interpretation. The class will discuss key elements and issues in marketing research including sources of data, data collection techniques and analytical approaches for providing information to be used in managers' decision. The first part of the class will focus on research process and design. In this section students will learn how to formulate a research problem, determine a research design, evaluate methods for data collection and develop instruments for data collection. The second part of the class will focus on how to analyze the data and recommend the appropriate action to management.

Prerequisites: SME2011 or MKT2000
Credits 4

MKT3515: Digital Marketing

MKT3515 Digital Marketing
4 General Elective Credits

This course is intended to prepare students to lead marketing initiatives in digital environments, where companies and professionals are transforming the way to provide value to consumers, and to develop mutually beneficial relationships with them. Lectures, readings, case discussions and project assignments will offer both an integrative management perspective and a comprehensive framework on digital marketing. The course will cover a wide spectrum of topics, including marketing strategic approaches on the Internet, e-CRM, e-marketing research, digital positioning and branding, managing social networks, integrated communications on digital media, new pricing approaches, digital competition, virtual merchandising, and e-commerce strategies. Upon completion of the course, students will have acquired competencies in designing marketing programmes that develop the innovative potential of online consumers and social networks.

Prerequisites: SME2011 or MKT2000
Credits 4

MKT3540: Retailing Management

MKT3540 Retailing Management
4 Credits

Retailers lie at the end of the supply chain. They interface with the ultimate consumer as well as with suppliers. Retailers make investments in real estate and solicit funds from the investment community. Importantly, most of the major retailers in the United States are involved in multichannel strategies that involve selling over the Internet. As a result, this course should appeal to students with varied interests: retailing management, suppliers to retailers (or any business selling inventory), entrepreneurs, retail services, real estate, IT e-commerce, and finance. The objective of the course is to familiarize students with all of the major decisions retailers make, e.g., developing strategies, buying, financing, locating stores. The course is designed around experiential learning exercises-We get out and do it!

Prerequisites: SME2011 or MKT2000
Credits 4

MKT3550: Consumer Psychology & Shopper Marketing

MKT3550 Consumer Psychology and Shopper Marketing
(Formerly Consumer Behavior)
4 General Credits

This interdisciplinary course discusses how the consumer is the focus of the marketing system. Drawing on research from sociology, psychology, strategy and economics, this course focuses on the factors that shape consumer needs and influence buying behavior. The content of the course explores individual behavioral variables (needs, motives, perceptions, attitudes, personality, and learning) and group influences (social groups and culture) as they affect the consumer decision-making process. The objective of the course is to help students understand how to analyze marketing programs, especially the communications mix and market segmentation, to improve consumer satisfaction.

Prerequisites: SME2011 or MKT2000
Credits 4

MKT3574: Customer Acquisition and Persuasion

MKT3574 Customer Acquisition and Persuasion
(Formerly Managing the Sales Process)
4 Advanced Management Credits

Customer acquisition and retention is the driver of revenue and hence the lifeblood of every company. Therefore, organizations continuously seek people with strong persuasion skills. College graduates often become sales professionals, business development executives, customer relationship managers, or end up in positions that complement these roles. In addition, many entrepreneurs realize, often too late, the critical role of professional selling for the growth and survival of their nascent ventures. This course will equip students with the knowledge and skills to excel in professional selling, business development, and entrepreneurship.

For more information, [click here](#)

Prerequisites: MKT 2000
Credits 4

MKT3575: Sports Marketing

MKT3575 Sports Marketing
4 General Credits

This course focuses on the application of marketing concepts in the dynamic and high-profile sports industry that has become a significant economic and social force on a global scale. Among the topics to be explored in the context of the sports field are: sponsorship, branding, marketing research, consumer behavior, product development, licensing, distribution, pricing, segmentation, targeting, positioning, media, marketing communications, advertising, sales promotion, public relations, direct marketing, personal selling, legal issues, ethical issues, women's sports professional sports, collegiate sports and others. Emphasis will be on the need for an integrated approach for marketing of sports, by sports or through sports. We will view sports as a product and sports as a vehicle. Using a text, custom-designed materials, cases, special assignments, a major project creating a comprehensive integrated marketing plan, and guest speakers from the sports field, the course will promote critical integrative thinking and analysis relative to the important issues and challenges confronting marketers in the sports industry. As we go about this course, we will be guided by the following principle: the genius of managing a sports marketing program is acquired largely through a genuine understanding of the activities and relationships that constitute fully integrated marketing, relying on a system of learned skills and experiences.

Prerequisites: SME2011
Credits 4

MKT3580: Marketing for Entrepreneurs

MKT3580 Marketing for Entrepreneurs
4 Advanced Management Credits

This course provides an in-depth study of entrepreneurial marketing strategies for the 21st century. It examines how start-up and small/medium-size companies reach the marketplace and sustain their businesses, within highly-competitive industries.

Recognition is given to the need of management to operate flexibly, make maximum effective use of scarce resources in terms of people, equipment and funds, and the opportunities that exist within new and established market niches.

Classes focus on a combination of brief lectures, extensive case study analyses and a term-long group assignment involving student-generated entrepreneurial product or service offerings.

Prerequisites: SME
Credits 4

MKT4505: Strategic Marketing

MKT4505 Strategic Marketing
(Formerly Marketing Management)
4 General Credits

This capstone course is designed to apply skills and knowledge gained in prior marketing courses, which is why students must complete at least one marketing elective prior to this class. The course emphasizes issues of creating and implementing a successful marketing strategy in a competitive marketplace. Through case studies, course readings, and a variety of presentation opportunities based on current marketing issues, students will develop strategies to correct/minimize problems and capitalize on opportunities in the marketplace. A team-based client project is undertaken throughout the semester in order to immerse students in the "real world" of business and add substantial outcomes to resumes. Students will also be required to write a research paper involving development of a personal brand statement and a job search strategy to begin a career in the exciting field of marketing. This course is most beneficial to students in their senior year.

Prerequisites: (SME2011 or MKT2000) and one completed marketing elective
Credits 4

MKT4506: Marketing Analytics

MKT4506 Marketing Analytics
4 Advanced Management Credits

Today's marketers have access to more data and technology than ever before. To fully realize the benefit of these resources, marketers need to develop data analysis and analytical skills to convert raw data into insights and insights into more informed marketing decision-making. The objective of this course is to introduce the benefits of using a systematic and analytical approach to marketing decision-making. This course integrates marketing concepts with practice, and emphasizes _learning by doing._ Students will learn different ways to explore the relationships and patterns in customer and marketing data. Advanced analytical software will be used to perform many of the most commonly used descriptive and predictive analysis techniques that are applied in the marketing field.

The course builds on the marketing core course(s) through the direct application of marketing concepts such as segmentation, targeting and brand positioning. The course emphasizes the application of marketing analytics to a diverse set of business problems. This includes the use of marketing analytics to identify opportunities to cost-effectively acquire new customers, increase the value and loyalty of existing customers, and to improve the overall experience the customer has with a brand. It also includes the use of analytics to set up marketing experiments, assess the value of different product strategies and measure the ROI of marketing campaigns.

Prerequisites: SME2011 or MKT2000
Credits 4

MKT4507: Thanks Thousand:gratitude Journey Bananas

MKT4507 Thanks a Thousand: A Gratitude Journey for Bananas

4 Advanced Elective Abroad Credits

The purpose of this class is to help students understand the complicated go-to-market strategies of even the most "ordinary" foods. Additionally, we want students to understand the complexity of the supply chain involved in bringing bananas across the world for consumption. Because of the rich and complicated history of bananas, we also hope students understand some of the social and environmental challenges associated with bananas as well. By framing this as a "gratitude journey" we hope that students will build a healthy appreciation for the origins of their food, as well as a better understanding of the systems of distribution and delivery.

Prerequisites: MKT2000
Credits 4

MKT4511: Sales Management in a Changing World

MKT4511 Sales Management in a Changing World

4 Advanced Elective Credits

Although it's not surprising that most marketing majors take sales roles at some point, it may be more so that up to 60% of non-marketing majors also end up in sales roles. And the ramp up in those sales roles from individual contributor to sales leadership can be faster than in many other business disciplines. This course prepares you to take advantage of that opportunity when it presents itself.

In this course you will spend most class sessions in the role of a sales manager – assessing real situations and making decisions despite ambiguity and incomplete information, just like managers do. You will build the four types of thinking that separate average managers from standout leaders: expert, critical, and strategic while diagnosing challenges, interpreting data for insights, deciding how to leverage and nurture human capital ethically and responsibly, and building on decisions collaboratively as you and your colleagues cultivate your managerial intuition. Expect a lively atmosphere, several guest speakers, and many interactive sessions where you and your colleagues take the lead.

About the faculty: [this video](#).

Prerequisites: MKT2000
Credits 4

MKT4512: Professional Advertising Practicum

MKT4511 Professional Advertising Practicum

4 Advanced Elective Credits

This advanced practicum examines advertising as a business function, emphasizing how strategy, creativity, media, and operations integrate to address real-world organizational challenges. Through a sustained partnership with Walton Isaacson, students engage directly with contemporary agency practices, gaining applied experience in how advertising creates value by translating business objectives into strategic direction, creative execution, and measurable outcomes.

The course qualifies as an advanced experiential course and follows a project-driven format. Students work with live briefs, current campaigns, and real client contexts, developing practical skills in strategic analysis, creative development, and evaluation of effectiveness. The course emphasizes transferable frameworks and decision-making tools relevant across industries and organizational settings.

Instruction combines applied projects, case analysis, structured reflection, and direct interaction with industry professionals. By the end of the course, students gain a rigorous, practice-based understanding of how advertising organizations operate, how work is developed and executed within agency environments, and how performance is assessed under real market conditions. The course is designed for advanced students seeking deep professional exposure and hands-on learning within a functioning agency context.

Prerequisites: MKT2000
Credits 4

MKT4515: Brand Management

MKT4515 Brand Management
4 Credits

Brand Management is an advanced marketing course that will prepare students to lead a brand-centered marketing team in the consumer products/services arena. The emphasis in the course is on marketing plans and day-to-day decision-making. Marketing decisions are usually made in a context of imperfect information, decision models that combine analysis with judgment, and a marketplace that is fast-changing. The course will prepare students to operate successfully in this real-world environment. The concept of _brand equity_ will be a unifying theme throughout.

Prerequisites: SME2011 or MKT2000
Credits 4

MKT4520: Sales in Action

MKT4520 Sales in Action
4 Advanced Management Credits

A key challenge for any sales professional is the ability to communicate value to current and potential customers. While the sales knowledge gained in the traditional sales classroom is fundamental for learning about what needs to be communicated, the traditional classroom stops short of helping students to achieve the "ability" to communicate value. Through this course, students will engage in the practice of selling, receive exposure to how hard salespeople work, and become excited about professional selling as a career (or, alternatively, decide that professional selling is not the best career choice). Thus, this experiential course, Sales in Action, will allow students to observe and participate in sales processes.

Prerequisites: None
Credits 4

MKT4530: Digital Analytics

MKT4530 Digital Analytics

4 Advanced Management Credits

The consumer buying journey continues to evolve, particularly as consumers become more comfortable and experience the benefits of using digital and mobile platforms to support all facets of the buying process. This rapidly expanding digital ecosystem generates an enormous amount of data. This course will explore how organizations can utilize the latest digital analytics techniques to turn structured and unstructured big data, into extremely valuable customer and marketing insights. This course is designed to complement Babson's Marketing Analytics course and covers entirely different topics and materials specifically focused within the digital sphere.

Students will utilize industry-leading digital analytics tools to collect and analyze consumer data to support decision-making and the development of marketing strategies that are informed by the insights. This includes the use of social media analytics platforms to listen to the voice of the customer, monitor consumer sentiment, and perform a comprehensive share of voice competitor analysis. Students will also use a web analytics platform to learn how to track, segment and measure the online and mobile device usage behaviors of customers and visitors. Students will also learn how to construct digital marketing experiments, perform A/B testing, and measure the ROI of digital campaigns. The course design includes official certifications in each of the digital analytics platforms used in the course.

Prerequisites: SME2011 or MKT2000

Credits 4

MKT5540: Developing Effective Advertising

Credits 0

MKT5541: Retailing Management

Credits 0

MKT5542: Brand Management

Credits 0

MKT5553: Marketing Elective

Credits 0

MKT5554: Marketing Elective

Credits 0

MOB1010: Found in Management:org Behavior Lab

MOB1010: Foundation in Management: Organizational Behavior Lab

(Previously titled Organizational Behavior)

4 Foundation Management Credits

The content of MOB1010 is equivalent to the material covered in FME1000 and FME1001. Students who are enrolled in FME therefore cannot enroll in this course.

Organizational Behavior is designed to help you improve your effectiveness as an individual contributor, team member, and leader in your current and future work environments. This course centers on developing your critical thinking regarding the complex circumstances that surround why people behave as they do in organizations and on using your knowledge to take more effective action and influence individuals and the wider organization in an ethical manner. Topics we will explore include emotional intelligence, behavioral styles, managing diversity, power and influence, negotiations, and culture. To become an entrepreneurial leader in a start-up venture, an established organization, or a social venture, you need to engage your understanding of organizational behavior.

Prerequisites: None

Credits 4

MOB2322: Career Exploration Lab

MOB2322 Career Exploration Lab
1 Non-Academic Credit

This course is designed as a companion learning course for students engaged in an internship experience. The goal of the course is to help students enrich their career learning through facilitated analysis and reflection on their work experience. Students will apply key career concepts to their own situations and be challenged to compare and contrast their experience with that of their peers.

NOTE: The format for this course is self-directed over the course of the internship. You are responsible for completing each deliverable on time. Students must have secured an internship prior to registration in the course (internships will not be provided).

Prerequisites: completion of FME
Credits 1

MOB3507: An Irish Journey: Leadership, Collaboration&innovation in the Creative Ecosystem in Ireland

MOB3507 An Irish Journey: Leadership, Collaboration & Innovation in the Creative Ecosystem in Ireland
4 Advanced Management Credits (Elective Abroad)

This course will provide undergraduate students a unique opportunity to experience and examine the current economic, social and political trends in the creative ecosystem in Ireland. We will directly engage and interact with Irish entrepreneurs, business executives, artists, performers, athletes and historians to strive to understand the ways in which creativity and innovation occur, flourish and extend far beyond the boundaries of this relatively small island nation. Our goal will be to immerse ourselves into the creative processes, systems, cultural norms and institutions that have led Ireland to gain the reputation and standing as one of the most innovative economies in the world.
Credits 4

MOB3512: Leader Development:enable Change in Self&oth

MOB3512 Leader Development: Enabling Transformational Change in Yourself and Others

(Formerly Leadership)
4 Advanced Management Credits

The focus of this course will be on leader development – your leader development. By wrestling with concepts and experiences, ideas and actions, identity and aspirations, we will explore leadership through the different lenses you all bring. Learning from experience is a critical part of this course. If you prefer to learn only the theories of leadership, this is the wrong course for you. We will work to identify and challenge assumptions and mental models of effective leader behavior and consider what it means to be an “entrepreneurial leader.” This course is appropriate for those who are or want to become leaders, and for students who want to understand leadership whether they aspire to the role or not.

For More Information click this [link](#).

Prerequisites: (FME 1000 and FME 10001) OR (EPS 1000 and MOB 1010)
Credits 4

MOB3514: Leading in a Connected World

MOB3514 Leading in a Connected World
(Formerly Managing the High-Performing Or
ORGANIZATION)
4 General Credits

This course will help you learn how to manage collaboration and networks for organizational performance and personal success. It will focus on ways in which successful leaders think about, analyze, and develop collaboration networks that help drive strategic advantage, innovation, and well-being in organizations. The course will also equip you with a range of network tools and frameworks that not only can make you a more effective leader and team member but give you a competitive advantage in the job market.

In this course we will specifically address:

- **STRATEGY:** Deriving strategic advantage in a knowledge economy. The ability to innovate and leverage expertise has become central to wealth creation for organizations and entire economies. The first 25% of this course will focus on how leaders can best define and develop networks that drive both organizational and personal success. In addition, we will review practices and unique technologies that high performing organizations employ to better leverage and share employee experience and expertise.
- **ORGANIZATION:** Attaining critical efficiencies and innovation through networks. In order to develop innovative products and services, leaders need to develop innovative organizations through new and better ways of collaborating. The middle 50% of this course will teach a specific process leaders can use for systematically assessing, improving and supporting collaboration inside organizations (especially in informal networks).
- **EXECUTION:** Driving performance through team and individual level learning and execution. The bulk of work done in organizations occurs in teams or other collaborative relationships. The last 25% of this class will address unique ways to drive performance through teams by helping them more effectively work through networks. In addition, specific focus will be paid to key things YOU need to think about in managing your own career and networks as you enter the work force.

A major component of this course will be a hands-on, consulting-style, project working with an organization to provide recommendations related to strategic human capital issues.

For more information on this course [click here](#).

Prerequisites: FME
Credits 4

MOB3515: Talent Management: what Many Leaders Miss

MOB3515 Talent Management: What Many Leaders Miss

(Formerly Developing the Employee Experience (With a
Human Resources Lens))
4 Advanced Management Credits

This course is designed to make you think about managing people – or Human Resources – in new ways. The purpose of the course is to help you learn how organizational systems and processes impact how jobs are designed, who gets hired, and how individuals are developed (or not) within an organization. In addition to these topics, we'll discuss performance management, employee engagement, and employee separation. Overall, the course is designed to create comfort with the language of human resources management and understand how individuals, managers, and entrepreneurs ideally respond to human resource-related concerns.

For More Information: www.kaltura.com/tiny/p1nk5

Prerequisites: FME1000 and FME1001 or MOB1010
Credits 4

MOB3523: Building Inclusive Organization

MOB3523 Building an Inclusive Organization: Diversity, Equity, Inclusion and Belonging in the Workplace
4 Advanced Management Credits

People in the workplace are constantly interacting with peers, managers, and customers with very different backgrounds and experiences. This course is designed to help students navigate diverse settings more effectively and improve their ability to work within and lead diverse teams to build more inclusive organizations. It also offers students the opportunity to develop their critical thinking on topics such as identity, relationships across difference, bias, and equality of opportunity, and specifically, how these topics relate to organizational issues of equity, inclusion, belonging, and justice. Class sessions will be experiential and discussion based. Readings, self-reflection, guest lecturers, case studies, organizational audits, and a team project will also be emphasized.

For more information: Building an Inclusive Organization

Prerequisites: (FME1000 and FME1001) or (MOB1010 and EPS1000)
Credits 4

MOB3524: Crafting a Meaningful Career

MOB3524 Crafting a Meaningful Career

4 Advanced Management Credits

One reason many of you came to Babson was to launch your careers. This class explores what it means to craft a career that is meaningful and can sustain you over the course of your life. We will also think about what it means to develop the careers of others. In this course, we take an evidence-based, critical approach to designing, evaluating, and updating our careers. We will use concepts you have learned previously in your Babson curriculum – like ET&A and design thinking – and apply them to designing careers, yours and others', so that they can be meaningful and sustainable. The class involves regular journaling, an intensive design workshop, a "hands-on" planning session with Babson CCD, and a final project to reinforce course concepts.

For more information:
<https://babson.instructuremedia.com/embed/155ca07f-2f36-4998-9d21-589a178ad4bo>

Prerequisites: (FME1000 and FME1001) or (EPS1000 and MOB1010)
Credits 4

MOB3528: Sports Management: Professional Sports

MOB3528 Sports Management: Professional Sports

4 Advanced Elective Credits

Professional sports in the United States are a multi-billion-dollar industry that continues to grow. This course offers an in-depth exploration of sports management within the professional sports industry, with a focus on the strategic, operational, human resource, and financial aspects of running a sports organization. Through the lens of a “live case study” of Arthur M. Blank Sports + Entertainment, students will gain a comprehensive understanding of how key business principles are applied to the management of a professional sports organization. Students will investigate the inner workings of the sports business through interviews with key executives, gaining firsthand insights into the strategies, challenges, and decision-making processes that shape the success of a professional sports organization. By interviewing executives, students will explore the diverse landscape of career and management opportunities in professional sports.

Prerequisites: FME or equivalent courses (EPS 1000 and MOB 1010)
Credits 4

MOB3531: Career Launch: Internship Experience Lab

MOB3531 Career Launch: Internship Experience Lab

2 Advanced Management Credits

This course is open to all students who have secured internships that occur concurrently with the course, and is designed to enrich the internship experience by facilitating deliberate observation, reflection, and integration of learning with the actual workplace internship experience. To achieve this goal, students will complete assignments related to emotional intelligence, communication, teamwork, critical thinking, leadership, professionalism, and career management and relate these topics to their internship experience.

This course offers a unique opportunity for students to explore their roles in organizations while simultaneously building and enhancing their professional competencies. The curriculum is structured to work in lockstep with students' work experience, providing guidance and mentorship to succeed in their internship, explore and assess career readiness, evaluate organizational values and leadership, and practice professional behavior. Learning in this course will include readings, assessments, written reflections, group discussions, peer engagement, and supervisor feedback.

For More Information Click [here](#)

Prerequisites: (FME 1000) or (MOB 1010)
Credits 2

MOB3532: Career Accelerator

MOB3532 Career Accelerator

2 Credits

This course integrates organizational behavior concepts with reflection and industry-specific guidance to accelerate students' ability to explore and launch their careers. To achieve these goals, students will complete assignments related to communication, leadership, self-motivation, professionalism, and career management and relate these topics to their other coursework and experiences in the program.

This course offers a unique opportunity for students to explore how their strengths and ambitions relate to the opportunities available in the industry where they might seek to work. In this process, students will explore and assess career readiness, learn how to leverage organizational behavior concepts to promote their own career success, and practice professional communication behavior. Learning in this course will include readings, assessments, written reflections, group discussions, and peer engagement, as well as frequent engagement with the Center for Career Development (CCD), industry experts, and guest speakers.

Prerequisites: Summer Intensive Program
Credits 2

MOB3534: Mgmt Consulting Field Experience

MOB3534 Management Consulting Field Experience
4 General Credits

The Management Consulting Field Experience (MCFE) course provides an excellent opportunity for students to apply principles that they learn in the classroom to real-world consulting projects. The students gain practical experience by solving actual business situations. Students also develop key skills in teamwork and collaboration, thought leadership, communications, and decision-making. Teams of four to six undergraduate students work as a consulting group for a sponsor company, ranging in size from small start-ups to large global companies in a variety of organizational sectors. The students meet and work with representatives of the company, analyze a company's core problem, and explore possible solutions. Previous projects include marketing, corporate finance, investment management, human resources, data analytics, and business strategy. The project concludes with a formal report and a presentation to the sponsor company comprising the group's recommendations.

Prerequisites: Minimum GPA of 2.7, 2nd semester Sophomore, Junior or Senior status by the beginning of the project.
Credits 4

MOB3580: Negotiations

MOB3580 Negotiations
4 General Credits

**** This course is recommended for juniors and seniors ****

This course explores the many ways that individuals think about and practice conflict resolution. Students will have a chance to learn more about their own negotiating preferences and the consequences of the choices they make. The course requires both intensive involvement in negotiation and mediation simulations/exercises and thoughtful application of theory through class discussion and written analysis. Class materials will reflect a variety of contexts from the workplace, including interpersonal, global, and cross-cultural interactions.

Prerequisites: FME1000 and FME1001 or MOB1000 and MOB1010
Credits 4

MOB5500: Management Elective

Credits 0

MOB5501: Management Elective

Credits 0

MOB5502: Management Elective

Credits 0

MOB5550: Management Elective

Credits 0

MOB5551: Management Elective

Credits 0

MUS4620: Global Pop

MUS4620 Global Pop: Mass-Mediated Musics in a Transnational World
4 Advanced Liberal Arts Credits

"Global pop" is music that results from contact between two or more cultures. Examples include rap français, flamenco, reggaetón, afrobeat, K-pop, and Bollywood film music, among many others. This course examines how global pop acquires ideological force and accrues historical layers as it circulates around the world. In scrutinizing the musical style, discourse, and business of global pop, we will focus on such issues as authenticity, hybridity, cultural imperialism, nationalism, personal identity, censorship, political protest, ownership, and appropriation – in short, all the ways in which music means. No previous musical knowledge necessary.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

NST1010: Science & Technology of Space

NST1010 Science & Technology of Space
4 Credits

The evolution and structure of the universe are explained using underlying basic physical principles along with the historical development of our present understanding. We will explore the instruments and data collection techniques used by astronomers and learn how they can be applied to solve problems in other disciplines.

Prerequisites: None
Credits 4

NST1011: Astrobiology

NST1011 Astrobiology

4 Foundation Liberal Arts Credits

Introduction to the new science of astrobiology, study of the origin and evolution of life on Earth, and the search for microbial and intelligent life elsewhere in the Universe. Study of the information necessary to make estimates of the probability of extraterrestrial life, what characteristics it might have and how we might expect to communicate with it if it exists.

Prerequisites: None
Credits 4

NST1012: Science and Technology of Cooking

NST1012 Science and Technology of Cooking

4 Credits

This course is an introductory course using nutrition and cooking as the basis for exploring basic tenets of science. Using food and cooking as our lens, we will explore fundamental concepts in chemistry, biology, and physics. We will have class activities designed to explore these areas and their application to food, food preparation, food safety, and nutrition.

Prerequisites: None
Credits 4

NST1020: Science & Technology of Energy

NST1020 Science & Technology of Energy
4 Credits

As the world's current energy demand continues to rise, it is critical to understand the causes, impacts, and possible solutions to our current global energy crisis. This course will focus on the technologies associated with renewable forms of energy and their potential for future success.

Prerequisites: None
Credits 4

NST1030: Science & Technology of Electronics

NST1030 Science and Technology of Electronics
4 Foundation Liberal Arts Credits

Electronic devices transform the way people work and communicate. This course will focus on understanding the inner workings of those devices to provide a background on what they can and cannot do. We will also explore the impact of resource limitations on electronics, and how electronics can contribute to solving some resource issues.

Prerequisites: None
Credits 4

NST1040: Science of Biotechnology

NST1040 Science of Biotechnology
4 Foundation Liberal Arts Credits

This course will provide you with a broad review of the basic scientific concepts, ethical considerations, and practical applications of biotechnology in our daily lives. We will discuss the regulations, technologies, and methods used by academic research laboratories, agricultural and pharmaceutical industries, and forensic scientists. Through this course, you will gain a number of different perspectives on personalized medicine, stem cells, drug discovery, development, and regulation, food, and the environment, all of which are directly connected to human health and well-being. By the end of this course, you will recognize the importance of biotechnology in the world today and see multiple scales of its application from molecular to global levels. You will be able to compare and contrast the positive and negative contributions biotechnology has made to our lives and you will grasp its strengths and limitations as we move forward into the middle of the 21st century.
Credits 4

NST1052: Nat Sci & Tech 1

Credits 4

NST1053: Nat Sci & Tech 1

Credits 4

NST1060: Science & Technology of Oceans

NST1060 Science & Technology of Oceans
4 Credits

Over 70% of the globe is covered by ocean. Marine systems are a nexus of life – crucial sources of protein for human populations, reservoirs of minerals, and regulators of the global climate. However, human populations have increased demand for ocean resources in greater numbers than is ecologically sustainable. In addition, the ocean serves as a dumping ground for many types of waste, resulting in waters degraded by pollution. The objective of this course is to give you a basic understanding of the physical, biological, and chemical processes driving ocean fundamentals. In addition, we will examine how human demand on marine resources impacts ocean communities.

This course will stress the importance of the scientific method – both in principle and in practice. Extensive discussion of human environmental impacts on the ocean (e.g., climate change, marine pollution, overfishing) will enhance perspectives of self-awareness and ethical decision-making related to social, economic and environmental responsibility and sustainability (SEERS). Critical analysis is emphasized in class discussions, exam questions, lab reports, written assignments, and the group project. Assignments facilitate development of logical communication skills, appropriate use of graphs and tables, and organizing, synthesizing, evaluating and interpreting scientific information. Through lab and group activities, this course fosters team work and ability to work with others. International and multicultural perspectives are integral to the course, since the oceans influence on human populations is global, both directly on the coasts, and indirectly away from the coasts (via weather, climate, and seafood production).

Prerequisites: None
Credits 4

NST1070: Science & Technology of Environmental Health

NST1070 Science & Technology of Environmental Health
4 Credits

This course investigates the interaction between the spheres of natural science and human health. Human activities impact the global climate and the resultant climate change impacts human health, both directly and indirectly. This course focuses on the background of various global health issues and their links to climate using the scientific method and multiple data-driven activities to evaluate research questions. We will also evaluate the integrity of scientific data, assessing reliable sources of information with respect to transparency and scientific bias.

Specific topics covered in this course include the connections between global changes such as sea level and temperature rise with human impacts including increasing climate migration, spread of infectious disease, and threats to food security. We will also investigate connections between industrialized agricultural, fossil fuel use, and the deterioration of water and air quality. Finally, we address the prominent role of environmental racism in the human health and climate connection. In taking this course, students will gain a broader understanding about the long-term effects of their actions, both on themselves as individuals and on other global citizens, and recognize opportunities for individual and systemic changes that result in a more sustainable world.

Prerequisites: None
Credits 4

NST1080: Paradigms of Scientific Invest

NST1080 Paradigms of Scientific Invest
4 Foundations Liberal Arts Credits

A multidisciplinary examination of the principles of scientific research and routes to discovery with examples from the history of the subject from its Greek beginnings to modern times. The course will provide insight into the sources, motivations, and methods of approach utilized by the developers of modern science. Topics from biology, physics, and engineering will be used to discover how we unravel the mysteries of the natural world and address the question of how do we know what we know is true by critically examining how the science community has resolved conflicting interpretations of the natural world and analyzing the consequent paradigm shifts from previously accepted theories. These concepts will be applied to addressing societal challenges in developing a national science policy, why things go wrong and mitigating man-made disasters. Finally, the real-world utility of these concepts is applied to applications within an entrepreneurship context in terms of evaluating and managing technology ventures.

Prerequisites: None
Credits 4

NST1090: Science & Technology of Sports

NST1090 Science & Technology of Sports

4 NST1 Credits

From the first recorded event at the ancient Olympic Games in 760 BC to the present, humans have long been captivated by sports. Humans are competitive by nature, and while sports are thrilling to both watch and play, sports are also a powerful demonstration of science. Every sport from soccer to cricket, baseball to softball, football, swimming and track and field all involve a complex symphony of science, technology, engineering, and math. This course will explore the science that underlies sport, specifically incorporating the traditional scientific disciplines of anatomy and physiology, physics, psychology, biomechanics and math. We will explore the systems of the human body that make it possible for a pitcher to throw a baseball at 100 mph, a marathoner to run 26.2 miles in just under 2 hours or a figure skater to land a quadruple axle. We will explore how science contributes to the limits of human speed, strength and endurance. We have accumulated considerable amount of information that contributes to our understanding of health, the human body and human performance in relation to sport and exercise. We will explore a range of topics from the effects of exercise on heart rate, oxygen consumption, muscle function and fatigue, joint mechanics, metabolism and concussion. Importantly, we will put the concepts we learn in class into practice in the lab and on the field to test them and collect and use data to critically analyze athletic performance and the underlying scientific principles that define it.

Prerequisites: None
Credits 4

NST1200: Science Free Elec

Credits 4

NST1201: Science Free Elec

Credits 4

OIM2000: Digital Technologies for Entrepreneurs

OIM2000 Digital Technology for Entrepreneurs

(Formerly Technology and Business Innovation)

4 Intermediate Management Credits

This course introduces Babson's business students to foundational digital technology concepts, how this technology is used to capture, manage, and create value from data, and the significant role that technology and data play in new product, service, and process innovation.

Participants in the global workplace are increasingly expected to comfortably work with modern technology tools and data. Business leaders will further be expected to leverage the influx of new business models and opportunities as digital, physical, and biological spheres come together in exciting new ways. Related to these changes will be a continuous and ever-expanding deluge of data that needs to be managed, leveraged, and protected by all.

Being tech and data savvy will enable you to build stronger relationships with your customers, partners, and suppliers, and to increase your value in the workplace.

Prerequisites: FME1000
Credits 4

OIM2001: Technology Operations Management

OIM2001 Technology Operations Management

4 Credits

This course focuses on the processes and management systems required for entrepreneurial leaders and managers to successfully test and actualize business strategy. To be effective, leaders must accurately interpret customer value through new product development & service system design. They must create, manage and make investments to improve the conversion of resources into delivered value. Ultimately a venture's Operating Model must conform to the business's objectives and tightly link all activities tailored to its strategy such that the intent and the actions achieve the desired results in an ethical and sustainable manner.

The structure of this course builds the critical thinking skills and introduces the managerial methods needed to become entrepreneurial leaders and managers in all operating environments, independent of industry or scope. Students will discover how the design of operations impacts measured performance and affects customer satisfaction. The course further instructs how the digital modeling of expected results before action is taken leads to improved operational decisions.

Managing operations is vital to every type of organization, for it is only through effective and efficient utilization of resources that an organization can be successful in the long run. This is especially true in a globally-networked economy, when we see that significant competitive advantages accrue to those firms that manage their operations effectively. We define operations in the broadest sense, not confining the focus within the boundaries of the firm but defining the scope to the intentions and activities considered in the supply of goods and services from their conception to their consumption.

In the classroom, students will have case-based learning and hands-on experience to apply operating theories and managerial tools to make well-informed decisions. Students engage in project & group activity and assessment to help supplement individual learning throughout this course.

Prerequisites: FME1000
Credits 4

OIM2645: Modeling with Excel

OIM2645 Modeling with Excel
2 Advanced Liberal Arts Credits

Fluency in Excel is expected for both internships and nearly every job function for Babson graduates. This course aims to turn novice Excel users into intermediate/advanced users. Students will learn the core principles of robust model construction, data analysis and visualization and Pivot Tables. The primary emphasis is on building models that are highly readable to facilitate collaboration. Along the way students are exposed to a wide ranging set of built-in functions including financial, logical, reference and statistical functions. In addition to functions students are exposed to a number of Excel tools such as Goal Seek, Data Tables for sensitivity analysis and Table, Pivot Table and Conditional formatting for data analysis. You will master "clean modeling" techniques, such as using standardized cell coloring to clearly distinguish inputs from outputs, ensuring your work is professional and easily understood by collaborators.

The curriculum follows a rigorous, hands-on schedule that moves from basic modeling and logical functions to complex financial modeling. You will develop sophisticated realistic tools while being exposed to dozens of Excel's functions including SUMPRODUCT, XLOOKUP, INDEX, UNIQUE, PMT, FV, PV, NPV, SUMIFS and TEXT variations.

Prerequisites: None
Credits 2

OIM3501: Global Tech Innovation Lab

OIM3501 Global Tech Innovation Lab
4 Advanced Management Credits

Global Tech Innovation Lab is a learning-by-doing course where student teams are paired with students from universities around the world to identify and solve problems related to the development and implementation of digital, biotech, and health innovations in low- and middle-income settings. For our second offering of the course, students will be paired with students from Unifacisa Educação in Campina Grande, Brazil. Students are expected to travel to Brazil (tentative dates August 11-17, 2025).

Students will be assigned to a high priority project challenge from a healthcare-related organization in Brazil. Based on the challenge presented by the organization, students will use a combination of quality improvement and value sensitive design approaches. Quality Improvement (QI) is an iterative, continuous approach to enhance "the ability of a product or service to consistently meet or exceed customer requirements and expectations." Value Sensitive Design (VSD) is "a theoretically grounded approach to the design of technology that accounts for human values in a principled and comprehensive manner throughout the design process."

The students will be expected to interact with the partner organizations regularly to make progress. Students will be connected with alumni or other experts as they need additional project support. Student teams are assessed based on their teamwork, project progress, and completion of course readings and activities.

Prerequisites: (FME1000 and FME1001) or (EPS1000 and MOB1010)
Credits 4

OIM3503: Operations for Entrepreneurs

OIM3503 Operations for Entrepreneurs
4 Advanced Management Credits

This elective course will examine the real-world operational challenges and execution risks associated with getting a venture started and building a start-up operation from scratch. The class will include case-discussions, a semester-long project and guest speakers.

The course will provide students with a set of practical frameworks, decision-making techniques and business management tools that can be used in developing their operational processes and managing their operational resources in a start-up. During each session, the students will be exposed to a different operations-related concept which they will apply to their own start-up venture or to the operation of an existing local start-up in the semester-long project.

We will consider the operational challenges experienced by start-up ventures in a variety of industries. Case studies and class discussions will explore operations topics which are unique to start-ups including: Operational Business Models; Start-up Operation Metrics; How to Find a Supplier/Operations Partner; Product/Service Outsourcing Mistakes; Challenges in Achieving Product/Service Quality Control; How to select a Product/Service Distribution Channel; Managing Start-up Inventory; Challenges in meeting Product/Service Demand; Handling Market Uncertainty and Supply Uncertainty; Importance of Operational Flexibility; Bootstrapping Operational Costs; Operational Scalability.

Local entrepreneurs will serve as frequent guest speakers who can provide real-world insights on their own operational challenges, failures and success as they developed their ventures.

This course is an approved elective for the Operations management concentration.

Prerequisites: (SME2001 and SME2002) or permission of the instructor.
Credits 4

OIM3504: Social Innovation Design Studio

OIM3504 Social Innovation Design Studio: Innovating for the Future of Business and Society

4 Advanced Management Credits

This experiential studio course offers students a unique opportunity to integrate entrepreneurial leadership with social design and learn by doing as they create and implement solutions to some of the world's pressing challenges — in partnership with innovative client sponsors. Students work collaboratively in teams supported by faculty, mentors, lecturers and their own self-initiated research. Three sections guide learners through the process of self-discovery, understanding the landscape and potential of social design in business, and hands-on application of the process to a real-world challenge. The mindsets, skillsets and processes mastered will serve students in creating the future they want throughout their lives.

Prerequisites: (FME 1000 and FME1001) or (EPS1000 and MOB1010)

Credits 4

OIM3505: Industrial AI Innovation

OIM3505 Industrial AI Innovation

2 Advanced Elective Credits

This course explores the intersection of Artificial Intelligence (AI) and industrial operations, focusing on how AI-driven technologies are transforming manufacturing, heavy industry, infrastructure, and even space-based production. It delves into key concepts like digital manufacturing, automation, robotics, digital twins, augmented lean, Robotic Process Automation (RPA), the industrial metaverse, gigascale infrastructure, and Agentic AI, examining their practical applications and strategic implications, including industrial sustainability challenges. The course leverages Greater Boston's industrial technology ecosystem for site visits and experiential learning opportunities. A key element will be examining the "human-in-the-loop" aspects of industrial AI, recognizing the importance of human-machine collaboration. Students will also develop their own innovative applications of AI within an industrial context. As a whole, the course builds learning competencies in collaboration and entrepreneurial leadership, with an integrated sustainability perspective.

Prerequisites: None

Credits 2

OIM3507: Tech, Design & Sustainable Systems

OIM3507 Technology, Design and Entrepreneurship for Sustainable Systems

4 Advanced Elective Credits

Net zero, decarbonization, climate resilience, and circular economy are becoming strategic imperatives for businesses to design their business models for climate change and social impact. Nordic economies such as Denmark are ahead of much of the rest of the world in transitioning to a sustainable economy via experimentation and scaling of sustainability-oriented technologies and design of sustainable economic systems for energy transition, carbon neutrality, sustainable production, circular waste management, net zero emissions, and equitable mobility and urban infrastructure.

In Denmark a sustainable economic system is in progress, which is circular, unique, and aspirational. Danish economy operates with a harmonious and ethical relationship within socio-ecological systems. As we can learn from Danish and Nordic context, factoring in greenhouse gas emissions, waste, energy, materials into circular models requires novel applications of technology and design to create innovations at scale. We must also employ entrepreneurial thinking and action to build business models that are not only profitable but also acceptable for different agents in economy, society, and the environment. Danish companies are among global market leaders that are adapting to operate in sustainable economic systems and advance new economies like climate tech, circular economy.

In this course students will explore how technology, design, and entrepreneurship address challenges and opportunities in the design, development, and scaling of sustainable innovations from the perspective of systems thinking. They will gain knowledge and skills on fundamentals of systems analysis, finding strategic leverages, and circular innovation development and experimentation with Entrepreneurial Thought and Action® (ET&A) method. During the trip they will interact with business leaders engaged in sustainable transformation of key economic areas involving energy, life sciences, transportation, food, and industrial production. They will learn how these leaders have integrated sustainability in business strategy, tactics, and operations, and how they lead their organizations towards a sustainable future. Students will then apply their observations, learnings, and insights from their visit into creating entrepreneurial and sustainable business practices back in US.

Prior to leaving for Denmark, students will attend two

required pre-departure class sessions. These sessions are designed to provide socio-economic and cultural background about Denmark and Nordic countries. We will discuss how an ecosystem of institutions, infrastructure, and markets could build a sustainable and circular system with a systems analysis. They will employ ET&A for ideation and experimentation for circular innovation. They will go over the organizations and the Kalundborg symbiosis that we will visit in Denmark. In Denmark They will also visit historical sites to observe the cultural elements and mental models that build sustainable systems. Lastly, but not least, they will explore the beautiful city of Copenhagen and experience life in a sustainable city closely.

Credits 4

OIM3508: Foundations of Project Management

OIM3508 Foundations of Project Management
2 Advanced Management Credits

This course is an approved elective for the Operations Management concentration.

According to the Project Management Institute (PMI), there are nearly 250,000 open project management jobs each year across seven project-intensive industries: business services, construction, finance and insurance, information services, manufacturing, oil and gas, and utilities. As more work becomes project-based, projects grow in complexity, and clients demand accountability and efficiency, graduates with project management skills will be in increasingly high demand. In this course, you will learn foundational skills for leading cross functional teams using up-to-date PM best practices, methodologies, and tools. This course is applicable across career paths such as consulting, information technology, entrepreneurship, new product development and many others. Students will be exposed to both the technical and behavioral skills required to effectively lead project teams -- whether as an official "Project Manager" or an unofficial leader temporarily charged with leading a project implementation.

Foundations of Project Management focuses on what is often referred to as the traditional or "waterfall" approach to project management. Taught primarily via case study discussion, course content is consistent with PMP (Project Management Professional) certification principles. CIO magazine ranked the PMP as the top project management certification, as it demonstrates candidates have the specific skills and experience employers seek. This course satisfies 22 of the 23 educational hours required by PMI to apply for the junior-level PMP certification exam (known as the CAPM); the other hour was satisfied by the PM-related content in the SME prerequisites (below).

Foundations of Project Management makes an attractive future pairing with the "Foundations of Agile" course offering.

Prerequisites: SME2001 and SME2002 and SME2011 and SME2012
Credits 2

OIM3509: Project Management

OIM3509 Project Management
4 General Credits

Every great idea lives or dies by execution. Whether you're launching a start-up, scaling a new product, or driving change inside a global company, the ability to lead projects is the difference between bold vision and real impact. And right now, the world is hungry for talent: According to the Project Management Institute (PMI), the world will need nearly 30 million new project management professionals by 2035 to keep pace across industries from consulting and tech to finance and construction.

This course puts you in the driver's seat. You won't just study project management, you'll practice it! From day one, you'll take on real-world challenges: scoping opportunities, negotiating with tough stakeholders, building schedules in Smartsheet, managing risks, and pitching solutions to executives. You'll feel the pressure, navigate the conflicts, and see how emerging AI tools are changing the game.

By the end, you'll walk away with a portfolio of deliverables, a playbook for leading teams, and the many of the credentials to pursue PMI's CAPM certification. More importantly, you'll leave knowing how to make projects happen, anywhere your career takes you.

Prerequisites: (SME2001 or ACC2002) and (SME2002 or OIM2001) and (SME2011 or MKT2000) and SME2012 or OIM2000) or permission of the instructor.
Credits 4

OIM3510: Qual Systems, Des, Mgmt & Applications

OIM3510 Quality Systems, Design, Management and Applications

4 Advanced Elective Credits

How do great organizations consistently deliver high quality? This course explores how quality is designed, measured, and improved using Total Quality Management (TQM), Lean, and Six Sigma. Students develop in-demand quality and continuous improvement skills while preparing for the Lean Six Sigma Green Belt certification exam. Beyond theory, students analyze real processes, collect and interpret data, and work on real-world projects to apply continuous improvement methods to practical problems in business, healthcare, engineering, and service systems—building experience that directly translates to professional practice.

Prerequisites: OIM2001
Credits 4

OIM3517: Design Thinking & Problem Solving Business Impact

OIM3517 AI Driven Design Thinking: From Insight to Impact

4 Advanced Management Credits

This experiential learning course enables you to work directly with the senior management at Edible Arrangements. Edible Arrangements combines food, gifting, and emotion. The company transformed fresh fruit into a distinctive, giftable experience. Today, Edible is a digitally enabled, franchise-driven system focused on speed, consistency, and scale.

Students will have the opportunity to work on new product development across the company. Examples of current opportunities for innovation include supply chains, technology, and product innovation. Student projects will examine how Edible Arrangements can evolve gifting through AI, using four structured pathways to deliver research insights, creative concepts, functional prototypes, and go-to-market strategies.

Skills learned include practical approaches (such as project management) and business problem solving models as well as implementing the most current Human Centered Design frameworks enabled by generative AI (GenAI), crafting actionable insights and recommendations for Edible Arrangements. (GenAI) tools such as Copilot, Chat GPT and Claude are integrated throughout the experience to deepen insight, enhance creativity, and accelerate learning. This innovative, action-learning course gives you the opportunity to work with senior leaders at a very successful company leveraging Design Thinking, Problem-Solving, and AI tools for business impact. There will be a pitch competition at the end of the course.

For more information on this course [click here](#) for a video.

Prerequisites: FME1000 and FME1001 or EPS1000 and MOB1010
Credits 4

OIM3519: Simulation Modeling in Operations Management

OIM3519 Simulation Modeling in Operations Management

4 Advanced Management Credits

This course exposes students to simulation modeling techniques of various operational challenges. Simulations imitate realistic business environment and enable participants to explore the impact of their operational decisions. Decision making in simulation models enables decision makers to evaluate alternative decisions, before the changes are implemented in actual operations and prevents potentially costly mistakes. The real value of simulations is actually revealed after the decision is made, which is the critical component of this course.

In this course, students will first identify a problem, collect or analyze the data, formulate and validate the simulation model, and finally simulate alternative outcomes to recommend the appropriate decision. Once the decision is implemented in the model, the future condition of the business environment is randomly changed, and impact of the decision is analyzed and re-assessed. The analysis will use simulation model to evaluate and predict impact of the decision making on profit, society and environment, combined with regulatory and ethical considerations.

The course is composed of four independent simulation building modules, and a final project. Students will work in groups and individually to create four guided simulation models. Final project is a semester-long activity where students will have the opportunity to build simulation model in the field of their interest or chose from a list of topics proposed by Babson community. During the semester, students will spend approximately equal amount of time on advanced data analytics and operations management topics. The underlying principle of the course is to learn by experience, learn practical model building skills, and emphasis on the analysis of the simulation results, and the impact of various decision alternatives.

Prerequisites: (QTM1000 or AQM1000) and (SME2002 or OIM2001)
Credits 4

OIM3522: Sustainable Operations and Innovation

OIM3522 Sustainable Operations and Innovation
4 Advanced Management Credits

The purpose of this course is to provide an understanding of the concept of sustainability thinking and the practical process of sustainability-oriented innovations. Sustainability thinking challenges entrepreneurial leaders to enable the transition to a sustainable economic system, by identifying business opportunities and leading transformation of business culture. Students will learn about the systemic view of sustainability on how organizations can create social value while simultaneously delivering realistic economic returns: repurpose, stakeholder involvement, design & implementation of innovations and metrics development. Students will develop practical knowledge and skillset from design thinking and systems thinking as integral disciplines to manage human, financial, and other resources in innovations that transform businesses. Our goal is to provide the basis for a common language and understanding of the intersection between environmental/social issues and sustainability, innovation and entrepreneurship, business strategy, and organizational culture. Ultimately, students will develop their understanding of how to lead the transformation of a conventional business into a sustainable business.

The course is composed of four parts. The first part will give students an overview of the sustainability thinking and allied strategy and the tools for designing the process through which it happens: what dimensions and questions might be considered to evaluate and guide sustainability. Having identified both the challenges and tools associated with sustainability, the second part will make the case for making a product or service sustainable. The third part will shift the discussion to making an organization sustainable and characteristics of sustainability leaders. Finally, the fourth part will reflect on making your life sustainable. Students will explore how to apply ideas from the course to a more sustainable way of living.

Prerequisites: (SME2002 or OIM2001) or SUS1201
Credits 4

OIM3525: Enterprise 2.0 Building Social Networks

OIM3525 Enterprise 2.0: Building Social Networks to Improve Business Performance
4 Advanced Management Credits

Enterprise 2.0 is the term to describe organizations that use social media technologies (e.g., Facebook, Twitter, YouTube), strategies, and business practices that enable emergent collaboration. Many organizations are now interested in capturing, distributing and applying the knowledge of their employees for business benefit. Also, companies need to keep track of knowledge outside of their corporate walls, for example, understanding market trends and being aware of what customers are saying about their products. Ultimately, the goal of Enterprise 2.0 is to break down traditional information silos and allow employees and managers to tap into the right people and expertise when they need it.

In this course we will discuss the current state of the Enterprise 2.0 movement. We will also explore how social collaboration tools (often referred to as social media and Web 2.0) are being used by organizations to leverage the "wisdom of the crowds." Organizations are increasingly using tools such as blogs, wikis, social tagging, and social networking tools to achieve emergent collaboration and to break down information silos. Knowledge workers are also using social technologies to build their personal brand and personal network.

Student projects will emphasize a "hands-on" approach to understanding the latest social technologies. We will use social network analysis (SNA) software, a methodology to analyze the structure of social networks, or the people-to-people connections in organizations. SNA is an increasingly popular application used by both management consultants and internal organizational practices (e.g., knowledge management, IS, HR, R&D) to understand information flows and "influencers" inside and outside a company. Another project will have students create a social media campaign for an organization, including providing metrics on how to evaluate the success of the campaign. We will also experiment with mobile applications, such as location-based services (e.g., Foursquare, SCVNGR) on smartphones.

Prerequisites: FME1000 & FME1001
Credits 4

OIM3536: Scaling Lean Venture

OIM3536 Scaling Lean Ventures
4 Advanced Management Credits

How do you enable an organization to overcome the constraints and risks posed by the nascent & uncertain operating environment found in an entrepreneurial venture? Scaling Lean Ventures is a capstone course for Operations concentrators and elective course for others targeted to 3rd and 4th year undergraduate students with an interest in strategic operations in small to medium sized organizations.

The approach to the course is driven by Lean Principles of Management including “learn by doing”. The well-studied Toyota Production System serves us as the root file for many of these principles. Students will be assigned to a high priority project with an organization and will be expected to conceive & implement Lean Start-up principles to relieve the organization of a deeply embedded operating constraint on growth. This is not a consulting experience, but a learn-by-doing partnership for fourteen weeks. The students will be expected to be on site with the partner organizations regularly to make implementation progress.

In addition to their on-site time, the course will have an in-class component. During each in-class session, the students will be exposed to a new TPS concept and discuss how to implement it at their project. The students will also provide and receive feedback from their peers, instructors, and guest lecturers to gain insights on their implementation attempts to-date, thus better understanding their assigned problem and charting a path forward to success.

The partner organizations are from a wide variety of industries, including technology, consumer products, food, legal services, and socially-oriented manufacturing and service companies.

Prerequisites: FME and SME ; Juniors and Seniors status
Credits 4

OIM3545: Business Intelligence and Data Analytics

OIM3545 Business Intelligence and Data Analytics
4 Credits

This course is about how organizations, and their employees can successfully collect, evaluate and apply information to become better decision makers. It starts with basic concepts regarding business data needs and ends with hands-on experience using Business Intelligence (BI) tools. It takes a variety of experts to start and run a business – financial, operational, marketing, accounting, human relations, managerial, etc. Each knowledge base requires up-to-date information to plot strategy or keep it on track. Our ability to capture large volumes of data often outstrips our ability to evaluate and apply the data as management information. These are the challenges we will address in this course so that you can become an intelligent gatherer and user of data in your chosen field.

Prerequisites: SME2012 or OIM2000
Credits 4

OIM3560: Blockchain and Cryptocurrencies

OIM3560 Blockchain and Cryptocurrencies
4 Advanced Management Credits

This course is about an exciting new technology called the blockchain. The blockchain is the technology behind bitcoin and other forms of digital cash. In this course, you will learn about the algorithms and protocols that enable blockchain creation, the theory behind and the potential of cryptocurrencies, how blockchains are used to enforce smart contracts, and how many other blockchain applications work.

Prerequisites: None
Credits 4

OIM3565: Agile Experimentation

OIM3565 Agile Experimentation
4 Advanced Management Credits

Business leaders and entrepreneurs should be Agile digital experimenters, capable of innovating by combining available technologies and services into digital experiences. In this course, students will learn about Agile digital entrepreneurship and follow an Agile methodology to conceive and create an internet of things (IoT) solution with a clear value proposition.

Agile Experimentation (AgileEx) is an experiential course in which teams of students use agile methodologies to design and prototype viable innovations combining hardware and software elements. The course involves:

- Practicing Agile project management methodologies and software, and learning how to scale Agile environments from small startups to large organizations
- Designing and building IoT devices with sensors and actuators, and programming hardware (i.e., Arduino microcontrollers)
- Designing digital interfaces (e.g., interactions, app mockups, information flows) with software tools
- Running experiments and surveying customers to test hypotheses and improve the prototype
- Building an innovation that is a feasible and responsible market solution
- Presenting your work in a final pitch that showcases your prototype and its market viability
- Learning about emerging technologies

The course aims to train business graduates who are confident life-long learners of technology, can work in Agile environments, and can participate in the development of innovative and responsible technological solutions.

Prerequisites: SME2012
Credits 4

OIM3573: Supply Chain Management

OIM3573 Supply Chain Management
4 Advanced Management Credits

Supply chain management (SCM) is an integrated approach to managing the flow of goods/services, information and financials from the raw materials to the consumer (throughout the supply chain) to satisfy customers' expectations and achieve profitability. Demand Chain management (DCM) takes a more customer focused approach to SCM. This course is designed to provide undergraduate students with an integrated perspective of SCM & DCM to develop the capability to analyze current supply chain operations, to reconfigure the structure of supply chain, and to develop competitive supply chains. Students will identify major barrier to effective supply and demand chain management, recognize best practices in supply and demand chain management, and assess the effect of advanced technologies on supply chain implementation.

Prerequisites: (SME2001 or ACC2002) and (SME2002 or OIM2001)
Credits 4

OIM3578: Integrated Product Design

OIM3578 Integrated Product Design
4 Advanced Management Credits

You will work with industrial design students from the Massachusetts College of Art and Design (in Boston) and engineering students from Olin College of Engineering to develop new products through projects that are student-generated. Students learn first-hand about the techniques and contributions different disciplines bring to product design and practice collaboration common in professional design settings. This course provides valuable multidisciplinary preparation for students interested to work in innovation projects in established firms or develop and launch their own consumer products. Class will be held once a week and rotate between all three campuses.

Interested Wellesley students should cross-register in this course at Olin under ENGR3250.

Prerequisites: (SME2001 and SME2002) and EPS4515 or EPS4527 or DES3600

Students must have completed ONE (1) of the following courses.

Students who have completed a course from Olin College, from the prerequisite course list, must contact the Registrar for a Pre-Requisite Waiver.

ENGR 2250 (Olin College) User-oriented Collaborative Design
ENGR 1200 (Olin College) Design Nature
ENGR 2199 (Olin College) Engineering for Humanity
ENGR 3220 (Olin College) Human Factors and Interface Design
Credits 4

OIM3580: Artificial Intelligence in Business

OIM3580 Artificial Intelligence in Business
4 Advanced Management Credits

This elective is intended to introduce you to a variety of different types of artificial intelligence and to many of the issues involved in their business application. We will cover a variety of AI tools, from machine learning to natural language processing to "deep learning." We will learn about both the functions performed by these technologies and the business issues they generate - including the roles to be performed by humans in organizations of the future.

Some introductory material is provided by online videos on AI in general. We will have several external experts as guest speakers during sessions. No programming or detailed technology background is required, although you should be interested in new technology and will need to study materials about how AI works.

The objective is to equip you to be a manager or professional who makes use of this technology, not a developer of it—or a translator of business requirements to professional data scientists. The course is also intended to encourage some students to go on for more technical training in AI. Specific learning objectives are listed for each session.

Prerequisites: SME2012
Credits 4

OIM3600: Computational Thinking with Python

OIM3600 Computational Thinking with Python

4 Advanced Liberal Arts Credits

This course is designed for business students who want to gain a strong foundation in computer science while learning how to think computationally to solve real-world problems. Emphasizing learning how to learn, the course focuses on developing the skills needed to acquire new programming knowledge independently and apply it effectively in business contexts.

Students will learn Python as the primary programming language and become familiar with Git and GitHub for version control and collaborative development. The course emphasizes computational thinking, problem-solving strategies, and the practical application of programming concepts rather than rote memorization of syntax.

Throughout the semester, students will engage in ungraded exercises, four progressively challenging graded labs culminating in an equity portfolio management system, six quizzes, and a final exam. Classroom participation is essential, as students will present solutions, discuss approaches, and collaborate to deepen their understanding.

By the end of the course, students will be proficient in Python and version control, and able to apply computational thinking and programming skills to analyze business problems, design solutions, and implement them effectively. This course prepares students to confidently tackle complex business challenges with a computational mindset.

Prerequisites: (FME 1000 or EPS 1000) and (FME 1001 or MOB 1010)
Credits 4

OIM3601: Societal Impacts of AI

OIM 3601: Societal Impacts of AI

4 advanced credits

The AI and Societal Impact course is a foundational and non-technical course in AI. It

covers the foundations of AI and the different domains of society and business that AI

impacts. The course also describes the historical perspective of technology adoption and

compares it with the current trajectory of AI (viewed as a disruptive technology). The

course further delves into societal equity implications for AI, such as bias and

discrimination, its effect on jobs, wages, and skills, as well as accessibility and inclusion.

The last part of the course addresses the impact of AI on privacy and security. The

course concludes with a discussion on human-AI interactions and the design of AI-based

systems based on technological and ethical implications.

At the completion of this course, students will be able to:

- Define key terms and differentiate between technological capabilities of AI and its limitations.

- Identify the different domains and how AI may impact each domain.

- Understand the challenges in terms of AI's impact on social equity and the future of employment.

- Create a logical design of AI systems considering AI's impact on media, culture, and its ethical use.

Prerequisites: OIM 2000
Credits 4

OIM3610: The Mobile App

OIM3610 The Mobile App
2 Advanced Liberal Arts Credits

Have you ever considered building a mobile app as an entrepreneurial venture or for a firm you hope to work for? Do you have an app idea that you would like to develop further? Are you interested in honing your skills in design thinking, agile methodology and other modern-day approaches to project management and development? Do you want to better understand what it takes to successfully move an application from idea to market? If you answered "yes" to any of these questions, this course is for you!

This project-based course will guide you and your team through the process of developing and honing a mobile application idea, assessing the feasibility and viability of that idea, prototyping your app, entering into a successful development relationship, packaging your app for commercial distribution and marketing your app.

During each session, you will learn about your next project step. You will then apply the learnings both inside and outside of class to advance your project.

You will begin your project with a design thinking exercise. You will then move through your project applying agile principles. We conclude the course with "app pitches" to get some feedback on your application.

Prerequisites: OIM2000
Credits 2

OIM3615: Creating Tech-Savvy Entrepreneurs

This course will take place for 4 1/2 days over Spring Break. Exact days and times TBA

OIM3615 Creating Tech-Savvy Entrepreneurs: A Tech Entrepreneurship Boot Camp
2 Advanced Liberal Arts Credits

The objective of this boot camp is to create an environment for entrepreneurs learn about the role of technology in entrepreneurial endeavors. The role of technology, specifically, information technology, in the context of entrepreneurship is two-fold. On one side, technology is necessary for the management and execution of the venture. On the other hand, technology may be the very focus of the entrepreneurial venture. For both cases, we believe that entrepreneurs need exposure to the foundational concepts of building a technology product. The boot camp is hence designed to cover such foundation concepts including design thinking, agile management, and code development. The boot camp will help entrepreneurs develop an appreciation for these foundational concepts as well as understand how to leverage these concepts for entrepreneurial success.

Prerequisites: None
Credits 2

OIM3620: Cybersecurity

OIM3620 Cybersecurity
4 Advanced Liberal Arts Credits

Teaches students the relevance of purpose to and means behind establishing higher security levels for computers and associated networks. The nature of various security breaches including hacker attacks, email worms and computer viruses are explored. Management's responses including policy and procedure creation, risk management assessment and personnel training program design among others are examined. The tools of both security violators and protectors are explored. This course probes deeply into technical aspects of the hardware and software required to support computer networks. The course uses a combination of readings, case studies, class discussion and guest speakers for learning.

Prerequisites: (SME2012 or OIM2000) and (QTM1000 or AQM1000)
Credits 4

OIM3635: UI/UX Design Web and App Development

OIM3635 UI/UX Design for Web and App Development
2 Advanced Liberal Arts Credits

OIM3635 takes a deep dive into user interface design for web-based projects, apps and sites. Students will learn the key aspects of what makes a solid and usable interface on the desktop, a tablet and a mobile device.

This course will explore advanced techniques in cascading style sheets (CSS), as well as leverage JavaScript libraries such as jQuery. As part of the course, students will learn about the principles of design, how they relate to solid interface design, and the importance of the UI as it relates to generating and maintaining your business. The course will also introduce the concepts and tools to make working prototypes and wireframes using tools like Balsamiq and Lucidchart. This course will underscore the importance of UI for all types of web-based projects, looking at theory as well as taking a hands-on approach. It is designed for those that are interested in taking web-based projects to the next level as well as those that are interested in how the choices you make as a designer can affect your business.

Prerequisites: MIS3690 or MIS3640
Credits 2

OIM3640: Data Analytics with Python and AI

OIM3640 Data Analytics with Python and AI
4 Advanced Liberal Arts Credits

This course introduces applied data analytics as a practical approach to business problem solving in the age of AI. Building on prior Python experience, students use Python and AI-assisted tools to explore data, test assumptions, and translate analytical results into business-relevant insights. The course emphasizes problem formulation, interpretation of outputs, and decision making, with particular attention to evaluating the reliability and limitations of AI-generated analyses. Through hands-on, project-based work, students learn when analytics can meaningfully inform business decisions and when human judgment, contextual knowledge, or caution is required, preparing them to be thoughtful and responsible users of data analytics in modern business environments.

Prerequisite: OIM 2000 and AQM 1000 and basic Python programming experience is preferred

Credits 4

OIM3641: AI Driven App Development

OIM3641 AI Driven APP Development

4 Advanced Elective Credits

Overview:

This course is designed for ambitious business students and aspiring entrepreneurs interested in moving beyond basic concepts in programming to explore launching AI-driven products. We treat Generative AI as a fundamental business tool, focusing on value creation and market delivery. Instead of deep theoretical computer science, we concentrate on the practical architecture, the rapid prototyping process, and the critical steps needed to transition a working script into a robust, deployable, and scalable application.

You will learn to develop AI systems that deliver tangible business value, grounded in your in team derived proprietary ideas. By the end of this course, you will have a production-ready application and the skills to iterate and adapt it to market demand.

Concepts Covered Include:

Product Ideation

- Learn common frameworks for generating new product or feature ideas
- Use storyboarding techniques to explain your idea to an audience
- Learn how to use unified modeling language (UML) to clearly define, and keep your team talking about the same product

Vibe Coding for Rapid Prototyping

Every great AI product starts with a functional prototype. Vibe Coding enables entrepreneurs to start working with and iterating through versions of a product in hours or days instead of weeks or months. We focus on function-first development to quickly validate a product idea and gather early user feedback for refinement.

- Speed-to-Market: Focus on core functionality using streamlined Python code to dramatically accelerate your development cycles and minimize costs before market validation.
- Interactive Design: Use Streamlit—a powerful Python framework—to instantly turn data scripts and LLM outputs into professional grade, interactive web applications and dashboards, bypassing the need for complex front-end development.

Advanced Python Development

Building successful products requires more than just core LLM logic; it requires professional-grade development habits and tools.

- Explore the basics and rationale of Object Oriented Programming (OOP)
- Use Python with a virtual environment tool to isolate project dependencies, prevent dependency conflicts, and ensure your application runs identically across different developer machines and deployments
- Learn version control with Git workflows for collaborative development, allowing you to track changes and roll back errors safely—a requirement for any professional software project.
- Integrate cutting-edge, AI-powered IDE extensions (like code completion and generative code assistants) into your workflow to dramatically increase development speed and reduce the time spent debugging boilerplate code. This is the future of entrepreneurial coding.

Building Custom LLM Solutions (RAG)

General-purpose LLMs are powerful, but high-value, enterprise-grade solutions require specialized knowledge. You will master the Retrieval-Augmented Generation (RAG) architecture, the industry standard for creating reliable, grounded or context driven AI applications.

- Proprietary Intelligence: Learn how to connect LLMs to internal documents, databases, or knowledge bases, ensuring your AI product provides answers that are relevant, accurate, and unique. Since your data is never shared with a public LLM, IP remains proprietary.
- Data Pipeline: Understand the foundational data frameworks (like LlamaIndex) that manage complex data ingestion, indexing, and retrieval, turning unstructured text into a searchable asset for the LLM.

Advanced NLP for Business Insight

Beyond simple text generation, this module dives into advanced techniques for understanding and classifying user input and complex data—critical for automating business processes.

- Hugging Face Ecosystem: Leverage the industry-leading Hugging Face Transformers library and its PyTorch backend. You'll use this toolkit to quickly access and deploy cutting-edge, pre-trained models.
- Zero-Shot Classification (ZSC): Learn to classify customer feedback, support tickets, or market sentiment into categories without needing extensive, time-consuming labeling. ZSC is a massive accelerant for building immediate-value business systems, allowing you to instantly categorize and route new data streams.

Code Robustness and Refactoring to Production-Grade

The biggest differentiator between a hobby project and a funded startup is code resilience. This module ensures your application doesn't fail under pressure, protecting your user experience and reputation.

- Elegant Error Handling: Implement robust Python error handling (try...except patterns) to gracefully manage common points of failure, such as missing API keys, failed data loads, or external API timeouts. This provides actionable feedback to the user, not just a crash.
- Refactoring for Scale: Learn the essential process of Refactoring, moving your Vibe Code (temporary structures and hardcoding) into permanent, generalized functions and class abstractions. We will leverage Streamlit's built-in caching and error display tools to create a stable, responsive and reliable user experience.

Prerequisites: None

Credits 4

OIM3650: UI/UX Design for Web and App Development

OIM3650 UI/UX Design for Web and App Development

4 Advanced Liberal Arts Credits

If you want to become a designer, or if you want to improve your coding and development skills, this course is for you. You will learn how to use Figma and other tools to prototype your designs and experiment with AI to boost your productivity. You will also learn how to make better decisions for your websites, mobile apps, and more. OIM3650 is a 14-week course that focuses on user interface design for web-based projects, apps, and sites. You will learn how to design responsive and user-friendly interfaces using advanced CSS techniques and JavaScript frameworks and libraries such as Bootstrap. You will also learn about the key principles of design that guide good interface design, the role of UI in your business success, and the difference between user interface design and user experience (UX). You will gain hands-on experience using tools like Photoshop and Adobe XD to create wireframes and prototypes and take a deep dive into how to use Figma for prototyping. You will also try the latest AI methods for rapid prototyping. This course will teach you both theory and practice of UI for all kinds of web-based projects. It is suitable for those who want to understand how design choices affect their business, and those who want to enhance their web-based projects.

For more information about this course, please review this video: <https://babson.instructuremedia.com/embed/693ca0f0-1836-4477-9e57-1acb9c65dc62>

Prerequisite: OIM3690 or experience in HTML and CSS
Credits 4

OIM3690: Web Development with AI

OIM3690 Web Development with AI

4 Advanced Liberal Arts Elective Credits

This course prepares students to build web products in the AI era by focusing on how to collaborate effectively with AI tools rather than memorizing syntax. From the first day, students use AI to generate complete websites and progressively learn to understand, evaluate, modify, and improve AI-generated code. Core web technologies including HTML, CSS, and JavaScript are introduced as essential concepts for guiding AI systems and making informed design and technical decisions. Through a single evolving project, students experience the full lifecycle of modern web development, from AI-assisted prototyping and iterative refinement to version control, deployment, and ongoing improvement in real-world web environments. By the end of the course, students will be able to use AI responsibly to build and maintain web applications while retaining the conceptual understanding needed to debug issues, assess tradeoffs, and shape AI-generated solutions to meet real product goals.

Prerequisites: SME2012 or OIM2000
Credits 4

OIM4520: Leading Innovation: at Gorillas, Chimps & Monkeys

OIM4520 Leading Innovation: At Gorillas, Chimps and Monkeys

(Formerly Innovation Dynamics & Disruption)
2 Advanced Management Credits

IBM was the largest firm (a Gorilla) in the mainframe computer industry. However, a startup (a Monkey) called Digital Equipment Corporation (DEC) came and displaced IBM in the next generation of products called mini-computers. Then, another Monkey called Apple created an entirely new personal computer industry. IBM, the Gorilla, was fast becoming obsolete. Yet, IBM avoided disruption by also entering the PC industry in 1981 and then dominating it. However, by the early 1990s, many more Monkeys and Gorillas - Compaq, Dell, HP, and others - entered the PC industry with lower prices and more profitable business models. In 1993, IBM posted the then-biggest loss in history of corporate America - \$8 billion. The game between Gorillas, Chimps and Monkeys is never ending and the dynamics of competition and innovation between them changes the world that we live in. This course goes deep into: (1) How Monkeys can beat Gorillas. (2) How Gorillas will fight back. (3) How Chimps can succeed in the middle. (4) How entrepreneurial leaders navigate uncertainty and lead change. (5) How innovation can change the dynamics of competition.

Prerequisites: (FME 1000 or EPS 1000) and (FME 1001 or MOB 1010) and ACC 1000
Credits 2

OIM5550: Operations Management Credit

Credits 0

OIM5551: Operations Management Credit

Credits 0

OIM5552: Operations Management Credit

Credits 0

OIM5650: Info Syst Elective

Credits 0

OIM5651: Information Systems Credit

Credits 0

OIM5652: Info Syst Elective

Credits 0

OIM5653: Information Sys Cred

Credits 0

OIM5654: Information Sys Cred

Credits 0

OLN1201: Olin Cross Listed Sus1201

Credits 0

OLN3581: Olin Cross Listed Mob3581

Credits 0

PHL4609: Techne LogOS and the Future of Humankind

PHL4609 Techne Logos and the Future of Humankind

(Formerly Technology, Nature and Values)
4 Advanced Liberal Arts Credits

This seminar will explore philosophical problems related to technology. Human life would be unthinkable without technology, but many don't stop to think about what technology is. The word techne comes from the Greek word for skill, craft, or technique. Logos refers to reason and logic. Seen this way, technology is a crafting or making-centered way of viewing reality, specifically as it relates to tools and their creation. Yet technology is so much more, as it gives us the power to alter our genes, explore deep space, communicate across time, and destroy life on planet earth as we know it. Philosophical debates about technology raise ethical, epistemological, and existential questions that should be on all our minds because they prompt reflection on our future as a species. This semester we will study some of these and explore our responsibilities for the awesome potential of techne-logos.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

PHO1100: Photography

PHO1100 Photography

4 Free Elective Credits

Introduction to Digital & Darkroom Photography is an art course designed to explore visual ideas and concepts about photography as an expressive art medium. Content in a picture and its emotional and aesthetic value is of paramount importance and one of the most essential communicative tools of our era. This course will introduce students to the fundamentals of photography with an objective to master the manual camera operating modes, compositional elements, light, color, and black and white imaging. We will learn digital software editing applications and digital printing using Adobe Photoshop software programs. In addition, we will also learn the art and craft of the traditional darkroom using 35mm film cameras and wet-lab printing. Digital workflow terminology and digital printing will be explored in the first part of the term followed by darkroom techniques in the second segment of our class. This foundation course will form the basis of further studies within photography while emphasizing the rich cultural and historical vocabulary associated with this time and narrative based medium.

Note: Babson Photography program has 35mm film cameras and lenses to check out but only a limited number of digital fully manual cameras on reserve. Students are responsible for providing their own digital camera, film and printing papers. You will have 24/7 access to both the digital and darkroom labs.

Prerequisites: None
Credits 4

PHO1600: Photography

PHO1600 Photography

4 Free Elective Credits

****PHO 1100 is equivalent to PHO 1600. Students who took PHO 1100 cannot register for PHO 1600****

Introduction to Digital & Darkroom Photography is an art course designed to explore visual ideas and concepts about photography as an expressive art medium. Content in a picture and its emotional and aesthetic value is of paramount importance and one of the most essential communicative tools of our era. This course will introduce students to the fundamentals of photography with an objective to master the manual camera operating modes, compositional elements, light, color, and black and white imaging. We will learn digital software editing applications and digital printing using Adobe Photoshop software programs. In addition, we will also learn the art and craft of the traditional darkroom using 35mm film cameras and wet-lab printing. Digital workflow terminology and digital printing will be explored in the first part of the term followed by darkroom techniques in the second segment of our class. This foundation course will form the basis of further studies within photography while emphasizing the rich cultural and historical vocabulary associated with this time and narrative based medium.

Note: Babson Photography program has 35mm film cameras and lenses to check out but only a limited number of digital fully manual cameras on reserve. Students are responsible for providing their own digital camera, film and printing papers. You will have 24/7 access to both the digital and darkroom labs.

Prerequisites: None
Credits 4

POL4601: Africa Rising?

POL4601 Africa Rising?

4 Advanced Liberal Arts Credits

This interdisciplinary course on contemporary Africa examines political, economic and social developments in the context of the now common mantra "Africa Rising." It takes a historical look at Africa's relations with global development actors and how these have impacted individual states and the entire continent. It includes a comparative analysis of Africa's partnership(s) with the different regions of the world (broadly categorized into East and West, Global South and Global North) and time spans (broadly grouped into colonial and post-colonial). It also examines processes, actors, events and partnerships within independent Africa and how they have contributed to the present state of the continent, which observers have described as rising. The course interrogates this observation. How truly is "Africa rising"? What is the cost of the rise? What does it mean for individuals, states and the entire continent? Why/ how does it matter? The course focuses on these (and other important) questions, considering examples from various sectors, events, countries, bilateral and multilateral arrangements with African states and in relation to the rest of the world. It uses a variety of materials including texts, news and journal articles, as well as electronic and internet-based resources.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)

Credits 4

POL4606: Ancient Athens&birth of Political Thought

POL 4606: Ancient Athens and the Birth of Political Thought

4 advance liberal arts credits

Pericles famously called Athens the "school of Hellas," emphasizing the city's role as a leader in the Greek world and a hub of art, knowledge, and innovation. This study abroad class in Athens (and beyond) will explore the political thought of ancient Greece through an examination of key texts, archaeological sites, historical monuments, and theatrical performances. Students will engage with the ideas of Athenian philosophers and political leaders, including Plato, Aristotle, and Pericles, and will learn about the development of democracy and empire in Athens. The class will also take day trips to other sites within Greece, including Delphi, Epidauros, Olympia, as well as the mines at Laurion, Mycenae, and Olympia. We will attend a theatrical performance in ancient Greek (with supertitles in English) at the ancient theater of Epidauros and take a day trip to Aegina, an island known for its ancient sites — and beautiful beaches! Through a combination of guided tours, lectures, and discussions, students will gain an understanding of the ancient Greek political system and the philosophers who shaped it. Readings, discussions, and writing assignments will be assigned to provide context and background for the sites visited and to help students to develop critical thinking skills and an understanding of the historical, cultural, and political themes that are explored during the tour.

Credits 4

POL4630: Critical Race Studies

POL4630 Critical Race Studies
4 Advanced Liberal Arts Credits

This course aims to provide an in-depth understanding of race and ethnicity from a sociological perspective. Together, we will examine our previously held beliefs surrounding racial and ethnic categorization, address the historical construction of race and racism as phenomena, and explore the enduring impact that such categories have had on our present and future. Attention will be paid to patterns of migration and dispossession, historical narratives establishing and reinforcing racial differences, and the theoretical bases of such perspectives. We will address questions such as: Why do racial and ethnic categories exist? How do we understand identities beyond a Black-White racial binary? This course will conclude with an overview of ongoing efforts to mitigate the significance of racial and ethnic hierarchies, and perhaps, as a class, we will imagine an alternative future. Readings will make up the bulk of assigned material, in addition to films, videos, and podcasts. I aim to cultivate a learning environment that is supportive yet intellectually challenging.

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)
Credits 4

POR1200: Portuguese Foundation Credit

Credits 4

POR5650: Portuguese Credit

Credits 0

POR5651: Portuguese Credit

Credits 0

PRF1120: Theater Production Workshop

PRF1120 Theater Production Workshop
2 Free Elective Credits

This course will center on a major collaborative project undertaken jointly by all enrolled students (as well as some students involved in an extra-curricular capacity): the rehearsal and performance of a full-length play. In the professional theater world, every production is a considerable undertaking, requiring deep collaboration among a diverse ensemble, each bringing distinctive expertise to the project. Creating a theater production is not only a rigorous intellectual and aesthetic undertaking but also one that demands the development of leadership and collaboration skills. Whether you intend to pursue a career in the arts or not, the core skills developed through this experience will be highly relevant to any professional path.

Prerequisites: None
Credits 2

PRF1200: Acting Workshop

PRF1200 Acting Workshop

2 Free Elective Credits

This course will introduce the methods and tools required for stage performance. Through various exercises, games, improvisation, and assignments you will create characters, gain an understanding of theatre terminology, and attempt to find not only meaning but also the performance potential of dramatic literature. Most importantly, you will develop the confidence to approach the craft of acting with the discipline and rigor required for compelling performance.

The art of acting not only requires you to call upon knowledge in history, languages, and literature but also to understand your capabilities physically and vocally. The lessons you will learn this semester in active listening, characterization, vocal capabilities (resonance, range, enunciation, and delivery), collaboration, and bodily awareness are some that you can use in any career and in any field.

Prerequisites: none
Credits 2

PRF1620: Theater Production Workshop

PRF1620 Theater Production Workshop
2 Free Elective Credits

****PRF 1120 is equivalent to PRF 1620. Students who took PRF 1120 cannot register for PRF 1620****

This course will center on a major collaborative project undertaken jointly by all enrolled students (as well as some students involved in an extra-curricular capacity): the rehearsal and performance of a full-length play. In the professional theater world, every production is a considerable undertaking, requiring deep collaboration among a diverse ensemble, each bringing distinctive expertise to the project. Creating a theater production is not only a rigorous intellectual and aesthetic undertaking but also one that demands the development of leadership and collaboration skills. Whether you intend to pursue a career in the arts or not, the core skills developed through this experience will be highly relevant to any professional path.

Prerequisites: None
Credits 2

QTM1200: Qtm Elective

Credits 4

QTM1201: Qtm Elective

Credits 4

QTM1203: Qtm Elective

Credits 4

QTM2000: Case Studies in Business Analytics

QTM2000 Case Studies in Business Analytics
4 Intermediate Liberal Arts Credits

This course builds on the modeling skills acquired in the QTM core with special emphasis on case studies in Business Analytics – the science of iterative exploration of data that can be used to gain insights and optimize business processes. Data visualization and predictive analytics techniques are used to investigate the relationships between items of interest to improve the understanding of complex managerial models with sometimes large data sets to aid decision-making. These techniques and methods are introduced with widely used commercial statistical packages for data mining and predictive analytics, in the context of real-world applications from diverse business areas such as marketing, finance, and operations. Students will gain exposure to a variety of software packages, including R, the most popular open-source package used by analytics practitioners around the world. Topics covered include advanced methods for data visualization, logistic regression, decision tree learning methods, clustering, and association rules. Case studies draw on examples ranging from database marketing to financial forecasting. This course satisfies one of the core requirements towards the new Business Analytics concentration. It may also be used as an advanced liberal arts elective or an elective in the Quantitative Methods or Statistical Modeling concentrations.

Prerequisites: QTM1010 (or QTM2420)
Credits 4

QTM2600: Linear Algebra

QTM2600 Linear Algebra

4 Advanced Liberal Arts Credits

Linear Algebra provides the mathematical background for modern applications in statistics and data science. In this course we study linear algebra beginning with the classic but still essential application of solving systems of linear equations. We use this as an entry to think of the properties of high dimensional spaces, and the relationships between those spaces. Students will learn how to compute with matrices and see their application to diverse areas such as cryptography, image recognition, page rank in computer searches and establishing fair ranking and voting systems.

Prerequisites: AQM2000
Credits 4

QTM2622: Sports Application of Mathematics

QTM2622 Sports Applications of Mathematics
4 Advanced Liberal Arts Credits

Mathematicians and statisticians are playing an increasing role in shaping how athletic contests are played and how they are judged. This course examines some of the underlying quantitative principles that are routinely used. Students will apply some statistical techniques (expectations, probability and risk/reward judgments) and some that are deterministic (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 athletes, trainers, administrators and fans.

Prerequisites: AQM2000
Credits 4

QTM2623: Programming with R for Business Analytic

QTM2623 Programming with R for Business Analytics
4 Credits

This course provides experience in developing, testing, and implementing business analytics software using the R language. R has become the leading tool for analytics software design, statistical computing, and graphics. The language is greatly enhanced by numerous open-source contributed packages and textbooks submitted by users, and it is used almost exclusively in most of the leading-edge analytics applications, such as statistical analysis and data mining. No prior programming experience is assumed. Students will become proficient in programming in the R language with datasets of all kinds with an emphasis on statistical exploration, data mining, graphics, and advanced programming concepts. The course will be case-oriented. The intent is to further enhance the learning experience from other analytics courses, such as QTM2000.

Prerequisites: QTM2000 or permission from the instructor
Credits 4

QTM3600: Data Science Field Project

QTM3600 Data Science Field Project

4 Advanced Liberal Arts Credits

The course will provide students with the opportunity to reinforce their skills in data science, including but not limited to data acquisition, data preparation/wrangling, exploratory data analysis/visualization, model building, testing, presentation, and deployment by coaching them through a real-world, data-intensive project. The course will consist of two main components:

- A structured curriculum designed to enhance students' data science and analytics skills for implementing analytical projects and effectively communicating their results to management and other stakeholders;
- A consulting project in which student teams will be tasked with solving a real-world problem presented by an external organization or partner, utilizing techniques and methodologies from data science and analytics. Under the supervision of the instructor, student teams will work on the assigned problem throughout the semester, communicating with the external organization/partner during the project and presenting their results periodically throughout the project. Despite being a group project, the workload will demand each student to dedicate significantly more time to the course compared to AQM courses that do not involve work with an external organization/partner.

This course satisfies the Advanced Experiential learning requirement through an extensive project involving an external organization/partner.

Prerequisites: AQM2000 (QTM 2000 in the older curriculum)
Credits 4

QTM3601: Deep Learning in Business

QTM3601 Deep Learning in Business

4 Advanced Liberal Arts Credits

This course is dedicated to learning a type of artificial intelligence through building neural network models that mimic the human brain to solve complex business problems, which involves a variety of data types like text, image, sequential, etc. The course will build on analytical concepts learned from the AQM2000 (Predictive Business Analytics) course and introduce other unsupervised and self-supervised machine learning concepts in types of neural networks, natural language processes, and reinforcement learning. Each concept contains topics like model building and parameter tuning through optimization, regularization, etc. These advanced topics will be discussed in the context of practical real-world applications such as prediction, classification, image recognition, text analysis, gaming, etc. The implementation of the introduced topics will be carried out in Python programming language.

Prerequisites: AQM 2000
Credits 4

QTM3602: Applied Calculus for Business Analytics

QTM3602 Applied Calculus for Business Analytics

4 Advanced Liberal Arts Credits

This course will help prepare Babson students who intend to pursue graduate degrees in data science, analytics, quantitative finance and other technical fields. This course builds the mathematical and logical foundation for advanced study in business and economics. Students review essential concepts from single-variable algebra, analytic geometry, and introductory calculus, then extend these ideas to selected topics from multivariable calculus and linear algebra most relevant to economic and business analysis. Emphasis is placed on understanding rates of change, optimization, and game theory, and on applying these concepts to real-world modeling and decision-making. Computational tools are integrated throughout to model data, analyze outcomes, and support evidence-based business strategies.

Prerequisites: AQM 1000 and AQM 2000
Credits 4

QTM3605: Quant Analysis of Structural Injustice

QTM3605 Quantitative Analysis of Structural Injustice
4 Advanced Liberal Arts Credits

This course provides a survey of current quantitative methods for analyzing structural disparities. Using philosophies from interdisciplinary fields, we follow examples from education, housing, and other topics to document the direction and size of social and economic disparities. The course begins with a discussion on the philosophies of major data issues. We then learn to analyze disparities using a wide range of data types – spatial, panel, experimental, and observational – through the use of raw, real-world data sets. Discussions will center on biases resulting from data, models, and algorithms. The course uses R and QGIS. Prior to enrolling, students should have a foundation in regression analysis

Prerequisites: AQM2000
Credits 4

QTM3610: Applied Multivariate Statistics

QTM3610 Applied Multivariate Statistics

(Formerly QTM2610)
4 Advanced Liberal Arts Credits

This course extends the modeling tools presented in prior statistics courses and focuses on the application and validation of models developed using real data in the context of finance, economics, and marketing research. Examples of applications include modeling the impact of advertising on sales, admission yields for business schools, patterns of voting behavior and a variety of survey data. This course focuses on implementing data analysis techniques using a statistical software package and interpreting the results in a decision-making environment. Emphasis is placed on understanding the limitations of modeling approaches, as well as the diversity of potential applications in business.

Prerequisites: AQM2000
Credits 4

QTM3615: Time Series and Forecasting

QTM3615 Time Series and Forecasting
4 Advanced Liberal Arts Credits

This course is about the analysis of time series data in the context of various real-life forecasting situations pertaining to business and non-business areas, such as sales, banking, healthcare, sports, and global warming. The objectives of the course are: to provide practical experience with time series data to predict future outcomes; to provide a framework for comparing alternative models in terms of predictive accuracy; to cultivate an appreciation of various types of times series modeling approaches; to provide advanced exposure and experience in programming to build, test, and apply time series models; and to develop skills at communicating results effectively. The software used throughout the course will be Excel and R/RStudio. Effective teamwork and professional presentation of analyses and recommendations will be required during this course.

Prerequisites: AQM2000 or permission from instructor
Credits 4

QTM3620: Optimization Methods and Applications

QTM3620 Optimization Methods and Applications
(Formerly Operations Research)
4 Advanced Liberal Arts Credits

This course provides an introduction to optimization techniques for decision making with spreadsheet implementation. Topics covered include linear programming, sensitivity analysis, networks, integer programming, nonlinear programming, and multiple objective optimization. Models discussed span different business disciplines including finance, accounting, marketing, human resources, economics, operations, and project management. Throughout the course, learning is reinforced via hands-on computer experience using problems and cases.

Prerequisites: AQM2000
Credits 4

QTM3625: Financial Simulation

QTM3625 Financial Modeling Using Simulation and Optimization with Applications to Finance, Marketing, and Management
4 Advanced Liberal Arts Credits

This course is an introduction to quantitative techniques that enable marketing, finance, and management professionals to make optimal decisions under uncertainty. While theoretical background for these techniques is provided, the focus is on their applications and mastering software that is widely used in industry, such as Excel, Solver, @RISK, and MATLAB. Topics include simulation of important probability distributions, bootstrapping, random walks, linear and nonlinear optimization. Lectures draw on examples such as asset allocation under different definitions of risk; index tracking; scenario approaches to project and portfolio management; hedging and arbitrage; and derivative pricing.

Prerequisites: AQM2000
Credits 4

QTM3635: Quantitative Methods for Machine Learning

QTM3635 Quantitative Methods for Machine Learning
4 Advanced Liberal Arts Credits

The ease of data collection coupled with plummeting data storage costs over the last decades have resulted in massive amounts of data that many business organizations have at their fingertips. Effective analysis of those data followed by sound decision-making is what makes a company an analytical competitor. This course is dedicated to learning and applying advanced quantitative tools for solving complex machine learning problems. The course will build on analytical tools learned during AQM 2000 (Predictive Business Analytics) course, introducing modern advanced tools ranging from random forests to support vector machines and artificial neural networks. Each topic covered in this course will be discussed in the context of wide-ranging real-world applications such as email spam prediction; handwritten digit recognition; topic modeling/text mining; etc. The implementation of the introduced topics will be carried out in R/RStudio.

Prerequisites: AQM2000
Credits 4

QTM3674: Cryptology/Coding/Theory

QTM3674 Cryptology/Coding/Theory
4 Advanced Liberal Arts Credits

Cryptology includes the study of both cryptography, the science of developing _secret codes_ or ciphers for secure and confidential communication, and cryptanalysis, the breaking of ciphers. Coding theory consists of mathematical techniques for detecting and correcting errors that occur during data transmission. These topics are critical to secure and reliable information exchange, with applications ranging from e-commerce to the transmission of photographs from deep space to military operations. Through this exploration into the technical, social, and historical aspects of cryptology and coding theory, students will learn and extensively use basic concepts from number theory, finite field and ring theory, matrix algebra, and the software package GAP. Highlighted topics include the RSA cryptosystem, digital signatures, DES, linear and cyclic codes, and the coding theory based McEliece cryptosystem. This course is suitable for students with one year of university-level mathematics, or the equivalent; it should also be interesting for upperclassman from a variety of majors.

Prerequisites: AQM1000
Credits 4

QTM3675: Probability for Risk Management

QTM3675 Probability for Risk Management

4 Credits

The fundamental objective of this course is to prepare students for the successful completion of the first level probability examination (Exam P) of the Society of Actuaries. While the necessary theory is addressed, this course focuses on problem solving, so it is well suited for any student with an interest in applied probability concepts and how they are related to a wide variety of situations within and beyond actuarial science, finance, and economics. Topics include general probability and univariate and multivariate probability distributions.

Prerequisites: AQM2000
Credits 4

QTM5650: Qtm Elective

Credits 0

QTM5651: Qtm Elective

Credits 0

QTM5652: Qtm Elective

Credits 0

QTM5653: Qtm Elective

Credits 0

QTM5654: Qtm Elective

Credits 0

RUS1200: Elementary Russian

Credits 0

RUS1201: Elementary Russian II

Credits 0

RUS1202: Elementary Russian

Credits 0

SCN3600: Biomimicry: Applying Nature's Design

SCN3600: Biomimicry Applying Nature's Design for Business

4 advanced liberal arts credits

In this course we will investigate the tools and principles of biomimicry, which seek to sustainably solve current challenges by taking inspiration from how nature solves these same problems. Nature provides us with an incredible amount of research and development for effective problem-solving methodologies with the ultimate test for organisms being survival of the fittest. For the past 3.8 billion years, life has evolved strategies that are constantly integrated and optimized to create conditions conducive for life to continue. Successful examples of biomimicry include something as simple as Velcro (imitating burrs that stick to sheep) to cutting edge advancements like a bionic leaf producing hydrogen fuel from sunlight (imitating photosynthesis) and medical grade internal adhesives (imitating how mussels adhere underwater).

In this course we will begin by exploring design principles in biology, chemistry and physics and applying them to specific technological design strategies by asking questions like "How does nature make color?" and "How does nature water-proof something?" Then we will explore ecological design principles to understand how we can use nature's strategies of interconnectedness and cycling as a way to solve problems in businesses and organizations and move toward the circular economy. This course will emphasize the development of skills in critical thinking, synthesis of information, scientific literacy, hand-on exercises, and current topical issues in biomimicry.

Prerequisites: NST1XXX
Credits 4

SCN3601: Triumphs and Trials of the Pharmaceutical Industry

SCN3601: Triumphs and Trials of the Pharmaceutical Industry

4 advanced liberal arts credits

In 2022, the US pharmaceutical market was valued at over \$1.2 trillion, forecasted to reach more than \$2 trillion dollars by the year 2025. Bringing a new drug or therapeutic agent to the market is a complex process that can take upwards of a decade with a hefty price tag upwards of \$2 billion dollars. The United States pharma industry spends about \$60 billion yearly on drug research and development, generating approximately half of the \$1.2 trillion market. As a result of this significant investment, the pharma industry has made great strides in the treatment of many diseases and developed therapies that have changed the world, including the development of antibiotics to treat infection and drugs like insulin, which have saved hundreds of thousands of lives. Research, technological advances and development have led to new and innovative approaches to treat cancer, has reduced HIV infection from a 100% mortality rate to a chronic illness in the US and led to the development of a vaccine against COVID19 in record time. Despite making many significant scientific strides, public opinion of the industry is lower than ever before. It has been plagued with controversy after controversy about questionable practices including intellectual property arguments, skyrocketing costs, exorbitant executive payouts and inequitable vaccine access across the world. Additionally, a seemingly arbitrary drug pricing system and the indisputable role the pharma industry played in the opioid crisis, have fed into the significant public relations problem the industry currently faces. This course will focus on real world considerations that drive both the good and the bad of the pharmaceutical industry. We will discuss the triumphs and challenges that occur in bringing a drug from bench to bedside, and explore some of the questionable practices that have been connected to the industry. We will discuss the process and impacts of new drug development, translational medicine, and drug pricing models, investigating the ethics of balancing patient access, scientific innovation and the sustainability of a complex and often inefficient system. By the end of this course, students will appreciate the complexity of drug development system and understand the critical scientific and ethical challenges the pharmaceutical industry faces in bringing a drug to market.

Prerequisites: Any NST1XXX course
Credits 4

SCN3602: Eclipses on Earth

SCN3602: Eclipses on Earth

4 Advanced Liberal Arts Credits

This course will involve an in-depth exploration of the Sun-Earth-Moon system and how that system results in eclipses. From understanding how the relationship between the Sun, Earth, and Moon generate eclipses, we will discuss the different types of eclipses, and explore the prediction of eclipses. We will consider the historical explanations and uses of eclipses in both the social and scientific realms. We will also examine the history of solar observations to understand safe solar viewing practices. This course is designed to fulfill the advanced experiential component of the curriculum as well. In teams you will work with local teachers and libraries to develop ways of teaching about eclipses to K-12 students and a general audience. You will also assist in developing safe solar viewing plans for your external "clients" on the eclipse day.

Prerequisites: NST 10XX

Credits 4

SCN3603: Biotechnology & Innovation

SCN 3603: Biotechnology and Innovation

4 advanced liberal arts credits

In Biotechnology and Innovation, students will explore the dynamic intersection of biotechnology and business, focusing on the impact that scientific research has had on the development of new products, services, and startups within the biotech industry. The global biotechnology market, currently valued at approximately \$735 billion is predicted to reach over \$1.1 trillion by 2026. This course will cover the fundamental scientific aspects of biotechnology and biotechnology entrepreneurship with a focus on the global problems that can be solved using biotechnology innovations. It will explore the pioneering scientific innovations using living cells and their molecules that drive the industry, including breakthroughs in genetic engineering, gene editing, regenerative and personalized medicine, synthetic biology and bioinformatics. Students will analyze how these scientific advancements translate into commercial opportunities. Case studies of successful biotech products and services that have reshaped healthcare, agriculture, food systems, environmental challenges, bioremediation, biofuel production and many other industrial applications will also be explored. This will allow students to gain insight into the processes by which scientific discoveries become marketable solutions. This course will leverage the fact that Massachusetts is the #1 hub of Biotechnology in the world, giving students the opportunity to work with an industry partner to help solve a real-world problem. Students will participate in a semester-long project where they meet with industry stakeholders to analyze a problem and propose actionable solutions. By the end of this course, students will have a thorough understanding of the basic foundational knowledge central to biotechnology, and a better understand how scientific research serves as the foundation of the development and commercialization of biotechnological innovations.

Prerequisites: NST 10%%

Credits 4

SCN3604: Green and Blue Technology Solutions

SCN 3604: Green and Blue Technology Solutions

4 advanced liberal arts credits

Green and blue technologies, (also collectively referred to as "cleantech", "greentech", or "envirotech"), use science to understand and address negative impacts and promote new approaches to support human activity and economic growth that are less harmful to natural systems. While emergent green and blue technologies often hold promise of creating a more sustainable future, there is a wide range of associated challenges to seeing them adopted and in some cases avoiding unintended consequences of such adoption.

In this course we will explore different technology solutions across three thematic areas: Climate Change Mitigation and Adaptation, Resource Use, and Pollution Control. We consider the role that technology can play in addressing socio-ecological challenges and develop a framework for evaluating emerging technologies and designing new ones. The course will also include opportunities for students to engage with professionals in cleantech fields. The course will host a guest speaker for each of the three themes of the course (climate, resources, pollution). The course will also offer optional field trips that will allow students to observe and experience different local initiatives to develop cost effective sustainable technologies. The overall goal of this course is for students to develop the tools and thinking necessary to understand our current, critical environmental challenges and identify the role that technology and business may play in developing solutions that are efficient, equitable, and sustainable.

Prerequisites: NST 10%%
Credits 4

SCN3610: Weather and Climate

SCN3610 Weather and Climate

4 advanced liberal arts credits

Weather and climate impact many aspects of life: from minor daily joys and annoyances, to major storms, to longer term impacts such as droughts. These effects can be felt personally, regionally, and even affect the global economy. In this class we will study the atmospheric processes that drive the daily weather, the regional and seasonal variations in the weather, and the potential for climate change. We will also look at how human actions can affect the atmosphere. We will explore these ideas by using publicly available data to prepare weather forecasts of regional and global events. In the spring semesters, we will forecast and track snow storms and the early parts of tornado season; in the fall semesters, we will forecast and track hurricanes and the first storms of winter. We will discuss different forecasting models in class, and see how they compare to each other and contribute to our overall understanding of the atmosphere and our ability to forecast. We will also include a variety of experiments to demonstrate the basic physical processes in the atmosphere

Prerequisite: NST 10XX
Credits 4

SCN3630: Economic Botany

SCN3630 Economics Botany
Advanced Liberal Arts

This course will investigate the relationship between plants and society. Without plants and plant products humans would be hungry, naked, and lacking oxygen to breath. We will begin by exploring the basics of different plant parts and how plants grow and reproduce. We will then examine plants as sources of food, materials, perfumes, drugs, and medicines. Throughout the course we will discuss the role plants have played in influencing economics, language, politics, and religion. Current topics of particular interest for this course include the debate over genetically engineered crops, the development of new pharmaceutical medicines, the changes in human diet, and the use of plant products in new technologies. This course will emphasize the development of skills in critical thinking, synthesis of information, science literacy, hand-on exercises, and current topical issues in plant biology.

Prerequisites: NST I
Credits 4

SCN3635: Human Nutrition

SCN3635 Human Nutrition
(Formerly Personal Nutrition)
4 Advanced Liberal Arts Credits

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 course will provide a foundation in basic nutrition, including anatomy and physiology of the digestive tract and the development of disease, with the goal of applying this information to aid in making informed choices in the treatment and prevention of nutrition related disease. We will also explore how the personal actions a student can take to encourage a sustainable diet, defined as "food choices that maximize personal health while minimizing the impact on the environment.

Prerequisites: NST10%
Credits 4

SCN3640: Scientific Research Paradigms

SCN3640 Science and Innovation
4 Advanced Liberal Arts Credits

An examination of the concepts, principles and policies related to research and development activities with examples from the history of the subject from its Greek beginnings to modern times. Successful and failed R&D projects from multiple disciplines will be explored as a driving force for innovation. The complex relationships that the scientific and engineering enterprises have to the innovation process will be examined with respect society, industry, and political motivations.

Prerequisites: NST10%
Credits 4

SCN3660: Human Health and Disease

SCN3660 Human Health and Disease
4 Liberal Arts Credits

This class explores human health and disease. We identify the biological roots of infection, exploring advances in medicine and related disciplines. We analyze all facets of risk - from genetics to lifestyle - proceeding topically through major threats to human longevity and quality of life. Topics include the latest understanding of chronic illness - cancer, stroke, heart disease - that account for most premature mortality in the developed world. We will examine strategies to protect our health and to ameliorate some of the consequences of aging; we will investigate new challenges, such as emerging infections and eating disorders. Psychological aspects of wellness are discussed as well.

Prerequisites: Foundation Science
Credits 4

SCN3689: Crime Science

SCN3689 Crime Science
4 Advanced Liberal Arts Credits

This course examines the role that the modern natural sciences play in analyzing physical evidence collected at a crime scene. It begins by defining forensic science and understanding why the government has placed special qualifiers on scientific expert witnesses and their testimony. Students will survey the sciences used in a modern crime lab to understand the principles behind the analyses. Historical and current crimes and their trials as well as a mock crime scene will highlight lecture material. Disciplines that will be covered include Toxicology, Controlled Substances, Arson, DNA, Blood Spatter, Friction Ridge, Ballistics, and Crime Scene Processing.

Prerequisites: NST1
Credits 4

SCN5650: Science Elective Credit

Credits 4

SCN5651: Science Elective Credit

Credits 4

SES2000: Socio-Ecological Systems

SES2000 Socio-Ecological Systems

4 Credits

Special Topic Descriptions:

https://babson.sharepoint.com/:w:/s/SESTeachingFaculty/EWYrFfzN_uZDhS_m8w-TmAcBP35aZg1XkbeRQAjsQ7HapQ?e=pc4Lst&CID=4F7FoC1A-ED6A-4E61-9AB9-A0476C8E2B98

SESTeachingFaculty/EWYrFfzN_uZDhS_m8w-TmAcBP35aZg1XkbeRQAjsQ7HapQ?e=pc4Lst&CID=4F7FoC1A-ED6A-4E61-9AB9-A0476C8E2B98

This co-taught course will integrate across the social sciences and ecological sciences to focus on socio-ecological systems (SES), which are linked systems of people with nature, emphasizing that humans must be seen as a part of, not apart from nature. These connected systems are complex, adaptive, and are governed by feedbacks within and between social and bio-physical processes. Studying SES allows for the development of important skills desperately needed for future business leaders, such as approaches for incorporating uncertainty, nonlinearity, and self-reorganization from instability. Students will be taught systems thinking and how to identify and develop an understanding of the interdependent and interrelated structures and feedbacks of dynamic systems. Transdisciplinary approaches will be employed to address complex temporal, spatial, and organizational scales to investigate real world challenges. Beyond just social impact businesses or corporate social responsibility, teaching system dynamics for sustainability allows students to develop as system change leaders.

This course will directly address the new integrated sustainability theme and will provide a strong background for all of our students in integrative systems thinking, ecological integrity, and structural injustice. Students will be introduced to the UN Sustainable Development Goals, Planetary Boundaries Framework, resilience strategies, and leverage points for systems-based change for sustainability. Students will also learn concept mapping techniques as a way of visually representing complex systems, their relationships, and indirect connections and feedback effects. The skills learned can then be expanded and built from in subsequent elective courses. There are multiple content versions of this course including Climate Systems, Food Systems, Natural Disaster and Resilience Systems, Prairie Systems, Urban Systems, and Water Systems that are offered across different semesters.

Prerequisites: NST 10XX and FCI 1000 and WRT 1001
Credits 4

SOC4620: Sociology of Health and Medicine

SOC4620 Sociology of Health and Medicine

4 Advanced Liberal Arts Credits

This course exercises the sociological imagination in understanding how health, illness, and healthcare, are socially constructed. This construction occurs at a local, national, and international level, at the interplay of culture, policy, service, and business. By examining both health and health systems, students will gain an understanding of how an individual's health both shapes their navigation through society, and is affected by the society they navigate. We will examine this phenomenon at the interpersonal, structural, and international level. Our course will begin by understanding health and healthcare as a fundamentally social process – one that is affected by both the history of society at large and systems of inequality inherent to that society. We will then explore how these phenomena translate (or do not translate) in an international capacity. Finally, we will examine the process behind manufacturing health and healthcare, before exploring what can be done about health inequalities.

Through in-class discussions and writing assignments, students will gain a more critical understanding of health and health systems as a process, rather than as stagnant entities. We will analyze the intersecting roles of the family, culture, education, authority, gender, race, social class, ideology, economic commensuration, and nation of origin in the process of health – and how each of those in turn affect the business of healthcare and system of healthcare delivery.

By the end of the course, students will be able to:

- v Explain sociological theories of illness in the context of real-world experiences
- v Thoroughly understand the impact of the social world on the manufacturing of healthcare, the roles of health/illness to individuals, and the processes of (de)medicalization
- v Describe the role of intersecting systems of disadvantage and cultural meanings on health treatments and outcomes
- v Effectively critique competing mechanisms to address various 'health crisis'
- v Responsibly apply empirical findings to current policies and discourse

Prerequisites: Any combination of 2 ILA (HSS, LTA, CSP, LVA, CVA)

Credits 4

SPN1251: Spanish Credit

Credits 0

SPN2200: Spanish I

SPN2200 Spanish I

(Formerly SPN1200)

4 General Credits

This is a fast-paced introductory course that prepares students for further study of the language. Through engaging, meaningful activities, students will learn to accomplish real-world communicative tasks. The course incorporates a wide variety of interactive and authentic materials to put language into practice. As the course adopts an intensive and immersive approach, it is recommended for students with some previous exposure to language learning and/or the highly motivated rank beginner.

Credits 4

SPN2201: Spanish Credit

Credits 0

SPN2610: Spanish I

SPN2600 Spanish I

(Formerly SPN1200)

4 General Credits

****SPN 2200 is equivalent to SPN 2610. Students who took SPN 2200 cannot register for SPN 2610****

This is a fast-paced introductory course that prepares students for further study of the language. Through engaging, meaningful activities, students will learn to accomplish real-world communicative tasks. The course incorporates a wide variety of interactive and authentic materials to put language into practice. As the course adopts an intensive and immersive approach, it is recommended for students with some previous exposure to language learning and/or the highly motivated rank beginner.

Credits 4

SPN4610: Spanish II

SPN4610 SPANISH II

4 Advanced Liberal Arts Credits

This is a fast-paced advanced beginner course. The course rapidly expands control of basic grammatical structures and vocabulary, with special attention to speaking and listening. Students consolidate their ability to communicate in Spanish through a wide range of highly communicative and interactive activities that encourage the development of real-world skills and abilities. Spanish II is the second course in the Proficiency Sequence, a program of study designed to bring students to proficiency in 4 semesters.

Prerequisites: SPN2200 Spanish I (formerly SPN1200), or equivalent proficiency as demonstrated through a required placement test. Not open to fluent speakers of Spanish.

Credits 4

SPN4620: Spanish III: Intermediate Spanish

SPN4620: Spanish III: Intermediate Spanish

(Formally titled Spanish III)

4 Advanced Liberal Arts Credits

This course will provide an in-depth review and expansion of Intermediate-level Spanish grammar and vocabulary through oral and written practice. Through the use of selected readings, films and music, students will continue to develop their ability to communicate proficiently in Spanish. Supplementary materials will provide a jumping off point for discussions of immigrant experiences in the U.S., Spain, and Latin America. The course will explore the factors that motivate migration, as well the implications (economic, political, artistic, musical, culinary, linguistic, etc.) of immigrant experiences and cultural exchanges throughout the Spanish-speaking world.

Prerequisites: SPN1200 or SPN2200 (Accelerated Elementary Spanish at Babson), or equivalent proficiency as demonstrated through a required placement test. Not open to fluent speakers of Spanish.

Credits 4

SPN4640: Spanish Cinema and Culture

SPN4640 Spanish Cinema and Culture
4 Advanced Liberal Arts Credits

This course is designed as a conversation class, with a strong cultural component. The major course materials are contemporary Spanish language films and supplementary readings. Through the lens of ethical questions and concerns that surface in these films, students will study issues relevant to the history, culture, and politics of contemporary Latin America and Spain. Films and readings serve as the basis for debate, discussion, and written analysis. This course aims to ease the path towards greater fluency through improvements in accuracy and more spontaneous communication.

Open to students with an Intermediate level of Spanish, or higher.

Prerequisites: SPN4620, or equivalent proficiency as demonstrated through a placement test.

Credits 4

STR3000: Strategic Problem Solving

STR3000 Strategic Problem Solving

4 Credits

Students who took this as ASM3000 cannot register for this course

Effective leaders excel at identifying and solving the most critical problems facing their organizations. To that end, Babson undergraduates are required to take this advanced management course which helps them to develop practical skills to solve the right problem well. After introducing core concepts and frameworks of strategic management, instructors will introduce their approach to issue-based problem solving. The latter part of the course requires students to work in teams and practice problem solving by identifying, analyzing, and proposing solutions to a strategic problem faced by a company of their choice. This course builds upon and requires students to apply the content of the foundational management courses in accounting, finance, marketing, operations, and microeconomics. Students who are concentrating in strategic management or are interested in consulting are encouraged to take this course as early in their academic career as possible (preferably the end of sophomore or junior year).

Prerequisites: Before enrolling in STR3000, students will need to have completed the following 3 courses: 1) Intro to Financial Accounting, 2) Principles of Finance, and 3) Principles of Marketing, AND;

Pre- or Co-requisites: Students can take the following 2 courses before or concurrently with STR3000: 1) Principles of Microeconomics and 2) Technology Operations Management.

Credits 4

STR3500: Scaling Strategy: Master Idea to \$10 Billion

STR3500 Scaling Strategy: Mastering the Four Stages from Idea to \$10 Billion

4 Advanced Management Credits

How do the most successful founders transform their idea into a large, fast-growing company? Scaling Strategy answers this question by investigating three topics:

- What are the stages through which an organization must evolve to turn a new business idea into a fast-growing public company?
- How can leaders capture the opportunities and overcome the challenges at each of these stages?
- How can CEOs assess their ability to lead their organization through the next stage of scaling?

Tapping Professor Cohan's experience running his own growth strategy consulting firm, investing in startups which produced billions in gains, and writing columns for Forbes and Inc., Scaling Strategy explores these questions through class discussions, in-class group analysis of real-life scaling cases, and outside speakers with scaling expertise. In the final seven weeks of the course, student teams work with founders to develop scaling strategies for their startups.

Past students have found the course valuable. Here is a comment from a student in the Fall 2024 STR 3500 session: "I would like to take this opportunity to thank you for a fantastic semester of learning. The knowledge and skills I've gained through this class, especially during the Luminoso project, have been instrumental in preparing me for my upcoming role at Grant Thornton."

For more information, please watch this video:
<https://babson.instructuremedia.com/embed/d2e3ddb-bd69a-4091-b285-1fe25c344a76>

Prerequisite: (FME 1000 and FME 1001) OR (EPS 1000 and MOB 1010)
Credits 4

STR3501: Generative AI for Business Growth & Strategy

STR3501 Brain Rush: Generative AI for Business Growth and Strategy

4 Advanced Management Credits

Generative AI has prompted leading analysts to forecast trillions of dollars in new market opportunities while propelling the shares of a handful of publicly traded companies competing to satisfy individual and corporate demand for ways to capture AI's benefits while mitigating its risks.

The attention focused on generative AI raises many questions for business leaders, investors, and policymakers:

- Does generative AI hype anticipate real potential for the technology's ability to create social and economic value?
- What should policymakers do to maximize generative AI's opportunities and mitigate its risks?
- How can business leaders capture the opportunity and minimize the risks of generative AI?
- Which generative AI applications will create the most sustainable value for society?
- How can employees, managers, and executives use generative AI to perform their work more effectively and efficiently?
- How can investors pinpoint companies with the most wealth creation potential and shun the rest?

Professor Cohan's views on these questions are framed by his experience running his own growth strategy consulting firm, working in an AI startup, investing in new ventures which produced billions in gains, writing columns for Forbes, and publishing his 2024 book, Brain Rush: How To Invest and Compete in the Real World of Generative AI.

STR 3501: Generative AI for Business Growth and Strategy features class discussions on these topics, in-class group analysis of real-life cases, and outside speakers with AI expertise. In the final six weeks of the course, student teams work with companies to help them apply AI to boost their revenue growth.

Past students have found the course valuable. Here is a comment from a student in the Spring 2025 session: "I wanted to take a moment to thank you for such an engaging and insightful class this past semester. It was one of the most interesting courses I've taken at Babson, and I truly appreciated how relevant and interesting the material was. I'm confident that what I've learned will be valuable as I explore potential AI-related investments in

my future career. I'm looking forward to staying in touch and keeping you updated. Thank you again for a great semester!"

Prerequisites: STR 3000
Credits 4

STR3502: AI and the Future of CEO Leadership

STR3502 AI and the Future of CEO Leadership

4 Advanced Elective Credits

This course examines how artificial intelligence transforms executive leadership in the post-ChatGPT era. Through analysis of the eight critical CEO activities, industry case studies, and hands-on consulting projects, students will develop frameworks for human-AI collaboration in leadership contexts. The course emphasizes practical application of concepts through real-world projects with organizations navigating AI transformation.

For More Information [Click Here](#).

Prerequisites: None
Credits 4

STR3506: Mysteries, Puzzles and Imagination

STR3506 Mysteries, Puzzles and Imagination

(Formerly MOB3506 Mysteries, Puzzles and Wicked Problems)
4 Advanced Management Credits

The course will help you learn how to think insightfully and become a skilled problem solver. Excelling in both is essential for success, no matter what your choice of career. Employers rank critical thinking and problem solving as prized skills that are difficult to find in business school graduates. A rising number of companies look for these skills using case interviews.

We will learn a variety of techniques and approaches to solving strategic, consequential, and wicked problems. Wicked problems are messy, multifaceted, lack sufficient information, and are difficult to solve. It is easy to get them wrong, especially under time pressure. We will approach them as mysteries or puzzles to better solve them. And we will learn how imagination might play a role in solving business problems.

Using various techniques and ways to think, we will learn to frame problems well to make sense of messy, ambiguous situations; identify needed evidence without wasting time on irrelevant information, draw upon different business disciplines but not be limited by any, find the story in numbers, use judgment, be original, and so much more. Throughout the course, I will ask you how you thought and made decisions and how others thought and made decisions. Effective problem solving needs such awareness about oneself and others.

The course uses a workshop format to emphasize in-class exercises and practice. We will minimize using conventional cases (14 pages of text and many more with exhibits). Instead, to simulate case interviews and workplace realities, we will use cryptic cases and live cases.

Few business schools teach problem solving rigorously. Acquiring this skill will differentiate you in the job market, prepare you for doing well in case interviews, and position you for success in your career of choice.

Prerequisites: (FME 1000 and FME 1001) or (MOB 1010 and EPS 1000)
Credits 4

STR3508: International Consulting Experience

STR3508 International Consulting Experience
4 Credits

The International Consulting Experience takes the consulting experience global by providing 3-4 students teams the opportunity to work on project assignments with international corporate sponsors. The program begins with pre-departure sessions focused on consulting methodology and intercultural competencies during the fall semester. Travel to the company site will take place over the winter break at which time students will develop the engagement contract and begin on-site primary research. Project work will be completed over the spring semester ending with the team presenting their findings and recommendations to their sponsor company in a written report and an oral presentation.

Students must apply for this course through the Glavin Office
Credits 4

STR3510: Moonshot Strat:reverse Engineer Impossible

STR3510 Moonshot Strategy: Reverse Engineering the Impossible

4 Advanced Management Credits

This course will provide Babson students with a deeper understanding of how a strategic approach to "moonshot" innovations can solve significant societal challenges. We will explore several historical examples, focusing on the original and emergent strategies and technologies, the characteristics of successful teams, and the role of strategic problem solving.

Today's world faces seemingly insurmountable challenges: a global pandemic, rapid climate change, and income inequality at the top of a growing list. Businesses have been faulted for contributing to these challenges, but are also looked upon as strategic partners in finding solutions. Understanding the strategies that organizations and individuals can apply in solving today's "moonshot" challenges requires us to deconstruct the strategic approaches of others who solved the seemingly insurmountable challenges of their day.

This course will examine past moonshots to learn the strategies, innovations, and processes that enable teams to achieve what most thought impossible. We will also look at failed moonshot efforts and explore how businesses and entrepreneurs can avoid their fate as they apply their energy and efforts to address today's challenges.

Prerequisites: (FME 1000 and FME 1001) or (MOB 1010 and EPS 1000)
Credits 4

STR3540: Israel Start-Up Strategy

MOB3540 Israel Start-Up Strategy

4 (Elective Abroad) Credits

Program fee is paid to Glavin Office – program fee includes: accommodations, breakfast, bus transportation in Israel, program planned meals, and cultural excursions. Not included: tuition, international flight, visa costs, additional meals and personal expenses.

The purpose of this course is to provide students with an opportunity to understand the entrepreneurial ecosystem (EE) of Israel – a country of about seven million people with the highest rate of NASDAQ listings per capita of any nation.

Through direct interaction with entrepreneurs, capital providers, educators, and government officials in Israel, the students should come away with a new perspective on startup's opportunities and challenges and get experience consulting to local startups while applying concepts from two books – *Capital Rising: How Capital Flows Are Changing Business Systems All Over the World*, co-authored by Peter S. Cohan with Srini Rangan, and *Hungry Startup Strategy: Creating New Ventures with Limited Resources and Unlimited Vision* (November 2012), by Peter S. Cohan.

Israel's ability to spur entrepreneurial innovation vastly exceeds its size. Israel has 7.1 million people but the number of Israeli companies listed on the NASDAQ far exceeds its relative population. For example, India has three companies listed. Japan has six, Canada has 48, while Israel has 63. Israel has received as much foreign venture capital as the much larger Britain -- \$2 billion in foreign venture capital invested there in 2008 alone. And Israel has the highest density of startups in the world 3,850 – the equivalent of one startup for every 1,844 Israelis. Moreover, during the last few decades, Israel's high-tech innovations have spread around the world.[i]

How did Israel accomplish this feat? Israel has historically been geo-politically isolated from its direct neighbors, limiting trade and cooperation. An Arab nation boycott made regional trade impossible and it has very few natural resources. In addition, it has borne the impact of multiple military conflicts, putting pressure on its economy. As a consequence, Israel looks to the spirit of its people to overcome its many limitations. The way Israel has managed its human capital – a critical element of its EE – has allowed Israel to become an innovation hub.

Israel's entrepreneurial success depends on the people it attracts and how it harnesses their skills. Since Israel remains under constant political threat, all its citizens

serve in the military which creates social networks and leadership training. Furthermore, Israel's culture of critique, fostered by centuries of Jewish tradition, encourages a spirit of relentless improvement. Moreover, the Right of Return immigration policy for Jews augments Israel's population with people motivated to build new lives and livelihoods. The result is a business climate that embraces risk and spurs the growth of good ideas.

Many examples of Israel's most successful start-ups spring from the application of its human capital to the gap between demand and supply. For example, drip irrigation was invented when a farmer in the Negev desert noticed one of his trees flourishing despite drought conditions. When he discovered a leaky underwater pipe, he had a moment of creative inspiration, developing a technology that spread around the world.

Many of Israel's greatest innovations were in the area of information technology. They include PC anti-virus software, to AOL Instant Messenger, and the Intel Pentium microprocessor chip. Israelis also created medical devices such as radiation-free breast cancer diagnostics and the "Gut Cam," an ingestible pill video camera that diagnoses abnormalities.

Hence one of the goals of the course is to explore how Israel has created such a vital EE and to give students a first-hand look at the Israelis who put the concept of entrepreneurship into practice.

The Israel Startup Strategy Elective Abroad is intended to provide students with the following benefits: to understand how Israel spurs startups, to get a deeper understanding of Israel's business culture, to meet entrepreneurs, business educators, government officials, and capital providers in Israel.

Credits 4

STR3555: Paris Start-Up Strategy

STR 3555: Paris Start-Up Strategy

4 elective abroad credits

The purpose of this course is to provide students with an opportunity to understand the entrepreneurial ecosystem (EE) of Paris, France.

Through direct interaction with entrepreneurs, capital providers, educators, and government officials in Paris, the students should come away with a new perspective on startup's opportunities and challenges and get experience consulting to local startups while applying concepts from three books:

- Capital Rising: How Capital Flows Are Changing Business Systems All Over the World, co-authored by Peter S. Cohan and Srini Rangan,
- Startup Cities: Why Only a Few Cities Dominate the Global Startup Scene and What the Rest Should Do About It (March 2018) by Peter S. Cohan, and
- Hungry Startup Strategy: Creating New Ventures with Limited Resources and Unlimited Vision (November 2012) by Peter S. Cohan.

France has not always been known as a haven for startups – indeed in recent decades many of France's greatest entrepreneurs have moved to Silicon Valley. However, in the last few years, France's economy has stagnated and like other regions in Europe – such as Barcelona and Lisbon – local governments have seen that there is an opportunity to revive the economy by encouraging more entrepreneurial activities. Hence one of the goals of the course is to explore how Paris has created an increasingly vital EE and to give students a first-hand look at the French entrepreneurs and investors who are putting the concept of entrepreneurship into practice.

The Paris Startup Strategy Elective Abroad is intended to provide students with the following benefits:

- To understand how Paris spurs startups
 - To get a deeper understanding of Paris's business culture
 - To meet entrepreneurs, business educators, government officials, and capital providers in Paris
- Credits 4

STR3560: Global Strategic Management

STR3560 Global Strategic Management

(Formerly International Business Enterprise)

4 General Credits

Are you interested in understanding how multinational enterprises navigate the complexities of today's global economy? Do you want to learn how to develop and implement effective strategies in the face of the turbulence and dynamics of international business environments? If so, then consider registering for the Global Strategic Management (STR3560) elective course.

In this course, we will dive into the current disruptions and dynamics in the global economy and politics, exploring the implications of these factors for multinational enterprises. From geopolitical instability and trade policy changes to economic fluctuations and technological advancements, you will gain insight into the challenges and opportunities that global managers face.

Through a problem-based approach and the use of global strategy cases, application exercises, and team projects, this course aims to develop your analytical thinking, critical reasoning, and problem-solving skills, among others.

Join us to gain a deeper understanding of how to manage multinational enterprises in today's ever-changing global landscape. For more information, please watch this video: <https://babson.instructuremedia.com/embed/bc3c40fo-e41a-4abb-80e1-65fead445989>

Prerequisites: (FME 1000 and FME 1001) OR (EPS 1000 and MOB 1010)
Credits 4

STR4510: Strategic Decision Making

STR4510 Strategic Decision Making

(Formerly MOB4510)
4 General Credits

This course is an extension of the core Strategy courses focusing on strategy formulation and execution. It draws upon the insights from the field of strategy, economics, decision making and corporate finance and is suited for students interested in management consulting, investment management or corporate planning. It is intended to complement the course, Economics of Competitive Strategy, by focusing on how strategies are formulated and executed in specific competitive situations.

For More Information: www.kaltura.com/tiny/xx8ue

Prerequisites: STR 3000
Credits 4

STR4572: Consulting

STR4572 Consulting

(Previously titled Management Consulting)
4 Advanced Management Credits

Elite armies of management consultants are at work advising companies ranging from the Fortune 500 to mid-sized Private Equity portfolio companies across all industries (and government) addressing such topics as market attractiveness, mergers & acquisitions, business strategy, operating and cost efficiencies, information/data management, human performance, and development/coaching of leadership. The over 700,000 firms (globally) that comprise this \$250 Billion industry, employing the best students from leading business schools, use proprietary methodologies and tools to deliver real shareholder value to their clients. The objective of this course is to introduce to those students who seek to compete and prosper by addressing exigent business issues—that cannot be solved by leading firms without assistance from credentialed consultants—the skills necessary to be successful in the management consulting industry. This will be accomplished by reviewing the content and process frameworks and methodologies used by leading consulting firms, inculcating the perspective of the client when addressing challenging business issues, and helping students consider some of the career and lifestyle issues inherent in a consulting career. Topics will be introduced in facilitated discussions, in-class exercises, cases, and some selected pre-readings. In addition, there will be a group project—using client materials from a real company with which I was involved prior to coming to Babson—that will replicate a “typical” consulting project.

Prerequisites: STR 3000
Credits 4

TAX3500: Taxes

TAX3500 Taxes
General Credit

Studies tax administration; income, deductions, and credits; treatment of gains and losses; income taxation of individuals, businesses, estates, and trusts, with an emphasis on income taxation of individuals; and estate and gift taxation fundamentals.

Prerequisites: LAW 1000
Credits 4

TAX3650: Tax Policy

LAW3650 Tax Policy
4 Credits

Tax policy is a government's choice regarding what taxes to levy, on whom and in what amounts in order to raise the funds it needs and to influence taxpayer behavior.

Students will learn the timeless design principles of good tax policy, evaluate taxation in America over time through the lens of these design principles, examine the roles of influential individuals, discuss social, environmental, economic responsibility, and sustainability (seers) aspects as well as global and ethical considerations in the tax policy debate, assess alternative approaches to the current federal income tax system in the U.S., and develop policy as well as implementation recommendations.

Prerequisites: LAW1000; prior completion of TAX3500 is beneficial
Credits 4

WRT1001: Writing Across Contexts

WRT1001 Writing Across Contexts
4 Foundation Liberal Arts Credits

This course introduces students to key concepts in meaning-making and helps them develop rhetorically sophisticated approaches to reading, writing, and composing across contexts. Students refine and reflect on their own composing practices and processes past, present, and future as they read, analyze, and create texts for a wide variety of audiences, purposes, and media forms. At the end of the term and with the vocabulary developed in the course, each student articulates in an essay their own working theory of and approach to writing that they can mobilize and adapt for future academic and professional contexts.
Credits 4

WRT2000: Research Writing

WRT2000 Research Writing
4 Foundation Liberal Arts Credits

This course prompts students to put their theory of writing into practice through writing and composing in research-based genres for audiences in academic discourse communities. Students learn to recognize and adhere to the discursive and procedural conventions of particular communities of scholarly practice, and they examine and participate in modes of scholarly inquiry while learning about and engaging in best practices for finding, evaluating, and incorporating sources. Students produce scholarly arguments in essay form while exploring the roles that other textual forms can and do play in scholarship, and they continually reflect on how this work informs their theory and understanding of writing more generally.

Prerequisites: WRT1001
Credits 4

WRT4601: Writing with Robot:authenticity,ethics&AI

WRT 4601: Writing with Robots: Authenticity, Ethics, and AI

4 advanced liberal arts credits

This genre-based writing course takes students through the experience of writing different kinds of text with and without the use of AI tools while simultaneously looking at the ethical concerns related to each genre (e.g., one might feel differently about using AI to help write a LinkedIn post vs. a poem) as well as the larger ethical concerns of AI (e.g., data, bias, academic integrity, and so on).

Prerequisites: Any Combination of 2 intermediate liberal arts (HSS, LTA, CSP)
Credits 4

WRT4602: Practicum in Peer Consulting and Writing

WRT4602 Practicum in Peer Consulting and Writing
Advanced Liberal Arts

Students learn to act as peer consultants in writing and work on improving their own writing, critical thinking, and interpersonal skills. They accomplish these objectives by addressing their writing problems; writing extensively; developing criteria to evaluate the writings of others; studying various writing processes and theories of composition; examining pedagogical approaches to teaching writing; reading extensively about, and becoming acquainted with, the dynamics of peer tutoring; and working in the Writing Center as peer consultant trainees.

This course is typically offered in the following semesters: Spring

Prerequisites: Instructor permission
Credits 4

WRT4603: Writing for Social Change

WRT 4603: Writing for Social Change

4 advanced elective credits

From political speeches and op-eds, to public art PSAs seen on billboards and on subways, to recent social media campaigns emerging out of viral social movements, change writing is all around us and ever evolving. But what is the relationship between writing and progress, and how can writing be used as a tool for effectively inspiring change? This course engages with written and digital texts that advocate for meaningful social change and considers how our increasingly divided and viral world demands the careful and responsible creation and consumption of texts. Through our course assignments and projects, students will become more engaged and persuasive communicators as they consider their own roles in pushing for change that is personally meaningful, be it on campus, in local communities, or beyond.

Prerequisites: Any combination of 2 ILA (CSP, LTA or HSS)
Credits 4